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Projects in Supervision

Edited by
ARTHUR S. GIST

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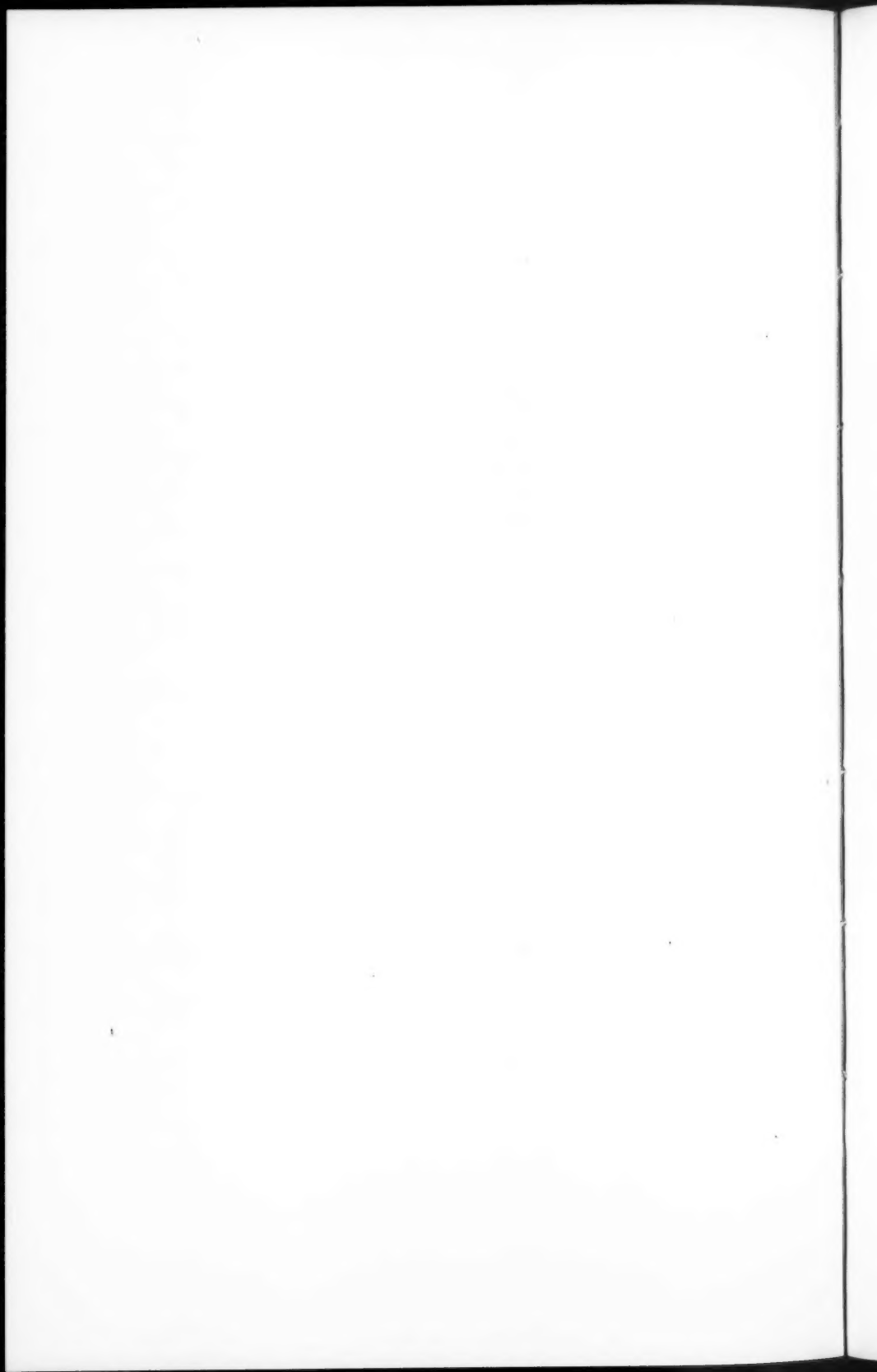
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PREFACE

THE DEPARTMENT of Elementary School Principals of the National Education Association again places before the educators a yearbook containing timely and we hope valuable contributions to the rapidly growing field of educational literature for principals.

The principals of the country are showing an increasing interest in their professional responsibilities, in scientifically prepared studies in general, and particularly in the publications of this Department. This interest, enthusiasm, and professional activity, of a practical yet scientific type, is most gratifying to all educators. The day is approaching when we will have definite and tangible bases for judging the principal's efficiency in a professional way. Such literature helps to form such bases and principals themselves are thus providing the means by which their most important functions may be evaluated, cataloged, and improved.

It is the hope of this Department that the Sixth Yearbook will prove its worth and will have some influence upon the further development of a high type of useful, valuable, professional leadership.

Our Department is again indebted to the various members of our official staff at the headquarters of the National Education Association for valuable assistance with many phases of our work.

ARTHUR S. GIST

Editor, Sixth Yearbook

B. F. Day School, Seattle, Washington

FOREWORD

THE DEPARTMENT of Elementary School Principals of the National Education Association presents to all interested in the progress of education its Sixth Yearbook. Since elementary education is the foundation of all education, it has been the privilege of the contributors of the six yearbooks and the quarterly bulletins to serve the whole field of educational progress.

"The Technic of Supervision" treated in the First Yearbook, "The Problem of the Elementary School Principal in the Light of the Testing Movement" in the Second Yearbook, "The Status and Professional Activities of the Elementary School Principals," in the Third Yearbook, "The Elementary School Principalship—A Study of its Instructional and Administrative Aspects," treated in the Fourth Yearbook, "Studies in the Elementary School Principalship," in the Fifth Yearbook and "Projects in Supervision" for the Sixth Yearbook, together with the nineteen quarterly bulletins make up a library shelf of reference material valuable to workers in every field and phase of education.

It is gratifying to note the widespread use of these Department publications in the best schools of the land. No university or college reference library is considered complete without this up-to-date educational material. The studies and reports by the Department "Committee on Standards and Training," by the "Committee on Educational Progress" and other standing Committees of the Department are of great value and serve as guide-posts in our march of educational progress.

The Department members are greatly helped in their efforts to elevate standards in the elementary field of education by the encouraging messages from educators all over the nation.

Superintendent Cole, of Seattle, writes: "It is my opinion that the elementary school principals have made the greatest progress during the last ten years professionally of any group of educators in public school work. The Seattle school system has profited much by this professional growth."

Superintendent William J. O'Shea, of New York City, writes: "I feel that membership in your department by the principals of our schools is an index of professional participation and advance."

Superintendent M. C. Leffler, Lincoln, Nebraska, writes: "The Department of Elementary School Principals is rapidly gaining recognition as one of the major departments of the National Education Association. This is as it should be, not merely because of its numerical potentiality, but because of the primary and key position which the principal holds in each school. The Department of Elementary School Principals, through its organization, committees, and publications, is exerting a positive influence in the direction of real cooperation."

Miss Mary McSkimmon, past president of the National Education Association of Brookline, Massachusetts, writes: "No man or woman holding the position of elementary school principal can afford to remain outside this organized group. We need every one of our 50,000 elementary school principals, for we are members one of the other by the very nature of our task. Every principal in America has already been helped in a dozen ways through the fine professional spirit and service of the organization."

Superintendent William McAndrew, of Chicago, Illinois, writes: "I have had the opportunity of attending meetings of the Department of Elementary School Principals, of the National Education Association. In my opinion, there is no work of the National Education Association so important as the service rendered by the principals' department. Your department has devoted itself to the professional advancement of supervision. Your meetings, your yearbooks and bulletins show that you are delivering the goods. Good luck to you all."

Superintendent Susan M. Dorsey, of Los Angeles, California, writes: "The Department of Elementary School Principals is to be congratulated on the service it is rendering to public school principals and through them to the schools."

Superintendent Fred M. Hunter, Oakland, California, writes: "The Department of Elementary School Principals has been one of the most active and rapidly growing departments in the National Education Association. The yearbooks and bulletins of this division of the National Association have been strong, professionally alive, and practically helpful. All elementary principals would profit by becoming members. May I take this occasion to wish for your administration the success that has attended the work of the department all along the line."

We could go on with many, many more congratulatory comments made by leading superintendents, college presidents, principals, and other educators the country over.

Ours is a great opportunity!

Ours is a great responsibility!

Our goal as a department is to continue to emphasize the value of research and experimentation by the principal and to make the results available to others through our publications—the yearbooks and the bulletins. We are striving to reach and to bring into active cooperation all of the 50,000 elementary school principals of this nation so that through the efforts of all, working together, we may help to realize the best ideals of American citizenship through the training of the children of America.

E. RUTH PYRTLE, *President*

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CHAPTER I

OUR DEPARTMENT

JESSIE M. FINK

Principal, Buchanan School, Grand Rapids, Michigan

ITS PURPOSES

MY CREED—"Onward Christian Principal of the Elementary School! There is no time to abide with the nonprogressive or the unbeliever for our tomorrow's citizenry is calling us."

The Department of the Elementary School Principals of the National Education Association is an organization formed for the purpose of meeting the responsibilities resting upon the elementary schools in the light of the demands of present day education and according to the American ideal.

Among these responsibilities is that of studying with united mind and purpose the specific problems confronting this group. Also the duty of enlisting the aid of educational forces everywhere to give to the elementary child the advantage of united effort.

This department is a clearing-house for the activities of elementary school principals' clubs throughout our land. It is an avenue for the exchange of information and cooperation among the various local organizations which make up the department.

Its aim is to solve educational problems peculiar to its own field and to obtain definite advances in position and recognition for the workers in its ranks, thereby giving a fuller and more nearly perfect contribution to the childhood of America.

ITS ACCOMPLISHMENTS

This Department has satisfied a great need in the elementary school of our country by supplying a means of direct communication between the principals of the different sections of America, between those of the cities of our land, and even to the remotest districts of hitherto almost inaccessible places.

By means of its semi-annual meetings it has brought together the best minds of our profession where the interchange of ideas has been of the most stimulating sort.

It has published quarterly a Bulletin which contains articles by the leaders in educational thought and practice. These are edited by the secretary of the Department and are storehouses of information

as to the technic and philosophy of education, as well as the practical application of the principles of supervision.

In addition to the bulletins, our Department has sent forth annually a yearbook, the like of which has never been surpassed and rarely equalled. The yearbooks edited by Mr. Arthur S. Gist, of Seattle, Washington, have been the source of favorable comment by various countries of Europe, among them Sweden and Denmark, whose Ministers of Education took pains to acknowledge them.

To the profession this yearbook is a mine of information and a wealth of suggestions that carry inspiration with it every hour of the day throughout the school year.

Suggestion, recommendation, educational inspiration, information, contribution, and dissemination of professional literature is not all that this Department has done. The greatest accomplishment lies in its having awakened a professional consciousness in the ranks of the elementary school principals throughout our land. It has made possible a solidarity of aim and desire of accomplishment hitherto unknown and unrealized. It has vitalized the membership and spurred into action the lethargic or atrophied principal.

It has through the social relaxation at its semi-annual banquets presented an opportunity for personal expression and contact which has broken down the gates of reserve and permitted us to see each other as human beings in a perfectly normal setting. If the greatest wars of history were planned at the festive board, then the greatest accomplishments of peace are well on the way when the principals of the elementary school plan their campaigns over a festive board.

WHY PUBLICLY SUPPORTED EDUCATION

All the people, whether they are parents or not, are taxed for the support of the public schools, because all people are the direct recipients of the benefits of an enlightened electorate. Population is fluid, and no one section of our country may rest secure in the possession of any one quality of citizenship. Wherever the economic urge is strongest there will population flow, and whether white or black, brown or yellow, the illiterate and ignorant are the prey to the radical or the rascal and their one means of defense is the education given by the public school. Moreover, the man of property is likely to become a victim of the misdirected illiterate and his protection is the education given to all the children of all the people by the public schools for which he should be willing to pay as an insurance against misdeeds of the ignorant or wicked.

By providing such an electorate the public schools are helping to establish justice and promote the general welfare of the people of the United States.

Again since the public schools belong to all the people, and to no one group as parents, it follows that the founders of our nation were right in expecting all the people to support that institution which belongs to them.

Not only an intelligent electorate is supplied by the schools but men and women of intellectual and moral worth are supplied who carry out the American ideal of education as stated in the Declaration of Independence and the Constitution of the United States. At least an approach to it has been our aim, and if the results have not been all we have wished, it is because of the lethargy or indifference of certain sections of our rapidly growing and economically stressed localities.

Fully alive to the defects, the teachers of America are bringing every effort to bear to put into effect a program of education which shall give to the child of the most remote settlement or habitat a chance for an education equal to that of the most favored. This Department is committed to this program of education.

Every person is taxed for the support of the schools. Schools promote public health by a specific health program consisting of physical education in all its ramifications and its joyous expression in rhythm and song.

THE PRINCIPAL AND AMERICAN IDEALS IN EDUCATION

It is the pleasure and the duty of the school principal to provide an avenue to establish justice and teach the beauty of impartial decision. Every playground affords opportunity for such an experience, and every day contact in the schoolroom offers another. The boy who learns to win gracefully and to lose cheerfully has gained a point in justice which will carry him over many a hard spot in life. The team work, the repression of self, and the fair mindedness which works for the glory of the teams fill the young soul with a sense of well being and a love of abstract justice.

The elementary school principals may so conduct their schools in view of the American idea that all the people should pay for the schools whether parents or not, taking the school to the people and demonstrating to them the necessity for a country where every man may read and write and live to the fullest.

By making known the differences between the schools of former decades and the schools of today, by being leaders of educational

thought and activity in their communities; by placing before teachers, children, parents, and other people of the locality the necessity for an education, its worth to the community in dollars and cents as the value of each educated man is determined by statistical reckoning, since this material is most easily sensed by the populace at large; by showing in practice an economical administration of a particular school, by emphasizing the responsibility of every individual toward law and order and civic undertakings of a constructive nature; by assuming individual responsibilities as a citizen, a parent, and a teacher, are some of the means of realizing these ideals.

THE PRINCIPAL AND THE AMERICAN IDEALS IN SCHOOL RÉGIME

The direct application of American doctrine to school management is found in carrying out the Preamble of the Constitution of the United States. If we form a more perfect union as we have done in this department, we have carried out the first aim.

Justice will be established when we professionalize our Department and require the highest standards for admittance into our field. When our preparation, our accomplishment, our attitude and ethics are sufficiently highly developed they will automatically secure justice in remuneration even as those of the most advanced positions in education.

By the mastery of the fundamentals our citizenry will be equipped to read and write and think sufficiently to have the tools of learning so well in hand that they will provide for the common defence against ignorance. This will promote the general welfare and secure the blessings to ourselves and our posterity.

It is in the schoolrooms of the elementary school that foundations are made which are never cast down. Stark simplicity, things unforgettable abide here.

One of the methods we have used to insure domestic tranquillity is to bend every effort to make Americans of the strangers within our gates. The name of each foreigner with his address is registered. Then a personal call is made upon each one and a friendly greeting extended. An invitation to attend night school is given. The Grand Rapids plan depends upon three things, namely: (a) A board of education willing to authorize sufficient classes to take care of the enrolment; (b) a well organized parent-teachers association throughout the city; and (c) a good organizer to enlist the cooperation of a community in this project for it is a community affair.

As a result of the work citizenship classes showed a gain of 609 over the previous year.

Large classes were received into American citizenship, enthusiastic exercises were held at their admittance, and distinctions between citizens disappeared.

Citizens paying school taxes may see how the schools provide for the common defense in our city.

It is not only in war that the common defense needs providing for. Every day needs defense against the enormous accidents in our country which take away more citizens than war.

Whole schools of children are daily drilled in accident prevention. Talks, dramatizations, police duty by children, traffic officers on tap, safety slogans, essays on safety subjects are providing an army for the common defense never approached by any other means. We are preparing the children to live today and tomorrow for their country.

Defense against disease is also rampant in our schools. The school nurse, the school dentist, the school physician, the school specialist, all are providing against the rampage of the foe disease.

So it follows that public education is our chief protector and first line of defense.

Now you ask what we are doing to promote the general welfare of our children. We are preserving their lives by having the schoolroom flooded with fresh air, sunshine, and cleanliness. Just as the finest brand of flour must have these conditions to be manufactured so the child must have them to develop.

We are teaching personal hygiene—that is, the individual toothbrush as against the family toothbrush. We are providing fresh air rooms for the underweight and undernourished with plenty of good fresh milk and food. By rest and cheer and sympathetic conditions we are stimulating these children to gain. We are trying to provide proper seating for them that no curvatures may result from our neglect or stupidity. We are establishing health clubs. And in addition to this we are caring for the afflicted children in an orthopedic school belonging to the board of education. In connection with it the Mary Free Bed Guild cares for an average of 500 patients a year.

In securing blessings of liberty to ourselves and thereby to our posterity we begin by the attitude of spirit and set the child spirit free—free from fear and full of love and interest in all his surroundings. Interest in his playmates, in his teacher, in his work material, in the pleasant atmosphere of song and play and serious work—free from immovable seats and desks, free from formal restraints, free to express his experience, and to draw his conclusions, free to say just what he thinks when that expression will cause no pain to anyone else, free to sing, to dance, to play—physical and intellectual freedom, free to select a picture, a song, a bird, a game. Free to develop

a spirit of unselfishness and an attitude of responsibility to his fellowmen, his country, and his God.

All this the elementary principal must know, must plan, must direct. He must bring the work of the schools to every taxpayer and make him realize that without this instruction, this training in living given by the public schools, his privilege to pay taxes might be sadly impaired by conditions not altogether desirable.

One outstanding principle of school management that my experience has impressed upon me is the desirability of getting the every day school procedure over to the taxpaying public.

My own experience has emphasized the necessity for democracy in education, democracy of the personnel from the youngest child to the eldest officer, a give and take that establishes confidence of the highest order and produces harmony of effort and satisfactory results in all departments.

CHAPTER II

THE NURSERY SCHOOL AND PARENTAL EDUCATION

MAY HILL

Director, Cleveland Kindergarten-Primary Training School, Cleveland, Ohio

Educational movements and social trends and needs—When an educational movement sweeps through the schools into the magazines, the newspapers, and the conversation of laymen, it usually means that the movement represents some well defined need or trend of the day. This is true of the widespread interest in scientific tests and measurements. The testing program of the schools caught the attention of the general public first not only because it satisfied the purely personal interest in measuring one's own achievements and capacities, or those of one's children, but chiefly because it met the need of a highly competitive age for a careful diagnosis of the individual's assets and liabilities, to the end that he might know with some certainty how and where he could best succeed. Today, there are two educational movements that are commanding the attention of the public both within the schools and outside; they are nursery school education and parental education. These two movements have gained an impetus that is a matter of sheer astonishment to the workers who are still experimenting in these fields. Nursery schools have caught the imagination of schools, of philanthropies, of research workers in many fields, of the clubs, magazines, and newspapers. The same is true of parent education which, from being a sporadic, amateurish activity, has suddenly become a highly specialized branch of adult education. It has captured not only public interest but private foundations as well.

Paralleling modern needs and tendencies—It is significant that these two movements, nursery schools and parental education, have developed side by side in the past few years. They are, of course, not disparate educational units at all, but two phases of one great problem—namely, the problem of the child's growth and development. This problem has always engaged teachers, but from the peculiar and limited angle of imparting knowledge. To parents, it has presented a more complicated series of problems for they have been concerned with the whole child, out of school as well as in school. Occasionally, classroom difficulties have brought parents and teachers together and with surprising perspicuity, the schools have

begun to realize the importance of intelligent parenthood. The kindergarten teacher was ready to bear witness to the truth of the psychologist's reiteration that the child's mental and emotional sets are well established before he ever reaches kindergarten and that the "basis of physical and character defects that may result in school and life failure is already fixed before the child enters school." Parents began to hear of this also, with more or less dismay, for with half of the world living in cities and with space at a premium parents were finding their parenthood increasingly difficult. A grandmother who had raised her own brood of seven children in a spacious house of a small village spoke with deep commiseration of her granddaughter's problems with one child in a kitchenette apartment. "I think my extensive parenthood was simpler and easier than this modern intensive kind," she said. Probably she was right, but from this intensive parenthood has come an eager questioning concerning those experiments in psychology, nutrition, and education that can help the one child of the family grow up as right a child as possible. The nursery school and the parental education movements reflect the social-economic trends of today and the needs and interests of this generation of parents upon which we may well build a better society of tomorrow. Let us see then, what are some of the needs and trends of the day that have given rise to the nursery school movement and what that movement has to offer as a focal point in parental education.

Program of nursery school education—Before we try to say why the nursery school exists, we must have clearly in mind what a nursery school is. Roughly defined, a nursery school is a carefully planned environment for children from eighteen months or so to five years. This is one point upon which everyone is agreed, and sometimes it is about the only thing nursery schools have in common: the age of the children enrolled, for one of the first things a person discovers, if he sets out to study nursery schools, is that no two of them are alike. Some enrol only eight children, others thirty-five; some separate the two year olds from the three-and-a-half or four year olds, others keep them together; some keep the children for twelve hours, others scarcely three hours; some enrol the parents as well as the children, others seldom see the parents; some are psychological laboratories, others are behavior clinics; some are health stations, and a few are devoted simply and solely to the all round development of the child. Some care for the children of working mothers of extreme poverty, some care for the children of prosperous working mothers of the professional type, and some for the children of the leisure class.

This catalog of the various types of nursery schools already flourishing in this country should dissipate any idea of a nursery school

as a definite, unvarying unit, or a distinct pattern. There is probably no other educational unit as flexible. Only the fundamental aim is shared by all nursery schools: to provide an environment that shall further the all round development of the child from eighteen months to four or five years old. However, many workers in the field of nursery school education are coming to feel that the term "nursery school" should be delimited to apply only to those groups that are organized and staffed to carry through: (1) A detailed program of physical health, (2) a program of mental health, and (3) a program of parental education. What is involved in these programs will be discussed later in some detail. Certainly habit forming is basic both to physical and mental health and is fundamental to all work with young children whether in the school or the home. It is included in both the program for physical and for mental health. A nursery school may also lend itself to research. However, there are excellent nursery schools that are users of the results of research but are not adequately staffed to carry through a research program. Physical health habits, mental health habits, and parental education seem therefore to be the irreducible fundamentals for a nursery school.

Two objections to nursery schools—Bearing in mind, then, that a nursery school is a flexible unit to be adapted to the needs of different social groups, let us consider the question, "Why nursery schools?" On all sides we hear such comments as, "I cannot see why a three-year old child is not better off at home." Or, "I do not believe in nursery schools because they are taking the child out of the home and doing the mother's work for her."

Desirable environment for children of the poor—The first answers to these objections are to be found in the social and economic forces of the day. We have, for instance, the problem of broken homes and when those homes are without funds, it means a working mother or father, with no one to care for the children during the day. The day nurseries have for years housed and fed these children. Today, the day nurseries are adding nursery schools, where those children are helped to form right habits, develop emotional stability, and grow up in physical and mental health.

Mike, for instance, is a little boy, whose father is a widower and is struggling to keep his family of four boys together. Mike had been in the nursery school since he was eighteen months old but he finally reached the age of promotion to the public school kindergarten. After the first day, he returned to the nursery school saying, "They don't give us no baths there and I've gotta have my bath in the morning, don't I?" During his three years in the nursery school, Mike had acquired the habit of bodily cleanliness. The blessing of the

nursery school to such children is fairly evident. Their physical and psychological records show food antipathies conquered, gain in energy and active play, temper tantrums diminished, sulks overcome, good sleep habits acquired, and friendly contact with other children and adults established.

"Oh well," the objectors say, "of course there must always be relief measures for the poor, but with the poor, the nursery school is taking the place of the home that does not exist, or is of a distinctly inferior type. That does not explain why a two-year old child should be taken out of his excellent home and put into a nursery school."

More space for play and more children to play with—So we turn to the vast middle group of society and what do we find? Scores of "only" children with little or no chance for much give and take with other children during this early period. Or families of only two or three children at most. There we find also, the servantless home with the mother carrying a fairly heavy load of housework complicated enormously by the young child in the house. If he is an "only" child, he quickly learns to tyrannize over mother and she becomes a weary substitute for the other children he ought to be playing with. Moreover, apartments provide little play space or play opportunity. A yard into which the child can be safely turned to play on his own, is extremely rare. More often he must walk with a tired mother on sidewalks barren of play possibilities and all of his small excursions into adventurous ways must be checked. Both mother and child suffer from this too continuous and limiting companionship.

Typical example of child's need for ample space—This fall I saw such a mother and child. They lived in a pleasant neighborhood, in a convenient, iceless-refrigerated apartment with no yard front or back. Mother and her bouncing three-year old daughter had trudged conscientiously along street after street taking advantage of the sun. They came to a block with four large houses set well back on four large, delightful lawns. Small daughter gave a shout of glee and started prancing over the green lawns. "No, no, Barbara, come back and walk on the sidewalks" said the mother. Barbara continued to prance, occasionally falling down with great gusto, savoring fully the yielding quality of that delicious grass as compared with the blocks and blocks of asphalt over which she had trudged so patiently. The young mother expostulated again and again, but feebly, with very little conviction in her voice. She knew Barbara needed exactly those experiences and the park was miles away. Finally, someone appeared at the door of one of the houses. The embarrassed mother pursued her young daughter, gathered her up in her arms and carried

the protesting child back to the sidewalk. Barbara shook the tears out of her eyes. "Why can't I run on that nice grass?" she wept.

"Because it isn't our grass" her mother explained carefully. "It belongs to someone else."

"Well, then I want some grass of my own where I can run." Barbara sniffed, and as she was led away, she demanded at intervals: "Can't I have some grass of my really own. I want to run some more."

Barbara's mother looked intelligent. I think she knew that Barbara was well within her rights in demanding grass and the space to run. Lack of opportunity for vigorous activity and physical adventure for the three- and four-year old means dammed up energies that result in outbursts of temper, irritability, or the equally undesirable opposite; the premature turning inward that make the seclusive, introverted child.

Nursery schools and the needs of mothers—Meanwhile, see what is happening to the mothers of this middle group. They are too intelligent to turn their children over to untrained, ignorant nurse maids; so they make conscientious slaves of themselves. They lose their contact with people, with books, with music, with the whole adult world, in their devotion to the needs of the child in the house. Gradually, from sheer fatigue and monotony the child gets on their nerves and nagging begins. The apartment child must "be still" or complaints will be made. He must not have mussy toys because the living room, at least, must be kept in order. He cannot run, climb or jump, because furniture may be ruined and the family below will complain to the landlord. So very quickly "don't" becomes the chief command the child hears from his mother, and rebellion and friction sets in. Put that child in a part-day nursery school from nine o'clock to three, for instance, and the child will come into his own. Space in which to run, bars to climb, steps to jump from, toys to manipulate, other children to measure one's achievements by, and unhurried, unengaged adults to assist activity instead of preventing it. Meanwhile, the mother has her mornings free. If she is maidless, she can do her work in half the time it took when her child was at her heels, and there will be some free hours for out-of-doors, or for reading or whatever form her recreational needs demand. When she calls at the nursery school she will find a rested child who has had a morning of vigorous play, a proper dinner, planned by a nutrition expert, and a long, peaceful nap. Both mother and child are better for the separation and happier in the reunion because each has had the opportunity to work and play according to the needs of her own age and interests.

Too much supervision—Now let us turn to a third social group. In families of the so-called privileged social group, the nursery school comes bearing gifts also. It usually happens that in families of many servants, the small child suffers from more than his proper allowance of adult dictators. Nursery governess follows nursery governess, to each of whom the child must make adjustment. This accepted ruler has her "days out," and some other maid assumes the reins of authority. There are maids and chauffeurs who issue commands. Mothers and fathers, grandmothers and grandfathers, and perhaps even uncles and aunts appear at unexpected intervals and demand immediate subjugation of the four-year old vassal, with little or no right to rule, that the child recognizes. What develops is usually one extreme or another—unreasonable rebellion or apathetic docility, with the possibility that this harassed young child may develop a precocious diplomacy and become a manipulator of persons at an age when he should be manipulating sand, dolls, kittens, and caterpillars.

One child's adaptation to adult dictators—A little, four-year old girl was the victim of the remarriage of her parents to other mates. Many servants had been a part of her problem before, but now she rotated between four families, some of these making extravagant demands upon her expressions of affection, others showing their conscientious interest in the child by well-meant but incessant nagging, and everyone of the four households expecting a complete adaptation of its program and standards. This child had little chance to grow normally. Adult interference, unintelligible adult demands blocked her on all sides. She became a conformist and a diplomat of necessity. She wheedled her way adroitly in one family, she responded to the military discipline of another, she held her peace in a third, and relaxed somewhat but not wholly in a fourth. Her initiative lessened steadily, her dependence on adult directions increased, she grew secretive and seclusive of necessity. There was money and so-called privilege in all of these homes, but there was no freedom, no room to grow.

The nursery school would have given that child contact with other children, an environment that fostered independence and initiative, and freedom to experiment, to discover power and to use it. This sounds like an extreme case, but any child who is subjected to over supervision by many adults is in similar danger. The broken home is always a sick environment for a child whether that broken home exists in the tenements or on the boulevards.

In this connection, it is significant to note that there is a steadily increasing number of children growing up in hotels. These children are perhaps, facing as many obstacles to normal development as the

child of the tenements. So large and distinctive has this group become, that we understand a study of the hotel child is under way. Any child who must respond to many servants has an abnormal environment which the nursery school can help to counteract. The child of the rich has almost as many obstacles in the way of attaining mental and emotional stability as the child of the poor. The nursery school finds these children with food antipathies, bad sleep habits, temper tantrums, over-assertiveness, over-seclusiveness, in fact, with all the range of mental and emotional difficulties to be found among children in less fortunate social groups. The part-day nursery school has much to offer these children and their parents as well.

Summary of the social needs met by nursery schools—This has been an attempt to show briefly some of the varied needs of parents and children that the nursery schools are meeting today. We have found the nursery schools in this country providing a healthy, happy environment for children of broken homes. The "only child" there finds contact with other children. The child from tenements or apartments finds space for vigorous play both indoors and out. Nursery school children have the maximum freedom to manipulate things, experiment, initiate, adventure with as little adult interference as possible. They are in the hands of highly skilled adults instead of untrained nurse maids. The environment is planned for the children's needs and interests and there is, as a result, an unhurried rhythm to the day's activities, free from the strain of conforming to adult schedules and emergencies. Sometimes, this slow, placid, unhurried, unworried procedure seems to be the most precious gift the nursery school bestows upon its children. The atmosphere of serenity makes for emotional control and stability. A father, visiting a nursery school where eighteen babies from two years old to three and a half, were placidly busy, turned to the director and said in amazement: "This is my idea of perfect peace. Why don't we have this at home?"

Mothers not trained—This question raises the continually reiterated objection: Is not the nursery school doing for the child what the mother ought to be doing? Laying aside those social problems of young parents that we have already considered, the fact remains that most mothers are not trained to do for their children what the nursery schools are doing today. This is partly the fault of our high schools, colleges, and universities. They have continued to offer young women courses in everything in the world except those most vital to their needs as prospective mothers. This generation of college or university women is therefore as unprepared for the specific problems of motherhood as the less highly educated. Fortunately, this state of affairs is fast changing. Both colleges and universities are

offering certain courses for women that show a recognition of their needs as future homemakers. We have had courses in textiles, food values, interior decorating, budgets, and now in the past few years, the young child has appeared on the curriculum of institutions of higher education. In several universities and colleges nursery schools have been opened. Sometimes, these have been used as research centers for psychology, nutrition, and nursing, but recently, their value has been recognized as demonstration centers for parental and pre-parental training. It is interesting to see how different nursery schools throughout the country are approaching this new problem of parental education.

Different methods of helping mothers through the nursery school—

In one nursery school, the mother is enroled with her child. She must agree to spend a definite amount of time in the school, or her child is not admitted. She is further assisted by conferences with the director. Another nursery school is run by the parents themselves on a cooperative basis. Two trained workers organize the hours, the duties, and the shifts of the cooperating mothers, but every mother whose child is attending the school gives part time service there. Again the directors hold conferences and organize study or discussion groups, but this nursery school is a laboratory for the mothers.

Still another nursery school, operating with an imposing number of specialists on its staff, requires parental cooperation in its record keeping. Detailed records of every child are kept by the school, both in relation to his physiological and psychological development, but since the school has the child only from nine in the morning until three or three-thirty in the afternoon, the parents are asked to contribute objective facts concerning the child's life in the home. This is an interesting way of securing parental cooperation in the formation and maintenance of desirable habits and is an admirable means of getting nursery school standards and tactics carried into the home. It requires intelligent and more or less leisured parents but it is an excellent way of securing practical, daily child study of the most objective kind.

A fourth nursery school, dealing with the children of working mothers found it impossible to establish anything but the most superficial contacts with the mothers. These mothers left their children as early as seven in the morning and hurried to their work. They called for them as late as six in the evening, too fatigued to endure any but the briefest comments and utterly averse to anything like a conference. In connection with this nursery school, a Behavior Clinic was finally developed with a psychiatric social worker, a nutrition specialist, a psychologist, a medical examiner, and a psychiatrist. The psy-

chiatric social worker made her calls at the homes of the children at night or on Sundays. Then, when the mother was fed and rested, and her children in bed, the caller found her ready to talk. Case study material was gathered at this time and after a complete report and diagnosis of the child by the Behavior Clinic staff, the psychiatric social worker returned to the home with the recommendations for the mother. This indirect method succeeds only when the social worker can establish a friendly contact with the mother, develop her trust, and engage her cooperation. That it succeeded to a remarkable degree in this particular nursery school was a tribute not only to the case worker but also to those brief but happy contacts that the mother had had with the nursery school itself.

Other nursery schools are opening their doors to various groups of observers. In one nursery school, the debutantes of the Junior League have a certain number of observations in connection with a series of lectures on child care. The young matrons from this same group, observe also in connection with a class in child psychology. One university uses its nursery school as an observation center for class after class of mothers. Sometimes, these observations center on behavior problems, sometimes on nutrition or other questions of child care and development. Recently, two nursery schools have been opened in high schools and are used by the girls in the home economics classes as observation centers. In this first-hand contact with young children their work in nutrition, child care, and nursing finds vital outlet. The high schools and the elementary schools can begin their pre-parental training in no better way than through the nursery school.

One mother's comment on the nursery school—A young college woman recently volunteered this significant comment: "Every child study book I have read lately, and most of the lectures on child care, have stressed ignoring a child when he has temper tantrums. I agreed with this theory but failed with my own little boy. His crying made me nervous and he kept it up interminably; so I gave him what he wanted because I thought he would never stop if I did not. Then, I saw him have a tantrum in the nursery school and I was delighted, because I was on the side lines as an observer and could watch someone else wrestle with him. The first thing that struck me was the lack of wrestling. No one paid any attention to him. The children got out of his way, but went calmly on about the business of teetering, or piling blocks, or whatever engaged them. The teacher never stirred, nor did she even glance at him. He was isolated by his own tantrum and in the midst of a roomful he was completely alone. His crying lacked the full-lunged conviction it had carried when he had held

forth at home, in our small apartment, with me as a helpless audience. Finally, he knocked down a child's blocks; then the teacher moved towards him slowly and said, with complete gentleness: 'Bobby, it is much better to cry in a room by yourself, then you won't bother anyone or spoil Jean's blocks.' I doubt if he took in the details of this speech, but the gentleness, the absence of antagonism carried. She did not touch him but added: 'Come in here Bobby. It will be better here,' and led the way. Bobby followed her to a nearby room and she left him there. He yelled fitfully but with diminishing volume. Presently, there was silence. After awhile, the teacher investigated and returned with a smiling Bobby. 'Bobby has a lovely book to show us,' she explained casually to a nearby child, and Bobby showed the book he had found while in temporary exile. This tantrum of Bobby's had lasted over a period of forty minutes. It was a revelation to me to see it end as it did. This demonstration of waiting, of quiet, unaggressive action on the part of the adult; in short, the hands-off policy demonstrated, did more for me than all my lecture courses or reading. These, to be sure, had given me my background of understanding, but I needed to see the theory demonstrated before I really accepted it in practice." So, many mothers could write of problems seen and solved in the nursery schools. It might be worth our while to inquire what it is the nursery schools are stressing in their pre-parental and parental groups.

A program of physical health—In the first place, no organization has any business to take children as young as eighteen months to two and three years, without a detailed program for attaining and maintaining physical health. A mother who places her three-year old in a nursery school should find that school equipped to carry out preventive and remedial physical work and able to give her expert help in the home care of the child. The high lights of such a program for physical health will be: Medical examination and diagnosis, careful follow-up work by experts, keeping of a number of physical records, and a painstaking program of physical habit forming.

Examination and diagnosis—No child should be admitted to a nursery school without a detailed physical examination; that examination and diagnosis to be the basis for the child's program in the nursery school. One child needs an extra rest period and is put to bed in the morning, as well as in the afternoon. Another requires a special diet, which must be carried out not only in the nursery school but at home. Another child needs corrective posture work. Another should have a tonsillectomy before he is admitted.

Follow-up work—The diagnosis requires definite follow-up work, some of it daily, some of it weekly or monthly. Many nursery schools

feel that temperatures should be taken daily as a preventive measure. Young children fluctuate in physical well being with such alarming rapidity that the daily temperature is perhaps the safest means of detecting an approaching illness and avoiding contagion. With the two year olds, the rectal temperature is best and mothers are taught how to take it. Weight and growth records, should be kept of each child and the charts given to the mother that she may know how her child is developing and what he needs. Daily records of elimination and defecation are essential, and in some neighborhoods baths and shampoos. The nutrition work of the nursery school should not only be in the hands of experts, but every mother should understand the basic principles of the menus and be assisted in carrying on the work in the one or two daily meals which the child eats at home. Some nursery schools ask the mothers to hand in the food content of the children's home meals and assist in keeping records of the proportion of proteins, vitamins, starches, etc., that the child is receiving daily.

Physical habit-forming—In addition to the physical program based on the recommendations of the medical examiner and the nutrition specialist, there is a daily educational program in physical habit formation. Food antipathies must be conquered and the enjoyment of proper foods established. Washing hands before eating, brushing teeth after eating must become so much a habit that the child will demand the opportunity to do these things as Mike at five years old demanded his daily bath. Nursery school records are kept of the child's sleep, telling how long it took him to fall asleep, whether he sucked his thumb, or masturbated at that time, whether he cried out in his sleep, twitched or thrashed around or slept quietly, how long he slept, and how he waked. These records are of the greatest importance to mothers and are usually supplemented by the mother's own observations of her child's sleep habits at home. Their significance in relation to behavior problems are also discussed with the mother. Habits of elimination and enuresis are carefully recorded by nursery school workers, supplemented by the mothers and followed by consultation with the medical examiner, or the nurse, or occasionally by the Habit Clinic group if the bad habit is not adequately accounted for on physical grounds. Even the habit of vigorous, daily out-of-door play has to be fostered in the nursery school at some pains. Children who have been housed too much, often stand round apathetically on the playground. Gradually, they begin to experiment with the apparatus, manipulate the boxes, boards, sand-toys, wagons, and kiddy cars and soon they are playing vigorously the whole two hour period out-of-doors and missing it obviously when an extraordinary storm keeps them indoors.

Nursery schools justified—The importance of forming right physical habits during the pre-school period is in itself a justification for the nursery school. Physical habits basic to good health should be formed in the home most people feel, but that they have not been established there, every nursery school worker can testify. Even those children whose mothers consult able pediatricians, come to the nursery school under-nourished, with wretched food habits, irregular hours of sleep, enuresis, constipation, bad muscle tone, poor posture, in short with the whole range of physical difficulties to be found among the children of the poor. This is no reflection on the pediatrician but means that the mother has not had enough follow up examinations from the doctor or has been inefficient in habit forming with her child. Nursery schools justified their existence in England chiefly on the side of promoting the physical well being of children. As a result of their meticulous care of the child's physical health during these early years, child mortality was decreased and the nursery school children entered school in better physical condition than the children who had not attended nursery schools. So essential is this program of physical health that many feel inclined to say that no nursery school is a genuine nursery school that does not keep the child through the noon meal and the afternoon nap, food habits and sleep habits being basic to such a program. Even those mothers most skilful in establishing right physical habits with their children may profit by the nursery school, for a good nursery school assures more frequent physical examinations, more detailed records and follow-up work, the assistance of more nursing and nutrition specialists than the average home could possibly provide.

A program of mental health essential to nursery school education—Physical health and mental health are so interrelated that it is impossible to consider one without the other. If nursery schools proved their merit first on the basis of promoting the physical health of their children, it is certain that they also fostered mental health. The whining, weeping child grows more cheerful and able to endure, as he is properly nourished, or if he has sufficient sleep. The relation of certain behavior patterns to unfortunate physical conditions are too well recognized to need emphasis. It is important to realize however that nursery schools have a definite program of mental, as well as physical health, and it is worth while to know what are some of the essential elements in this program.

Provision for varied activities—Dewey has said: "In this primitive condition of spontaneous, impulsive activity we have the basis of natural interest." No child can develop normal, vital interests in an environment barren of play possibilities, and interests are essen-

tial to mental health. The nursery school provides ample space indoors and out for large activities. There is space in which to run, steps and ladders to climb, boxes to pile and jump from, boards to walk, wheeled vehicles of various kinds to master, swings and jungle gyms to conquer and simple toys and materials to tempt manipulation and imaginative play. Many nursery school workers have sighed over the fact that no charmingly dressed doll is ever allowed to remain dressed in the nursery school. The complicated mechanisms of dresses, petticoats, and bloomers are ruthlessly torn asunder, and the doll is left an undressed but understandable thing, later, to be swathed, perhaps, in a purloined towel or dust cloth. Recognizing this relentless law of back to first principles for nursery school dolls, one teacher tactfully provided a bright array of colored cloths. In these the dolls were tenderly wrapped day after day, and the children never asked for the discarded dresses and petticoats. This is typical of the nursery school attitude towards all toys, apparatus, and materials. The children's use of them is observed and recorded, if the material fails to satisfy it is modified or discarded, if it leads to disastrous results it is banished. If it leads to experimentation, long continued use, absorbed interest, imaginative play, or physical adventure and delight, it is rated a success. Three points are stressed with the mothers: (1) Children must have space for strenuous physical activities; (2) there must be a critical search for materials and apparatus that satisfy the needs and interests of the two-year old, the three-year old, and the four-year old; (3) the child must have freedom to explore, experiment, and adventure.

Freedom to explore, experiment, and adventure—This last article of the nursery school creed is usually the hardest and the most necessary for parents to accept. To protect young children from too much adult supervision, is basic to their mental health. A father was observing a capable four-year old mounting the jungle gym. Finally, as she neared the top, he could sit still no longer but dashed over to her saying: "Stand still and I'll lift you down." She rejected his help scornfully, climbed to the top, dangled nonchalantly by her arm pits and descended easily while the father admitted sheepishly that he would be a wreck if he had to see much of that. Learning to take their bumps with equanimity, learning to try new feats with a sensible amount of caution, beginning "to purpose, plan, execute, and judge" for themselves, come only when adults keep in the background and children have a change to try for themselves.

A little four-year old came in from her daily walk with her nurse, a younger brother and a neighboring child. She presented herself soberly to her mother and remarked, "Mother, some day I'm going to

take a selfish walk." The mother asked what on earth she meant by a "selfish walk" and the child explained gravely, "Every day when we go walking, nurse says: 'Give your ball to Bobby, you mustn't be selfish. Give your doll to Connie, you mustn't be selfish.' Some day, I want to walk all by myself and have all my own things. That's a selfish walk, mother." The mother thought this a hilarious tale. It is an admirable example of the continual interference of adults in the child's everyday activities and the enforcing of an adult code prematurely on a young child. Nagging, blocked activities, frustration break down mental health. Freedom to explore, to experiment, to adventure, to be serenely active build it up.

Emotional stability essential to mental health—Establishing emotional stability is also fundamental to mental health. Temper tantrums, seclusiveness, over excitable behavior, emotional ups and downs are only symptoms. They make it plain that emotional stability is lacking but it is important that the causative factors of such behavior be unearthed and remedial measures undertaken. Physical conditions are frequently responsible in a greater or less degree but seldom wholly. Frequently a disturbing emotional factor may account for a physical upset. Sometimes, therefore, malnutrition, irregular hours of sleep may cause apathetic, seclusive, timid behavior, or on the other hand, a hidden fear may cause sleeplessness, indigestion, and seclusive, timid behavior. Emotional instability calls for careful study of the child's whole environment. Are physical factors causative or are there certain factors in the environment that are responsible? Temper tantrums are usually the fault of the parents. The child has been frustrated or oversupervised to a marked degree, or satisfying results have followed the tantrums, or the child has seen temper tantrums in the home. The timid child is made fearful by threats, by example, or by a conditioned experience which the adult may or may not know about. The nervous child may be nervous because of too many enforced inhibitions, too much supervision and direction, an overstimulating environment, a moody, uncontrolled adult, undue pressure of one kind or another. These are emotional problems that confront every nursery school worker and demand intimate contact with the mother and the home environment for their explanation and cure. It is essential that parents become aware of the importance of emotional control in the adults who are a part of the child's environment. It is helpful for parents to see the atmosphere of unhurried, unworried serenity that is characteristic of most nursery schools. Such an environment fosters mental health.

Tests, case studies, and records as aids to furthering mental health—Intelligence and performance tests are useful tools in diagnosing

behavior problems even on the nursery school level. Nicky, a temper tantrum case, had been thought mentally defective by several adults dealing with him. Intelligence tests found him average but his score was lowered by every test involving any manipulation. His response to performance tests showed an almost hysterical eagerness for materials and a surprising inability to control them. A detailed case study reported a complete absence of play materials in Nicky's four years, together with methods of suppression intended to keep him quiet. Observation showed that in the nursery school his manipulation of toys, apparatus and ordinary objects in the room was on an infantile level that put him below the two year olds in control of his environment. Moreover, when some particularly enticing toy attracted him, his eagerness to get it was intense, his use of it too crude to be satisfying and his temper outburst the unfailing accompaniment of his frustration. Not only did the tests give an illuminating clue to his disability and possible capacity for improvement, but the case study and observation by the psychiatric social worker furnished objective evidence for the cause of his behavior and for the solution of his difficulty. Now records are being kept of Nicky's slow progress in making up for the years of manual experimentation and resulting dexterity that he has lost. Tests, case studies, diary records, personality studies, achievement records are all tools that help objectify the aims, the methods, and the procedure that further mental health. They also form an invaluable source of help and information for parents. When a mother contributes her observations to the nursery school records, she is learning to think of her child's behavior in objective terms and to search the environment of the child for a reasonable explanation of his reactions instead of blaming heredity, natural depravity, or some other nebulous factor.

Nursery schools as laboratories for parental or pre-parental education—There is no doubt that the nursery school has unrivalled opportunities in the field of parental and pre-parental education. Not all nursery schools are rising to this opportunity adequately, but all of them are conscious of their responsibilities in this field. It is to be hoped that leaders of parental groups will become more keenly aware of the rare laboratory facilities the nursery school affords. Classes in child psychology, in mental hygiene, in dietetics should have regular periods of supervised observation in the nursery schools. Young girls, as well as young mothers, frequently learn more about children's normal reactions from observing and keeping records than from books. Anyone who has ever made a diary record of one child for three separate hours of his day comes to know that child with amazing intimacy. Parental education leaders should give their students

practice in various types of record keeping including diary records, physical habit records, case studies or personality studies. These records furnish a vital basis for class discussion, reading, and problem solving. Incidentally, they train the observer in the habit of collecting accurate, objective facts before interpreting and judging a child. We need to have nursery schools in those neighborhoods where the majority of the pupils complete their schooling with the sixth, seventh, or eighth grades. Proper clothes for young children, bathing and feeding a child, the importance of regular physical habits, simple inexpensive materials for the child's manipulation, methods of meeting behavior problems, of habit forming could be demonstrated and taught effectively in such a laboratory. Young girls, and young boys too, are eager and delighted spectators in nursery schools. They could be learners as well and society would gain in the improved mental and physical health of their children.

Research also an objective of the nursery school—A research program may also be an objective of the nursery school, but it is not the province of this paper to discuss such a program in detail. An occasional nursery school may be set aside as a laboratory for expert investigators, experimentation and research, but needless to say, it must be in the hands of specialists and every care must be taken that the child's normal development is not jeopardized. The results of such studies should be of the utmost interest to parent groups. It might be mentioned in passing, that if the results of research are to be of any practical use to the average parent, or even teacher, some gifted persons will have to be found who can translate and edit the findings into intelligible terms. It is unfortunate that many scientific studies are reported in language that only the specialist can understand and survive. A translator with the gift of clarity and a vivid, interesting style could do much to make the practical findings of research function in schools and homes.

Summary—It was noted in the beginning of this discussion that the nursery school movement reflects some conspicuous trends in present day society. The fact that half the world's population is living in cities today, results in crowded living conditions, smaller families and increased economic pressure, involving a steadily growing number of mothers employed outside the home. These conditions carry definite needs, some of which the nursery schools can supply. The need of the only child for other children, the need of every child for ample space and play materials, the need of children from broken homes for a happy, healthy environment, the child's need for a sympathetic, skilful adult who has the leisure and the technic to establish right physical and emotional habits in those crucial and impression-

able years before the school age, the need of the mother for leisure as well as expert counsel—these are some of the needs the nursery school can supply. If the nursery school fulfills its obligations to carry through a program of physical health habits, mental health habits and parental education, the closest observers of nursery school education feel that most pre-school children and their mothers would be benefited by the nursery school. Some pre-school groups may make an invaluable contribution to work with the young child by adding a research program to their activities. In conclusion, these needs should be underscored: (1) The nursery school offers an ideal demonstration center for pre-parental education. The beguiling charm of the three-year old goes straight to the heart of the adolescent, and is an invaluable incentive to pre-parental training. Can we not have more nursery schools in elementary and high schools where classes in the various phases of child study may focus? Needless to say, these classes will not be labelled pre-parental education but training for parenthood will be the objective and the nursery school the laboratory; (2) then, if leaders of parent education groups can also make use of nursery schools as observation and demonstration centers, the danger of the nursery school doing for the child what the mother is too untrained to do herself, will be eliminated. Instead, as the nursery school slowly and painstakingly wrestles with the child's behavior problems and habit formation, the mother who is observing in connection with her study group, will be able to carry out the same methods with her child at home. Nursery school education and parent education must go forward together if society is to reap the full benefit of these two significant educational movements.

CHAPTER III

ANALYSIS AND EVALUATION OF SUPERVISORY ACTIVITIES IN ST. LOUIS

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THE LIST of Activities and Accomplishments of a Supervisor in St. Louis, which follows, was formulated by the writer, based upon twenty-two years' experience in the system as elementary school principal and district superintendent. The list of "Principles Underlying the Problem of Dealing with the Teacher upon a Democratic Basis" was similarly formulated. These outlines formed the basis of discussions held by the supervisory staff in September of this year.

As an outgrowth of these discussions, it was agreed that the entire staff of head supervisors should cooperate in a study for the purpose of evaluating these activities and principles. Each head supervisor was asked to answer the following questions:

1. Which of the activities or principles listed do you disapprove of?
2. List the six activities or principles of each list which you consider most important, in the order of their importance.
3. Add any activities or principles which, in your judgment, should be added to the lists as given.

The summary of replies of the supervisors to these questions is found in Table 1 and Table 2. The list of head supervisors in St. Louis at present is as follows:

- A District Superintendent, in charge (the writer)
- A Supervisor of Kindergartens
- Three Primary Supervisors
- A Supervisor of English
- A Supervisor of Social Sciences
- A Supervisor of Physical and Biological Sciences
- A Supervisor of Music
- A Supervisor of Drawing
- A Supervisor of Manual Arts
- A Supervisor of Household Arts
- A Supervisor of Physical Education
- A Supervisor of Health Education
- A Supervisor of Penmanship
- A Supervisor of School Gardens
- A Supervisor of Special Schools
- A Supervisor of Foreign Languages
- A Supervisor of Commercial Subjects

ACTIVITIES AND ACCOMPLISHMENTS OF A SUPERVISOR
IN ST. LOUIS

1. He is a master of his subject, in general, and in regard to specific curriculum requirements and is a careful student of its correlations with other subjects and the part it plays in the realization of general educational objectives, and its utilization of general principles of method.

2. He has a broad general scholarship and wide interests and contacts in education and in life. He is a good citizen.

3. He visits teachers and principals at work, making a survey and diagnosis of needs, and gives assistance in bringing about improvement.

4. He holds conferences with the principal and with teachers individually and in groups on matters concerned with the improvement of teaching.

5. He gives demonstration lessons.

6. He supervises demonstration lessons given by teachers doing outstanding work.

7. He suggests where outstanding work may be seen.

8. He shows samples of outstanding pupils' work, which he collects as he visits the schools.

9. He suggests helpful books and articles, giving specific pages and topics.

10. He encourages and participates in educational experimentation.

11. He gives information concerning appropriate extension courses in college.

12. He keeps up-to-date, knows the new books and articles in his field, and has a wealth of curriculum aids, devices, etc., to suggest where appropriate.

13. He gives special attention to beginning teachers and experienced teachers specially in need of help, though he does not fail also to stimulate the growth of all teachers, including the best teachers.

14. He is a democratic leader, strives to make teachers and principals conscious of their problems, gets them to ask for help, stimulates initiative and independent thinking of teachers and principals, so that they function in the discovery and solution of new problems, suggests and recommends but does not order or direct, his chief purpose being to get the teacher or principal *to want to do what he ought to do*. He knows how to deal with people effectively, upon a democratic basis.

15. He keeps an adequate record of his supervisory activities, and helps to build up the principle underlying scientific supervision.

16. He belongs to educational organizations and participates in their activities.

17. He attends the conferences of our supervisory corps and participates whole-heartedly in all studies undertaken.

18. His attitude is one of whole-hearted cooperation with all members of the system with whom he is brought into contact.

TABLE 1.—ACTIVITIES AND ACCOMPLISHMENTS OF A SUPERVISOR IN ST. LOUIS

Item	Times first choice	Times second choice	Times third choice	Times fourth choice	Times fifth choice	Times sixth choice	Total
1.....	11	2	1	..	..	..	14
2.....	1	7	1	1	..	..	10
3.....	1	3	5	..	3	..	12
4.....	..	..	3	4	1	1	9
5.....	..	1	..	2	..	3	6
6.....	..	..	..	..	..	..	0
7.....	..	..	..	..	..	..	0
8.....	..	..	1	..	1	..	2
9.....	..	..	..	..	1	..	1
10.....	..	..	1	2	1	2	6
11.....	..	..	..	..	1	..	1
12.....	..	2	1	5	2	1	11
13.....	..	1	2	..	2	4	9
14.....	4	1	3	1	2	1	12
15.....	..	..	..	1	2	..	3
16.....	..	..	..	..	1	1	2
17.....	..	..	..	..	..	1	1
18.....	1	1	..	2	1	4	9

Additional items suggested:

1. "He recognizes his primary purpose is to inspire and encourage."
2. "He promotes the morale and the teaching force by providing an informal and sympathetic contact between the teacher and the central office."
3. "He gives due credit to the teacher who uses, adopts, or creates any helpful device, project, etc., when he recommends its use to another teacher, or when he talks about it."
4. "A supervisor of an art is an artist in his field."
5. "He serves directors of divisions in solving problems of materials, supplies, equipment, etc., in his field."
6. "He is able to awaken and arouse a wholesome enthusiasm and an active interest in his subject."
7. "He provides for helping teachers through correspondence courses." (Penmanship.)

It is evident that Item 1, "professional preparation," is regarded as of first importance by the supervisors. "Democratic leadership," Item 14, is second in favor. Other items deemed important are 2, 3, 12, and 18. These items embrace "general scholarship," "survey" and "service" visits to schools, "keeping up-to-date," and "whole-hearted cooperation" with all other members of the system. Items 6,

7, 9, 11, and 17 are deemed of less importance than other items, although all items are approved. Only one supervisor offered objection to any item. This objection was to Item 8.

GENERAL PRINCIPLES UNDERLYING THE PROBLEM OF DEALING WITH
THE TEACHER UPON A DEMOCRATIC BASIS

1. Do not criticize a teacher before or in the hearing of the pupils. Say what you have to say at the end of the recitation period, privately, to the teacher.

2. Do not "butt in" during the recitation. Give the teacher a chance—she may ask the question you had in mind, or she may make the point you had in mind, if given an opportunity. If you wish to take charge of the class, do so at the end of the teacher's work with the class and then only after asking for and receiving permission from the teacher to do so.

3. Offer a substitute procedure for consideration of the teacher, rather than criticize what she did.

4. Avoid the use of the pronouns "I" and "You" in your discussions with teachers. Keep the discussion on an objective basis. Talk of what the *children* were doing or what the *course of study* suggests, not what "I think" or what "you did."

5. Many teachers may be reached most effectively through meetings, or by circular or bulletin. Thus they discover for themselves, rather than being told directly, what is needed. This indirect appeal is frequently the most effective.

6. Concentrate on one thing at a time. To take up several things with the teacher about the same lesson would be probably more confusing than it would be helpful.

7. Make it your purpose to *raise a problem* with the teacher concerning some phase of her work. Your purpose is to make her conscious of her problems, rather than to criticize what she is doing, and to seek to control the situation so that she will *seek your aid* in the solution of the problems.

8. Always endeavor to secure and maintain the respect and good will of the teacher, and her confidence in your fairness. It will be necessary for you to find things to praise as well as things to criticize, and you should not offer criticism until conclusive evidence demands it. Many matters may clear themselves if an opportunity is given. Obtain her respect, by respecting her—her opinions and her rights, privileges, prerogatives. Kindness of heart, sympathy, friendliness, are essential personal qualities of a supervisor. Can you criticize with a smile?

9. One of the great purposes of a supervisor should be to make himself acceptable to his teachers and principals, so that they shall be glad to have him visit them and work on their problems with them. An excellent criterion of the value of supervision is "Does the teacher *desire* another visit from the supervisor in question?"

10. A fundamental principle of democratic leadership is respect for the personality and opinions of the teacher and the pupil. Each should be regarded as an end, not a means to an end, and should be treated as he now is but with respect to what he may become. It should always be the supervisor's purpose to get the teacher and pupils *to want to do what they ought to do*.

11. The supervisor should constantly ask himself this question: What is the *next step* for this teacher in this situation?

12. In dealing with the teacher, use the question twenty times to the declaration once.

TABLE 2.—GENERAL PRINCIPLES INVOLVED IN DEALING WITH THE TEACHER

Item	Times first choice	Times second choice	Times third choice	Times fourth choice	Times fifth choice	Times sixth choice	Total
1.....	5	1	1	1	2	2	12
2.....	..	3	..	1	1	..	5
3.....	1	1	5	2	1	1	11
4.....	2	3	2	..	..	1	8
5.....	..	1	1	4	6	1	13
6.....	..	..	2	2	..	2	6
7.....	..	3	3	1	1	4	12
8.....	9	..	2	..	4	1	16
9.....	1	3	1	3	..	4	12
10.....	..	3	1	3	..	..	7
11.....	..	..	..	..	3	1	4
12.....	..	..	..	1	..	1	2

Additional items suggested:

1. "Always attempt to find something good in a teacher's work and let her know that you are conscious of it and appreciate this element." (Covered in item 8.)

2. "Base your statements on objective evidence whenever it is possible; otherwise, avoid positive or dogmatic statements on controversial points."

3. "Be careful to avoid adverse discussion of one teacher's work while talking to another teacher."

4. "Find something in teacher's program to commend before suggestive changes are recommended." (No. 8.)

5. "Follow closely any suggestive program."

6. "He follows up advice, suggestions, or other aid given, until a satisfactory situation evolves."

7. "He works upon the level of the teacher; he begins where the teacher is. He does not assume a 'superior' attitude."

In regard to the items involved in "dealing with the teacher," as listed in Table 2, that deemed of most importance by the supervisors

seems to be Item 8, which refers to personal qualities of a supervisor and the supervisor's attitude toward teachers. Next in favor are Items 1, 5, 9, 3, and 7. All items are widely chosen except 11 and 12, which though approved, are not held of equal importance with other items. Only one objection was raised to any item, that being to Item 2. However, five supervisors placed this item among the first six in importance.

Perhaps an analysis of the activities of a supervision in St. Louis, should include a statement of his procedure in his work with the principal. This statement follows.

SUGGESTED PROCEDURE FOR THE SUPERVISOR IN HIS WORK WITH THE PRINCIPAL

Upon the first visit of a supervisor to a school, for the year, he should first go to the principal's office and greet him personally, asking if the principal has anything especially in mind for him to do in the school. Bearing this in mind, he should spend the first day making a survey of the work in the school, determining the most pressing needs. After carefully analyzing the situation, he should, that day, or preferably the next morning, have an interview with the principal, explaining in detail the situation as he sees it with the matters needing special attention. These matters may include new methods, activities, or materials to be introduced as well as improvement of present methods, activities, or materials. The principal and supervisor should then determine upon the details of a program for improvement, including the part the principal will play and the part the supervisor is to play. The principal's decision will be final on all issues. The supervisor suggests, recommends, the principal decides. The supervisor should then immediately start in on his part of the program, remaining in the school long enough to get it well under way. This may require one or more days.

At the conclusion of his visit to the school, he should have a conference with the principal in which he will report what he has done, his estimate of the results, and make any additional recommendations to the principal as seem called for. Upon his next visit to the school, he will begin where he left off and continue until the program agreed to between principal and supervisor is completed. He should always go first to the office and greet the principal, letting him know he is in the building at work, and should not fail to have the suggested conference at the close of each visit to the school. From time to time, new programs and revisions of old agreements will be made at these conferences.

CHAPTER IV

THE PRINCIPAL'S SUPERVISION OF THE SPECIAL SUBJECTS

RHODA MONTGOMERY

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A TEACHING CORPS of any city should improve from year to year. This is accomplished by hiring new teachers who rank higher in training and personality than former ones and also by the proper supervision of those in service. New teachers entering the profession are usually filled with new ideas and may often stimulate the older teachers to adopt new methods.

Supervision of instruction is fast becoming recognized as the most important phase of the elementary principal's work. The schools in Detroit are progressing so rapidly that teachers who do not increase their capacity for service will in time become valueless to the system.

It is not going to be within the province of this paper to state theories on supervision because inspiration can easily be gained by reading well known books on supervision by such men as: Burton, Nutt, Cubberley, and others. A few simple methods found effective are herewith given.

The first great requisite which the welfare of the schools demands is cooperation. The principal must enlist the sympathetic and sincere interest of every person to be supervised. One who goes about as an inspector or detective will not gain cooperation. He will never see the best work of a teacher because she will be under a nervous strain all of the time he is in the room. A dictator is of no real assistance to teachers. The teachers are in need of helpful leadership, not dictation. Anything which is superimposed is valueless. Encouragement and suggestions along with helpful demonstration will serve to build up the teaching morale. There are some principals who can recognize a poor lesson but who are unable to offer constructive suggestions. The method of procedure determines the results in every case. No matter how worthwhile the project or how conscientious the principal, the best motives can go widely astray if attacked in a way to produce antagonism. A clear understanding of human nature is absolutely essential.

Before supervision of any one subject is undertaken, every teacher should understand clearly the aims underlying the subject. This may

be brought about through general discussions in principal's meeting, meetings of teachers concerned, demonstrations, questionnaires, committees, reference material accumulated and made accessible, and samples of superior work posted to inspire both pupils and teachers.

In general, the chief function of supervision is the improvement of instruction. The duties of the supervisor and the principal should be definitely established, so that we have no overlapping and at the same time all phases of the work will be properly supervised.

Dr. C. L. Spain, in an article appearing in *The Elementary School Journal*, March, 1926, has set forth the duties of the supervisor as follows:

Research

1. Tries to discover defects existing
2. Seeks to find improved methods
3. Formulates tentative plans
4. Tries plan under controlled conditions, finally presenting plan to principals for criticisms, suggestions, and approval

Training—Rendering assistance *on request* to principals or teachers who must now assume the responsibility for the operation of the new method in the classroom

1. Conferences with teachers or principals
2. Visits to schools for demonstrations, instructions, or diagnosis
3. Meetings with principals or teachers for demonstrations or discussions
4. Distribution of bulletins, type lessons, and references
5. Organization of extension classes open to principals and teachers

Field Work

Briefly the duties of the principal are: (1) Supervision (teacher training), (2) administration, (3) community leadership and (4) miscellaneous under which might be listed clerical work, detail office work, professional study, etc.

It is not expected that a principal be a specialist in every subject which he will be called upon to supervise, but it is important that he understand the general technique, underlying principles, and general background of any subject. He can be working in the same general direction as the supervisor, urging teachers to interview supervisors for help which he is unable to give, and emphasizing the importance of evening or summer school courses in methods.

Miss Nila B. Smith, first assistant supervisor of research, Detroit, has summed up the duties of the principal as follows:

1. The principal should see that his teachers are supplied with all necessary and available materials, and that they have the best possible working conditions.
2. The principal should see that each of his teachers are promptly informed of all meetings and demonstrations which apply to her particular field.
3. The principal should thoroughly acquaint himself with the use of the "Items to Observe" through the special training afforded by the supervisor for that purpose.

4. The principal should visit each of his teachers regularly, carefully observing all phases of the work, and checking the fundamental points of procedure in the light of the "Items to Observe." Where the teacher is negatively checked the principal should look in the Course of Study for the detailed procedure for that particular phase of the work, and he also should refer to remedial suggestions prescribed by the supervisor in a section of the Course of Study set aside for that purpose.
5. After thoroughly informing himself as to corrective measures for the weak points of the teacher's technique, he should hold a conference with her, at this time bringing out the strong points of the teacher's work as well as her weaknesses. He should lead the teacher, insofar as possible, to analyze her own difficulties and should be prepared to offer helpful, constructive suggestions for meeting these difficulties.
6. The principal should follow up such conferences with additional visits to the classroom to see that his suggestions are being properly applied.
7. The principal should call upon the supervisor to visit in his school under the following conditions:
 - a. When the class or teacher present unusual problems.
 - b. When the principal and teacher need advice on details of the specialized procedure which are not covered in the broader outlines of the "Items to Observe."
 - c. When the principal thinks that a mediocre teacher might be inspired and encouraged by a special visit from the supervisor, or when the teacher is doing such excellent work that the principal thinks that she should be recognized by the supervisor.

Miss Irene Sullivan, assistant supervisor of music says, "The functions of a principal in the supervision of music are many and varied, namely:

- I. He shall study the Course of Study in Music so as to be familiar with the aims, procedure, and requirements for all of the grades.
- II. He shall visit the music classes as frequently as possible to judge the work therein, following carefully these "Items to Observe."
 - A. Appearance of room
 1. Suitable quotation pertaining to music—changed frequently
 2. Dictionary—points in theory listed as learned
 3. Flash card exercises as presented
 4. Bulletin board—correlating with junior concerts and local musical events
 5. Junior concerts—program on board while being studied
 - B. Mechanics
 1. Entrance and exit of classes
 2. Seating chart of each class
 3. Quick and quiet changing of seats when necessary
 4. Teacher's materials needed for lesson ready at hand
 5. Passing of books—no time wasted
 - C. Plan of Lesson
 1. Ready for inspection on teacher's desk
 2. Lesson planned to conform to course of study
 3. One half time of lesson devoted to tone drills, oral tone dictation, sight reading and the other half for songs
 - D. Results
 1. Tone drills—light, quick, memorized
 2. Oral tone dictation—material required in course of study
 3. Sight reading—board work to prepare problems, books in hands of pupils from B3-A8

4. Songs
 - a. Chosen from Course to correlate with problems studied
 - b. Tone quality—light, musical, pleasing
 - c. Clear enunciation
 - d. Intelligent interpretation
 - e. Songs memorized
 - f. Directed by teacher, using hand
 - g. Piano accompaniments in grades 5-8 after song is learned
 5. Rhythm
 - a. Rhythmic movements made by pupils in primary grades to indicate accent and pulse beat such as nodding head, clapping hands, marching, and counting
 - b. Grades 3-8 in all sight-reading children tap measure in uniform way
 6. Music Appreciation
 - a. Preparation for junior symphony concerts by use of phonograph, piano, or songs. Ten minutes a week devoted to this
- III. He shall ask the assistance of the supervisor when necessary.
- IV. He shall observe the reaction of his pupils to the music taught in his school.
- V. He shall motivate the study of music by requesting that musical numbers be included on school or community programs from time to time.
- VI. He shall acquaint himself with all school musical activities by carefully reading all notices circulated to his school from the central office and notify the music teacher of such notices."

"When supervisory aids are not provided for the principal he must formulate for himself some definite procedure whereby he might carry on his supervisory activities with some definite outline and continuity. Miss Mae Carroll, principal of the Guyton School, with the help of the Nature Study teacher, worked out the following "Items."

"It is my opinion that any special room should provide such a setting for the activities centered there that pupils entering react at once to the change of atmosphere. It is my experience that no greater stimulation for interest in a subject can be provided than a room where the spirit of the subject permeates the atmosphere. Therefore my first general item of supervision is Room Setting.

I. Room Setting

- A. Are plants and flowers used to make room attractive?
Hanging baskets?
- B. Is arrangement of room and conservatory attractive?
- C. Is there evidence of instructional laboratory work with plant life?
(rooting, planting, etc.)
- D. Are there other forms of life about? (gold fish, frogs, turtles, insects, snails, etc.)
- E. Are there exhibits or charts for stimulating interest in whatever type of nature work is timely? (birds, animals, stars, weather, etc.)
- F. Is the material so arranged that pupils may study it closely without crowding?

- G. Is there material bearing on the day's lesson on each table? (Detroit equipment calls for tables and chairs)
- H. Have children contributed material from outside?
- II. Organization of Class
 - A. Pupils entering room
 - 1. Do they enter in a natural, unrestrained manner?
 - B. Observation period (5 minutes when pupils walk freely about room)
 - 1. Do pupils show an interest in material?
 - 2. Do they make an effort to care for material?
 - 3. Do they exercise self control? (hands off)
 - 4. Do they show a variety of interests?
 - 5. Do they help each other settle questions?
 - 6. Do pupils show follow up rather than day to day interest?
 - 7. Do they refer to the teacher for assistance?
 - 8. Do they take their seats in an orderly manner at signal?
- III. Lesson Procedure
 - A. Discussion
 - 1. Are pupils given opportunity to settle questions that arise during observation period?
 - 2. Do pupils bring in questions from outside?
 - 3. Is the protective idea apparent?
 - B. New Work
 - 1. Is it properly stimulated?
 - 2. Is it built up as far as possible upon the experience of pupils?
 - 3. Is pupil activity arranged for? (sand table, clay, etc.)
 - 4. Is there evidence of correlation with other departments?
 - 5. Is there a high percentage of pupil participation?
- IV. Generalization.
 - A. Specific—Does the lesson lead up to the next lesson?
 - B. General
 - 1. Is there a growing relationship between the nature room and the outside? (School garden, home garden, care of lawn, bird feeding, kindness to animals, etc.)
 - 2. Is there a common interest between the nature room and the home? Do parents enjoy visiting the nature room? Do they remember it on their trips? Do they loan window boxes and so on over the winter?

When the principal receives the "Items" his job is to put the material across to the teachers. In response to a questionnaire sent to a representative number of Detroit principals, the following method seemed the most general:

- I. Presentation to teachers
 - A. Usually through a meeting of all concerned
 - B. Instruction of teachers in the use of the material
 - 1. Demonstration lessons
 - 2. Group discussions
 - C. Copy, which the principal has had mimeographed, given to each teacher
- II. Supervision of Work
 - A. Classroom visitation and checking
 - B. Conference with teacher going over good and bad points
 - C. Requesting assistance from supervisor when needed
 - D. Planning visiting days for teacher
 - E. Informing teacher of meetings and demonstrations

It might be well to illustrate the principles aforestated with a specific subject—General Arts.

GENERAL ARTS

Miss Mabel Arbuckle, supervisor of art in the elementary schools of Detroit, has given the following general statement regarding the course:

"The General Arts Course was developed in response to a need for a general informational course in the selection and use of material for both boys and girls. This information meets the common need and common interest of both boys and girls as consumers, home makers, and citizens.

It is basic information and covers a broad field of desirable general knowledge of material things for intelligent meeting of life needs.

The course replaces the art, manual training, domestic art, and domestic science courses in the elementary school period of the six grades and is fundamental to the differentiated courses for boys and girls in the seventh grade or beginning intermediate school year.

The two large aims of the course are: (1) To develop an ability to intelligently select, use, and arrange material; (2) to develop an appreciation of beauty and a desire to create beauty in the every day environment of life.

This course is based upon an analysis of life needs and interests for all, and those needs are classified into large topical divisions. The course is developed through the manipulation of raw materials and through investigation in reading or observation. The integration of all subject matter in the elementary school curriculum is made possible by working under these topics of man's life needs. They are common to all subject matter.

The General Arts Course clarifies the information which pupils seek and gain in all the other subjects of the curriculum. It gives the child an all-round experience or completed experience in school just as he would naturally complete an experience in a life situation outside of school. This may be illustrated by the topic of Records in the fifth grade.

STANDARDS OF ATTAINMENT

1. Ability to apply the design principles of proportion, spacing, balance, rhythm, and color harmony in the selection and construction of books.

2. Ability to measure accurately and to construct neatly.

3. Good spacing, proportion, and interesting variety in placement, size, and color of the lettering on the title page.

4. An understanding of the invention and manufacture of paper and its effect on the development of book making.

5. An appreciation of the work of the scribes and the monasteries, and the debt of modern civilization to their care and work in the developing and keeping records of previous ages.

6. To develop a sense of responsibility in the care and use of free books.

7. To develop a desire to cooperate with other departments and other people in activities related to their particular use and need.

8. An appreciation of order and neatness and accuracy in the use of tools, supplies, and equipment; and good workmanship in the development of the project.

9. Developing self-control, self-direction, and cooperation in the group.

10. Arranging books in the home for use, convenience, and beauty.

When the course was presented to the principals, certain schools were chosen in which it was introduced. At the A. L. Holmes school of which Miss A. Rosenthal is principal, the following plan was followed. A general meeting of all of the teachers was called, at which meeting the general aims of the course were presented, individual units of work explained, and the outline of the unit of work to be studied first, explained in detail. The outline of subject matter and activities which was prepared by the Art teacher after carefully following the Course of Study, was presented by grades. One copy was given to each teacher. Opportunity was given for questions and suggestions. Following is a sample outline for one grade:

SUGGESTED ACTIVITIES (ART) FIFTH GRADE

1. Constructing a loose-leaf, stiff cover (open or closed back) scrap book, for use in the Platoon Library
2. Design
 - a. Cover page including title
 - b. End sheets
 - c. Title (illuminated lettering)
 - d. Content page
 - e. Index page
3. Making paper
4. Mending books
5. Reports
6. Mounting pictures and notes in scrap book
7.
 - a. Scrolls of the Greeks
 - b. Wax tablets of the Romans
 - c. Japanese folded book developed from the scroll

Smaller groups, interested in the same subject, met at various times throughout the month of research and planning, and consulted

with the principal and art teacher as to the work they might do to correlate with art. It was planned to present a unit of subject matter to the entire corps about one month in advance of the time which it was to be studied, in order to give ample time for research and planning. The librarian was kept busy arranging reference material, compiling an annotated bibliography and in ordering exhibits, books, charts, slides, maps, etc. from the Public Library and Museum.

When the teachers' plans were completed a brief outline was sent to the principal's office. This material was condensed, charted, and posted for the benefit of all. At this point it was necessary for the less capable teacher to receive help from the principal.

The principal was then ready for classroom visitation. With the general aims and the "Items to Observe" fully in mind she made her first visit. At this time she noted the general room management, attitude of the pupils, objective of the lesson, procedure and check.

Following the first visit diagnostic visits were made, at which time the principal was guided by the following suggestions for observation which were submitted by the Art department.

TEACHER TRAINING—SELF APPRAISAL

Professional Ability

1. General knowledge of the subject—ART
2. Knowledge of the course of study and an ability to think through and execute projects
3. An appreciation of the aims of the Art Course of Study
4. Progressive thought and action—*i. e.*, attendance at teachers' meetings; embracing opportunities to hear lectures and see exhibits; work in extension courses; travel; reading recent books and magazines, both Art and Education; a knowledge of national and international events and progress, with their relation to Art
5. Experience in teaching
6. Social contacts in school and community; active interest in the Parent-Teacher Association of the school community

TEACHING TECHNIC

Organization

1. Efficiency and art principles shown in the arrangement of equipment and exhibits
2. Handling of supplies
3. Seating of pupils
4. Management of pupils and class work

5. Development of pupil leadership
6. Development of correlation through a knowledge of other subject matter

Correlation

1. Making Art work vitalize and clarify other subjects in the curriculum
2. Participation in school projects
3. Participation in civic interests: Society of Arts and Crafts, Detroit Institute of Arts, Public Library, safety campaign, community fund, and other civic activities

Atmosphere

1. Relation between pupils and teacher
2. Attractiveness of room
3. Attitude toward principal and co-workers

Method

1. Type used—dictatorial, socialized, or project
2. Clear and definite stimulation
3. Evidence of stimulation
4. Pupils purposing, planning and accomplishing their purpose
5. Adaptation of the work to individual differences, and encouragement of individual expression
6. Planning for group work
7. Critical judgment and generalization of each period of work

Exhibit

1. Stimulative material
2. Pupils' work per grade, illustrating course of study and other projects

Originality

1. Plans for projects
2. Individual plans for activities to carry out course of study
3. Contributions to the department or the school system

RESULTS

1. Pupil growth; evidence of self-control, self-direction, self-appraisal
2. Development of investigative attitude of mind with good habits of work
3. Evidence of a knowledge of Art principles, accuracy and neatness of workmanship in the finished project

With slight variations to suit the different needs, this procedure of supervision was carried on in all special subjects.

The ideal toward which a successful principal must strive is the complete cooperation, correlation, and unification of a teaching corps. He must establish close personal relations with the supervised. He should win the teachers' confidence, and this cannot be brought about through destructive criticism. While a keen knowledge of all subjects is necessary, a principal must also be endowed with a broad sympathy and a deep understanding of human nature.

CHAPTER V

ANALYSIS OF TEACHERS' WORK

FRANK M. RICH

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THE TEACHING PRODUCT, like a stand of growing timber, is a hard thing to measure with any great accuracy. While it is impractical to gauge every trunk and branch in the forest, yet reasonably satisfactory ways have been found to buy and sell timber lands by the square mile, even with enormous ranges in value. Why should it be considered impractical or even extremely difficult for both buyer and seller of educational wares to come to some such approximate agreement as to the comparative merit of the product at their disposal? Both kinds of estimation call for some skill in accurate measurement here and some experience in rough appraisal, and above all, time and patience to travel over the territory and decide how richly or how sparsely each section of ground has yielded. Why should we use less care and judgment in buying and selling school work than in buying wood? It is hard to see how we can promote and improve methods in education or foster superior talent, unless we make some provision for careful discrimination between good results and poor in each essential particular of a teacher's work.

Many excellent contributions have been made to this feature of educational administration and supervision in recent years. Much more needs to be done to develop a practical analysis of a teacher's work, thorough enough to be satisfactory, and brief enough for a supervisor to manage.

The material that follows is an attempt to assemble the best ideas already available in this field and furnish a practical outline of the work in each subject, the management, and the school and professional service that teachers and principals need to discuss and evaluate from time to time in conference together. The work is part of the study submitted as a masters' thesis at New York University, and as chairman of a rating form committee of the Paterson Principals' Association, consisting of Principals William H. Wilson and Ella Hall. Special mention is made of valuable assistance by Professor Ambrose L. Suhrie, and his class in Personal Problems of School Administration at New York University, and by Supervisors Fred Thompson, Mary M. Buckley, Mattie M. Bowman, Josephine M. Ritchie, and Louis Kirsinger, supervisors of Manual Training,

Domestic Science, Sewing, Penmanship, and Physical Training respectively, in Paterson, New Jersey.

ANALYSIS OF INSTRUCTION

1. *Reading—Methods of instruction*—Is the lesson skilfully introduced so as to create lively interest through such motives as pleasure to others, new skill, suspense, beauty, information, novelty, etc.? Do pupils understand and cooperate in the attainment of the particular purpose of the lesson, as work for speed, comprehension, enunciation, testing sample of a book worth reading further, finding a play to dramatize, etc.? Does the teacher relate the work of the lesson to what has preceded and to what is to follow? Does the teaching make use of pupils' environment, experience, vocabulary, etc. to interpret the author's ideas and expressions? Are new experiences supplied as needed by pictures, acting, and other concrete illustration? How general is pupil participation in reading, discussion, and socialized procedure? How well is the memory assisted by thought associations, rapid repetition of drill lists, distributed repetition of matter taught from time to time, pleasurable consequences of work well done, and kernel of lessons emphasized in tests and summaries? What stimulating projects are in progress, as library exchange, magazine exchange, school library, scrap books, etc.

Reading—Achievement—How adequate are the teacher's measures of work done? What do standard tests of speed and comprehension show as to gain between the beginning and end of the term? How well do pupils reproduce orally what they have read silently, as shown by standard tests, by informal examination? How does this compare with attainments of other classes of similar grade and intelligence? In what concrete forms have reading ideas been worked out? (Library work, dramatics, book reports, etc.) How many books have been completed during the term? What evidence can be found that books read have made a deep impression, that they have been understood, that others of the same kind or complete works by the same authors have been sought and read? What remedial steps have been taken to correct individual lack of comprehension, fluency, and interest?

2. *Literature—Methods of instruction*—Do pupils appear to catch real appreciation of the subject from the real appreciation of the teacher? Does the teacher subordinate drill, skill, and technic to enjoyment? Are lessons motivated, so that pupils feel they are worth while for their own satisfaction? Does the teacher create a successful apperceptive basis for each new lesson? Does the teaching take into

account differences in understanding, tastes, and interests of pupils? Does the teacher furnish good models of pronunciation, expression, and the like? Does the teacher's position, animation, posture tend to make a strong and pleasing impression? Is the memory assisted by thought associations, mental pictures, selective drill, summaries, and so forth, purposely made and not left to chance? Are assignments clear, definite, attractive, adapted to individual differences in sex, intelligence, interest, etc.? Is shared leadership and pupil self-activity in evidence? Are exceptional pupils stimulated to do special work? Is correlation made with other school subjects? What profitable use is made of selections studied in school? (Scrap or note books, recitations, plays, etc.)

Literature—Achievement—How much of the required work has been presented? How much supplementary material? How correctly can it be reproduced? How well does it seem to be understood? How do pupils of the grade rank in public speaking? How much of the material studied in school has been used for entertainment at home? How much of the same kind or same authors? What other useful or pleasurable use has been made of the material? (Assembly, entertainment of other classes, correlation with art, construction, etc.)

3. *Geography—Methods of instruction*—Are the aims of the lesson clear to the pupils as well as to the teacher, so that both work forward to a common purpose? Is good use made of children's natural interest in adventure, actions of people and animals, curiosities, communication, collecting, social participation, speculation, etc.? Does the teacher create a successful apperceptive basis by interpreting new material in the light of local conditions, previous lessons, personal interests and experiences? Is presentation of new matter made impressive by a wealth of objective and tangible material, such as objects, pictures, diagrams, sand table, excursions, etc.? What use is made of pupil self-activity and participation in the discovery of problems, projects, plans, voluntary use of books, maps, blackboard, asking or helpful questions? Are individual differences taken into account in such ways as group assignments, supplementary reading, drawing, construction, etc.? Do pivotal questions show thoughtful preparation? Are they in children's vocabulary adapted to individual differences, adjusted to legitimate side thoughts or interruptions, without losing sight of the point or goal of the lesson, well distributed, answered in clear tone and good form? Does the teacher avoid wasting time by repeated answer, lack of clearness, addressing questions to but one pupil at a time? Are questions neither impossibly difficult nor fussily over-helpful? Do they appeal to logic as well as memory? Is memory assisted by thought associations, out-

lines, mental pictures, selected drill, tabular and graphic outlines, test questions, synopses, summaries? Do pupils manifest interest and understanding in the lesson by contributing experiences, illustrations, timely questions, mutual assistance, voluntary suggestions, and by sticking to the objectives of the lesson? How many stimulating projects are in evidence, as library, magazines, scrap books, note books, souvenir collections, sand table scenes, correspondence, hand work, models, etc.?

Geography—Achievement—What proportion of the course of study have pupils covered with reasonable thoroughness? From a sampling of the topics covered, how well can they be remembered and reproduced? What do standard tests show as to gain in locational geography, factual material, geographical principles? How adequate are the teacher's measures of the work done? What supplementary reading, optional or required, has been suggested, used? How well have minimum essentials of the course been mastered? In what concrete forms have geography lessons been worked out? (Library, sand table, coin and stamp collections, plays, songs, stories, scrap books, experiments, etc.) Have pupils made visits, imaginary journeys, correspondence? Does the geographical vocabulary of the class measure up to the standard for the age and grade? What allowances need to be made in the above for intelligence and preparation of the class?

4. *History—Methods of instruction*—Do pupils understand and appreciate the purpose of the lesson, and help toward the goal? Does the teacher relate the work of each unit to what has preceded and what is to follow? Does the teacher make good use of the natural interests of childhood? (*E. g.*, novelty, pleasure, beauty, curiosity, construction, possession, social participation, social approval.) Does the teacher interpret new historical ideas in terms of children's previous experiences with local surroundings, preceding lessons, personal interests and experiences? Is presentation of new material made objective by means of pictures, souvenirs, letters, diagrams, maps, models, etc.? Is there proper balance between pupil response and teacher question and exposition? Is the class period more than a reading lesson, than a recital of work done out of class? Do pupils recite for the benefit of the whole class in full, well organized answers? Is the textbook subordinate to the live, interesting, human approach of the teacher who appeals to the natural love of adventure, romance, heroism, etc.? Does the recitation provide social situations which train pupils to respect the opinions of others, converse effectively, sacrifice personal impulses, and give attention to the contributions of others? Is the textbook interpreted and made understanda-

ble to the whole class? What new interests are history lessons creating in worthy home membership, citizenship, ethical appreciations? Are pupils trained to weigh answers and fix correct statements in memory? Does the teacher handle side issues satisfactorily, and still keep to the plan of the lesson? Are the teacher's questions good, *i. e.*, in the children's vocabulary, straightforward, to the point and goal, adapted to individual differences, well distributed, stimulating, concise, free from needless repetition, appealing to reason as well as memory, calculated to call out an answer which will furnish a worthy contribution to the thought of the lesson? Are assignments clear, definite, attractive (preferably specific problems and topics) thoroughly checked, adapted to important individual differences in sex, intelligence, health, interests, etc.? Does the teacher suggest means of selecting and sifting relevant facts, principles, etc., in directions and preparations for study?

History—Attainment—To what extent have the topics of the course been covered? How well can pupils reproduce in their own words what they have studied or learned? How adequate are the teacher's measures of work done? What do standard tests show as to gain in historical information during the term, in informal written tests? What supplementary reading has been done? How much voluntary demand exists for more? How does the class rate as regards minimum essentials? What concrete products or projects have the pupils to show for their history work? (Collections, note books, dramatizations, pageants, programs, etc.) What useful social applications have been made? (Current events topics, ethical problems, local history, etc.) Does the pupils' style in recitation measure up to the standard for the age and grade? What allowances need to be made for the average intelligence of the class?

5. *Writing—Methods of instruction*—Are definite goals set for each lesson? Does the class appreciate the need for these special skills? Do the pupils enter heartily and seem anxious to improve? Does the teacher fix attention upon good form? Are movements analyzed, demonstrated, practiced? Do pupils have a technic of study; as (1) writing, (2) comparing with the copy and criticizing, (3) practicing particular difficulty, (4) trying the whole again for better results or greater facility? Do pupils ask for help as needed? Is the drill highly individual in character, keenly watchful of the needs of particular pupils? Are devices in evidence by which pupils can measure progress? Is rapid learning stimulated through pleasurable results of success? Does the teacher exemplify in his own writing before the class good form, uniform, slant, etc.? Is the care of material satisfactory?

Writing—Achievement—How much improvement can be seen in handwriting at the close of the term or period of instruction? What percentage of pupils have reached the standard quality for the grade? How many have qualified for penmanship certificates, awards, etc.? What is the relative merit of the class in blackboard writing? What percent of pupils meet good standards for movement, legibility and speed in other written lessons? How much voluntary outside practice work is in evidence? Is the habitual writing position comfortable, healthful, easy?

6. *Spelling—Methods of instruction*—Do pupils appreciate the need of the lesson as given? Are games and devices in evidence, like contests, exhibitions, etc.? Are these changed often enough to maintain interest? Are individual needs recognized? Does the teacher waste little time with words that are already well learned? Is the lesson so conducted that pupils feel some concern about the outcome? Is some time also spent with spelling demons not listed in the course? Are principles of memorization utilized—correct recall, whole to parts, distributed practice, thought connections like meanings and spelling rules? Is speed maintained consistent with accuracy? Are pupils taught ways and means of practicing? In concert work, do many pupils merely echo? Do pupils work without undue attention to what others are doing?

Spelling—Achievement—Do pupils use standard scales and with what success? What showing has been made in the regular tests, in standard tests? What do tests show as to class standing in dictation, meaning of words, facility with the dictionary, ability to distinguish misspelled words? How does the class rank in spelling of other written work?

7. *Oral Composition—Methods of instruction*—Is the subject matter furnished by the teacher vitally interesting and stimulating to children? Does it grow out of live situations which call for expression? Are pupils learning where to turn for interesting material of their own selection? Are pupils learning to talk with relative freedom, in spite of artificial surroundings, technical deficiencies, and personal limitations, or must the teacher constantly prod them to "say something," "speak louder," "make full sentences" and so on? Is the teacher's own diction an acceptable model as regards precision, vocabulary, imagery, unity, coherence, etc.? Is there an abundance of oral language from which to cull highly selected ideas for written composition? Do the lessons clearly result in giving individuals growing ability in extemporaneous speaking, or is there much aimless beating about that does nobody much definite good? Is there abundant opportunity for pupils to experiment for themselves, both

in choice of subject matter and method of treatment, and feel the full effect of their own mistakes and successes? Are a few new words and expressions systematically added to the vocabulary at every lesson, and a reasonable number of faulty expressions, barbarisms, and the like, corrected? Is there an effective system of keeping track of such additions and corrections, so that they can be refreshed occasionally? Are pupils making progress in arranging their ideas with regard to good sequence? Does the work provide for wide variations in natural ability? Is the work well distributed over the class so as to give the more retiring members a fair chance? Does the teacher utilize, neglect, or override interests which show up spontaneously? Are new interests created? Does the teacher stimulate activity without domineering it? What evidence is there of intelligent self-activity?

Oral Composition—Achievement—How thoroughly have the topics in the course of study been covered? How wide a range of topics have been taken up for oral composition? (Personal experiences, nature study, games, pets, playthings, pictures, excursions, hygiene, current events, debate, behavior, reproduction, how to make, how to do, picture stories, stories to finish, stories from outlines, dramatization, riddles, novelties, biography, anecdotes, fables, etc.) Do the ideals of the oral language period show in the quality of other oral recitations? What gain seems to have been made in vocabulary, clearness, precision, sequence, facility, imagery?

8. *Written Composition—Methods of instruction*—Is the subject of the composition something pupils need to preserve and use? Does the written composition grow out of and correlate with oral composition? Does correspondence treat of the actual affairs of real life? Is checking and correction complete and certain enough so that the pupils are learning not to make the same mistake over and over? Is correction sufficiently inductive so that pupils master principles and rules, as well as the specific correction for each specific error; in other words, are pupils learning to correct their own mistakes as they go along? Are good models furnished for imitation? Are the goals such as unity, coherence, life, humor, imagery, diction, form, and the like clear to pupils?

Written Composition—Achievement—What permanent work have pupils preserved, as composition books, correspondence, dramatization, poems, news items, etc.? How do they compare with other classes, allowing for differences in intelligence and previous preparation? What is the class gain, as measured by standard scales, by unstandardized examinations? How adequate are the teachers' measures of work done? Consider typical or random samples of composi-

tions for originality, arrangement, vocabulary, sentence sense, correct grammar, spelling, punctuation and appearance, and make a comparative rating of pupils' progress.

9. *Grammar—Methods of instruction*—Do pupils appreciate the value and need of the topics studied? Is the pupils' need used as a motive? Is subject matter made interesting by means of problem interest, projects, communication, games, novelty, wit, physical activity, etc.? Does the grammar instruction grow out of and correlate with needs shown in composition? Is development sufficiently inductive to give pupils a grasp of definitions, rules, and principles wherever possible? Is illustrative and drill material abundant and appropriate? Is the teacher's own grasp of the subject shown in the selection of material and the handling of the topics? Does the lesson meet the demands of good teaching as regards pupil participation, speed, distribution of practice, etc.? Are questions stimulating, pleasant, clear, purposeful, skilfully and logically progressive toward the goal, free from needless repetition, neither too easy nor too difficult, appealing to reason as well as memory, speedy in review and drill, and deliberate in developmental phases of the lesson? Are assignments for study clear, definite, attractive, adapted to important individual differences, thoroughly checked?

Grammar—Achievement—How thoroughly have the topics of the course been covered? How quickly and correctly can pupils do tests, minimum essentials' sheets or exercises? How fair and reliable are the teacher's tests? What gain is revealed by examinations? What allowance needs to be made for intelligence and previous preparation of the class? Is there an evident attempt on the part of pupils to use good grammar in other work?

10-11. *Oral and Written Arithmetic*—Is the reason and purpose of the drills or exercises of the lesson apparent to pupils so that they can lend intelligent cooperation? Are outside interests in games, workshop, kitchen, etc., brought in? Are pupils and teacher genuinely interested and attentive? Is the work socialized through projects? Do pupils themselves assume some responsibility for progress? Are games and other devices artificial, trivial, and impractical? Does the teacher get concentrated attention, especially in oral work? How well has the teacher succeeded in overcoming factors of fatigue and boredom? Are periods, especially in oral work, short and intensive? Do pupils know their former records and attainments and work to surpass them? To what extent has the teacher been able to give pupils a high satisfaction in success? Is a generous amount of work done, interest or no interest? Are drills in former topics repeated occasionally over long periods of time? Are inventory tests and other

means used to determine the material forgotten and needing to be relearned? Is objective material (measures, diagrams, pictures, models, objects, etc.) abundant, various? Does the teacher seem to know the subject thoroughly? Is the work adapted to individual differences by grouping, selective drill, assignments, etc.? Is every pupil responsible for all he is capable of doing? Are pupils learning arithmetic as nearly as possible in the form in which it will be used? Are assignments carefully made and explained? Is the class period vastly more than a mere recital and correction of work done out of class? Do pupils get adequate training in interpreting problems, planning solutions, making and testing comparisons, judging and deciding with some degree of independence? Are individual difficulties sensed and remedied, as bridging tens in addition, zero difficulties in subtraction, carrying in multiplication, estimating quotients in division, etc.? Do the teacher's questions come up to the standard as regards clearness, economy of time, appeal to reason, and the like? Are questions and explanations varied in form sufficiently so that pupils are not confined to one stereotype pattern of problem?

Oral and Written Arithmetic—Achievement—How much of the prescribed course has been covered? How much extra? Are individual progress records used? What do they show as to the gains of the class? What standard tests have been applied and with what results? Are teacher's measures of achievement adequate? What showing is made in general tests? What objective work is available for inspection?

12. *Science*—Does the teacher "set the stage" for the lesson by arousing general interest in and feeling of worth of the subject matter or problem taught? Is interest in activity and results, rather than in marks, ease, amusement, etc.? Is instruction well related to environment and experience? Does the teacher seem to have a good understanding of the topic taught? Are immediate needs, activities, and interests of childhood utilized as well as those of adults? Is the teacher master of several forms of presentation (as pupil experiences, talks, stories, reports, experiments, excursions, demonstrations) and are all used as needed? Is pupil self-activity utilized in getting material, conducting demonstrations, etc.? Are the teacher's questions good in respect to clearness, progress toward the goal, distribution over the class, lack of necessity for repetition of questions? Do pupils freely acknowledge need for light, or do they "stall," "bluff," etc.? Are answers speedy in drill problems and cautious in thought problems? How efficiently is a system of minimum essentials for slower pupils and supplementary work for brighter pupils administered? Are mistaken ideas and odd statements given sufficient attention to

set pupils right? Does the teacher utilize the abilities of the slower, duller pupils so as to secure general participation in the lesson? Are test questions variously worded to make sure pupils really understand the principle when approached from various angles? Do teacher and pupils develop both sides of a subject (pros and cons)? Are answers containing crude statements and partial truths accepted with proper amendments? Does the teacher lead pupils to make a wider interpretation of experience gained? Do pupils criticise suggestions and think out possible consequences? Are pupils helped to become discriminating between useful and useless suggestions? Are pupils taught to verify conclusions? Is the outcome helpful, self-activity?

Science—Achievement—How thoroughly have the contents of the course of study been covered? How well can pupils reproduce outstanding features of lessons taught? What is the standing of last term's class in their work with the next teacher? What objective work have the class to show for their work? What evidence appears of pupil contacts with library, museum, manufacturing plants, other industries, social service organizations, etc.? Has hygiene resulted in care of the teeth? How many other lessons have been practically applied to the person and in the home? How much gain in information is shown by tests? How adequate are the teacher's measures of work done? What evidence is at hand of pupils encouraged to present original ideas, unusual solutions, entertaining models, samples, etc.?

13-14. *Art and Manual Training—Methods of instruction*—At the outset of each lesson, is its purpose clear to pupils as well as to the teacher? Is it motivated to meet the needs and interests of childhood? Do pupils catch real appreciation of good workmanship and beautiful design from the real appreciation of the teacher? Does the teacher's selection of lessons, projects, etc., show that he is alert to new ideas and improvements in the subject? Is drill, skill, and technic subordinate to enjoyment? Are good models, demonstrations, etc., used in the presentation of new lessons? Does the teacher fix attention on good form, correct execution, etc.? Are difficult bits of technic demonstrated, analyzed, and practiced as needed? Does the teacher show keen appreciation of the needs and difficulties of individual pupils and give needed assistance without neglecting the general work of the class? Is rapid learning stimulated through pleasurable results of success? Is liberal use made of pupil self-activity and initiative? What evidences can be found of wider application of projects in the home and elsewhere? Do pupils seem to realize the value of time, quiet, order, care of equipment?

Art and Manual Training—Achievement—Has the teacher covered the course of study or work assigned? How much supplementary material has been included? What drawing and construction has been applied in other school studies? What voluntary work have pupils done outside the classroom? What practical products are in evidence for the term's work? What gains in skill? How does this gain measure up with other classes of the same age and grade, due allowance being made for intelligence, etc.?

15. *Sewing—Method of instruction*—Is the work effectively motivated? Is the teacher skillful in giving needed individual instruction without interfering with class instruction? Is proper attention paid to working equipment—thimble, thread, needles? Is the work good, i. e., free from knots, pins at right angles to edges, thread fastened at beginning and end of seam, stitches straight? Does each girl keep good working position? Is the work kept clean? Is interest created in books, magazines, and other means of self-instruction? Are extra-curricular activities encouraged and assisted?

Sewing—Achievement—Is the course finished? How much growth in skill is shown in cutting, pinning, basting, stitching, machine work? What percentage have applied lessons at home on their own initiative? Any useful correlations with art, dramatics, etc.?

16. *Domestic Science—Methods of instruction*—Is interest motivated? Are lessons connected with pupils' experience at home or in school? Are questions and answers in good form? Do pupils show interest and intelligence by asking relevant questions? Do pupils contribute independent thought? Is participation in lessons general? Is time for various phases of the lesson wisely divided? Is effort and success commended? Is a good lesson plan evident? Does the teacher make good selection of thought-provoking questions, illustrative material, stimulating projects? What evidence is shown that appreciations have been developed, self-reliance in laboratory work encouraged, self-control increased by attention to own business or cooperation in group activities as needed? Is the laboratory clean and in good order? Was the work undertaken completed?

Domestic Science—Achievement—Was the proper amount of subject matter covered during the term or period? Do the pupils turn out products of good quality? What note books or other evidences of work done are available? How does the class rank in the matter of home continuation of lessons taught? What supplementary reading, etc., has been accomplished in this department?

17. *Music—Methods of instruction*—Is the lesson skillfully introduced so as to create lively interest through pleasure to others, new skill, beauty, challenge to ability, etc.? Do pupils understand the

purpose of each step in the lesson, the point to be gained, or difficulty to be mastered, rather than following blindly and repeating aimlessly? Does the teacher evidence skill in what she is trying to teach? Can she impart real appreciation and enthusiasm by contagion? How general is pupil participation? Are materials suited to the stage of development of the pupils? Is enjoyment maintained in spite of need for drill? Is there a good balance between individual drill and chorus work? Is the teacher skillful in aiding individuals without unduly halting class activity? Are pupils stimulated to further self-activity in reading supplementary material, doing supplementary practice, assisting others, etc.? Is the teacher master of skilful technic in handling flash cards, using blackboard and furnishing other rapid and economical means of technical drill? What musical projects are in evidence, as assembly programs, musical instruments, etc.?

Music—Achievement—How many songs do pupils know as a result of the term's work? How many volumes of sight singing exercises have been finished? What is the standing of the class in a test of individual sight singing? What supplementary reading and outside projects or activities have been taken up? What has been done in the study of musical form, works of the masters, and other lessons in music appreciation?

18. *Physical Training—Methods of instruction*—Do pupils as well as teacher understand the purpose of each part of the physical training lesson, whether it is to obtain good posture, orderly, alert, accurate execution, develop vigor and endurance, learn forms of recreation or the laws of health? Is attention secured before commands or directions are given? Is the lesson planned so that a proper balance is maintained between corrective posture exercises, educational exercises, hygienic exercises, and recreative exercises? Does the teacher seem to understand the principles she is teaching? Is the teacher clear, concise, understandable? Are demonstrations accurate and vigorous? Is the instructor's posture good? Are commands and manner stimulating and alert? Are corrections made in an intelligent, effective, and kindly way? Is the physical education period attractive and interesting, marked by a spirit of cheerfulness, and pride in work well done? Does the play period result in growing respect for rules, courtesy, self-restraint, honesty, loyalty, and unselfishness?

Physical Training—Achievement—How thoroughly are the special assignments of the grade covered? How much supplementary work has been added? How does the class rank in exhibition in comparison with other classes of like age, etc.? What is their attitude and

reputation in games with other classes? What has the class contributed in way of exhibitions, entertainments, or other projects? How many pupils have been benefited by special prescription, corrective exercises, individual home activities, etc.?

ANALYSIS OF MANAGEMENT

ROUTINE

1. *Records*—To what extent are enrolment cards, census cards, health cards, examination reports, and other records neatly, promptly and correctly handled? Are report cards promptly and carefully marked (*i. e.*, marks in scholarship not penalized for unsatisfactory conduct, scholarship marks not boosted for mere amiability of the pupil or influence of parents, not suddenly or capriciously changed by some single act or recitation, not rated by guess or snap judgment, based on proper balance between daily work and periodical tests, not rated low at the beginning of the term to frighten parents and pupils and later raised to counterfeit rapid improvement)? Do marks distribute themselves according to the normal curve of distribution (*i. e.*, in the proportion of 1 very high, 4 high, 6 average, 4 low and 1 very low in all subjects)? Is other correspondence with parents prompt and satisfactory?

2. *Attendance*—Is the register up to date and marked promptly at the opening of the session? Are absentees accounted for? Is the attendance officer properly notified of doubtful absentees and later of their return? Is interest and cooperation apparent in quarantine cases? Are excuses for absence satisfactory? Is the tardiness record low? Is the register and monthly record handed in promptly and is it usually correct?

3. *Supplies*—Are names placed in books loaned to pupils? Are books carefully handled, strapped, etc.? Are supplies under lock or otherwise properly protected, economically used, and properly recorded or accounted for? Are needs for week, term, etc., efficiently anticipated? Are soil, scrawls, or blemishes on desks, books, etc., removed and prevented? Are fines for damage collected?

4. *Housekeeping*—Are wardrobes, closets, desks, tables, window-sills, shelves, chalk trays, and other furniture neat and free from litter? Are reference books, desk books, etc., in racks easy for janitors to move and dust? Are maps, music, charts, pictures, graphs, and exhibits neat, artistically arranged? Is there a system for storing materials which makes for quick and easy access? Is material on display only while part of the season's activity? Is woodwork and plaster free from nail and tack holes? Are plants, fish bowl, nature

material, etc., so placed that no harm is likely to be done to tables, window sills, etc.? Are floors, desks, etc., free from litter? Is the general appearance neat, simple, cheery, and in good taste?

5. *Hygienic conditions*—Is there good cooperation with the janitor to keep the temperature always between 66° and 70°? Is proper ventilation constant at all times without dangerous drafts? Are washing facilities provided, including soap, paper towels, drinking facilities? Are pupils never prevented from going to the toilet on request? Are sanitary inspections a part of the daily routine? Is there efficient cooperation with the janitor to have all seats promptly and properly adjusted? Are good sitting and standing postures maintained? Does the teacher stand away from the windows so that pupils do not face a glare of light? Is the maximum of light provided without direct sunlight? Are pupils never kept in at recess for punishment? Is there good cooperation with the school nurse, school physician, and physical training director to correct physical defects, as round shoulders, poor sight, hearing, adenoids, tonsils, teeth, speech, sleep, malnutrition, overwork, lack of cleanliness, etc.? Is the teacher herself an object lesson in the best practices as regards neatness and good taste?

6. *Planning*—Is there good evidence that the work is carefully blocked out beforehand for the day, week, and term? Have need in matters of supplies and equipment been anticipated?

7. *Program*—Is the program in plain sight? Followed conscientiously? Is it well arranged, with time proportional to the importance of the subject, periods short enough to fit the age (interest span) of the class? Does it provide for diversified activity, all regular activities, savings, talks, sales, etc.?

8. *Time saving*—Does all work begin with vigor and promptness? Is everything moving at a brisk pace? Is the teacher able to dispatch business with principal, nurse, school physician, teachers, visitors, parents, messengers, janitors, etc., without needless loss of time? Was there evidence of careful advance preparation for the first day of school (*e. g.*, program made, supplies ready, stage set for favorable first impression)? Is good economy of pupils' time used at the close of the term? Do teacher and pupils seem to realize the value of time? Is oral recitation never sacrificed for the sake of written problems, lists, directions, notes, and other matter which would better be done by part of the class at a time for seat work, while the teacher devotes attention to profitable work with the remainder? Is there smooth precision in passing material, getting out books, putting on wraps, filing, etc.? Is there a helpful monitorial system to assume the bulk of pencil sharpening, passing, collection, attention to shades,

windows, etc.? Is the teacher skilful in accomplishing several things at once, such as conducting an oral lesson with one section while passing from desk to desk and glancing over the writing of another section; or giving a necessary bit of individual help without stopping the work of the class? Does the teacher see that materials, books, written questions, etc., are at hand ready to begin immediately? Are papers corrected, bookkeeping and correspondence done, and errands dispatched in outside time, so as to leave class time for class instruction? Is little time lost in allowing rapid workers to wait for slower, drilling on what is already well learned, repeating answers, too much talk by the teacher, indicating the answer to supposedly thought or problem questions? Is interesting and useful work provided for odd scraps of time for any pupils not otherwise occupied? Are no long lists of problems, outlines, etc., placed on the blackboard by the teacher or copied into note books by the children during the recitation period? Is duplicator or other time-saving device in use? Is little time wasted in copying examples, descriptions, etc., when equivalent material is immediately available in books? Are flash cards, charts, and other rapid devices briskly handled? When expedient, are small groups set to work together, and can they do so effectively?

CONTROL

1. *Order in the classroom*—Do pupils work in a quiet, orderly manner, without wasting the time of fellow workers? Does the work of the class proceed without frequent interruption, with orders to “stop whispering,” “sit down,” “put that away,” “pay attention,” etc.? Is there a minimum of rules and penalties? Are these few reasonable, compliance insistent? Are causes of disorder so far as possible avoided by removal? Are corrections quick, sure, natural, in keeping with the offense, harmless, without show of passion, offset sooner or later by constructive appeals and opportunities? As a judge, does the teacher handle cases with judicial fairness, dignity, impartiality, and friendly firmness, or are disciplinary measures personal, haphazard, flustered, timid, or unreasonable? Are scholastic marks never used for disciplinary purposes and promotion? So far as possible, does the teacher depend upon himself for his own discipline, rather than by appeal to the principal, truant officer, neighboring teacher, etc.? Is there entire absence of improper or illegal punishment, as shutting in a close closet, frightening with threats of rats, policemen, etc., or physical torture of any kind? Is there complete absence of bluff? Does the teacher discuss disciplinary problems and seek help and advice and help frankly with principal,

parents? Is the sum total of the teacher's efforts constructive, and directed toward the formation of habits of courtesy and intelligent obedience? Is misconduct of pupils looked upon as an opportunity to a piece of real work in education?

2. *Order outside the classroom*—Is a generous share of responsibility assumed for the oversight of pupils in corridors, assembly, playground, field days, excursions, to and from school, etc.? Is there helpful participation or stimulating interest in outside games? Does the teacher's influence have a favorable effect even when the teacher is not present, as in case of substitute, attitude in the home, at entertainments, in special activities' classes?

3. *Spirit*—Do teacher and class seem to "rub each other the wrong way" or is there a courteous atmosphere of mutual consideration and good will? Is the spirit companionable, or that of the trained animal ring? Do directions take the form of requests rather than demands? Are threats, extra school tasks, taking away earned marks, personal indignities, sarcasm, ridicule, and other questionable punishment in evidence? Are necessary rebukes made privately? Is the teacher highly respected for impartiality? Are pupils serious or flippant, natural or constrained? Are ridicule, sarcasm, spite, impulsiveness and antipathy never in evidence? Are pupils allowed a certain amount of experimentation and trial and error in order to learn by experience the natural rewards of self-control, self-restraint, and consideration? Are individual differences taken into account, e. g., temperament, leadership, social attitude, etc.? Do pupils meet people naturally and politely? Do they show some sense of responsibility for the conduct on grounds, in hallways, to and from school, etc.? Does "discipline" not make the offender an example before the school but afford him an opportunity to redeem himself, without having his weakness paraded before public gaze? Do disciplined pupils realize that the real wrong is in the attitude of mind which is willing to commit offense and that the only ameliorization is a change of attitude? Is one pupil never held up as a model to another, but mutual cooperation toward realizing ideals encouraged instead? Is respect for the teacher shown through cheerful obedience, deference, consideration? Is well taught subject matter the chief element in good control?

4. *Ethical training*—Without waiting for some untoward event to arise, does the teacher give short talks or inductive lessons on personal appearance, good turns, good manners, economy of materials, respect for others, how to be sure of getting to school on time, how to gain the good will of teachers, fellow pupils, and janitors, fair dealing on the playground, respect due to the aged, to women and

children, courtesy at an entertainment or concert, conduct in a panic, the discourtesy of loud, profane, or improper language, and so on according to the age of the pupils and the needs of the situation? Are pupils taught to appreciate the rational features of discipline and admit their justice? Are pupils brought to understand and appreciate that the object of discipline is helpful social behavior, and not merely penal atonement (pay) for wrong conduct? Are pupils taught how a teacher may, under certain circumstances, be perfectly just in wishing to handle different cases of discipline differently?

ANALYSIS OF PROFESSIONAL SERVICE

PROFESSIONAL GROWTH

1. *Courses and travel*—What professional courses have been taken in summer schools, extension work, correspondence courses? With what ratings? With what apparent effect in the classroom? What informational or cultural courses (since last rating)? How extensive and how valuable have recent travels been? How much has been of service in actual teaching?

2. *Reading, research, and writing*—What private studies have been carried on and with what results in the teacher's work? What special projects or educational experiments have been conducted? Of what advantage have they been in the present position? What reading has contributed to outlook, information, professional improvement? What writing for courses of study, teachers' helps, magazines, books?

3. *Meetings and visits*—What local meetings have been attended, state, national? What educational benefit have they brought? Number and character of institutions visited? What demonstration lessons? What helpful ideas have been adopted?

SCHOOL AND COMMUNITY SERVICE

1. *Teachers' meetings and demonstrations*—What offices has the teacher held? What committee memberships? What participation has the teacher had in making courses of study, etc.? What lessons has the teacher prepared for others to visit and criticise? What experiments and other contributions have been made for the general benefit of the system?

2. *Assembly contributions and entertainments*—What are the number and quality of the teacher's offerings on school programs? What assistance has been given with music, dramatics, etc.? What work has been done or assistance given for benefits, parent-teacher association, community festivals, etc.?

3. *Home work, club work, work as pupil-adviser*—What conferences with parents have been arranged? What assistance with visit-the-schools movements? What cooperation has teacher lent with gardens, and other home projects? What home visitation has been done? With what effect? What assistance has been given with Audubon society, scouts, athletics, lunch room, parent-teachers' association, camp-fire, exhibits, etc.? Has the teacher been prominently connected with alumni activities? What personnel and follow-up work has been done with graduates?

4. How successful has the teacher been in promoting amity and good fellowship among colleagues? Is the teacher alert to see and commend merit in others? Does the teacher avoid useless destructive criticism of colleagues? Does the teacher assist by hearty cooperation in plans for the improvement of the school? What ideas and ideals has the teacher initiated and how influenced others to adopt them?

SPECIAL STRENGTH

Is the teacher's work made especially valuable to the system because of unusual enthusiasm, initiative, poise, industry, cooperation, attitude toward honest criticism, ambition, courtesy, good taste, common sense, interest in others, effective aggressiveness, conscientiousness, promptness, progressiveness, responsibility, energy, originality, influence with others in raising standards of service, initiation of reforms and improvements, leadership, helpful personal influence, sense of humor, regularity, friendly response, good bearing in trying situations or petty annoyances, tactfulness, adaptability, securing the sympathetic cooperation of parents, pupils, or colleagues, handling difficult situations without antagonism, non-partisanship, judicial attitude, seeming to enjoy work, reliability, accuracy, promptness, square deal for everybody, treating pupils with the same courtesy as grown-ups, seeing the bright side, enjoying the respect and confidence of the student body as a whole, frankness, cordiality, openness to suggestion, democratic spirit, responsibility shared willingly, personal preferences sacrificed gracefully, etc.?

SPECIAL WEAKNESS

Is the teacher's work seriously impaired because of nervous or mental disorder, ungovernable temper, discourtesy, gossip, personal untidiness, illness, cynicism, unreliability, laziness, lack of sympathy and tact, low mentality, treachery, dishonesty, insubordination, violence, indifference, slander, inability to carry through, poor English, tardiness, disloyalty, over-conservatism, irresponsibility,

immorality, obstructionism, favoritism, acceptance of gratuities, waste, negligence, unprofessional conduct, insincerity, betrayal of confidence, whimsicalities, religious and racial prejudice, lack of effort, lack of interest, lack of energy, low standards, too many outside interests, questionable companions and amusements, lack of sympathy with childhood, nagging habits, whining habit, silly extremes of ornament and dress, poor posture, habitual frown, petulance, sharply critical attitude, inconsideration, faultfinding, tense, high irritating voice, petty quarrels with pupils, parents, or associates, intolerance, weak academic preparation, poor language, inferiority complex, megalomania, dilatory, underhanded, jealous, combative, dishonest, unreasonable, partisan, weak, or indecisive character?

CHAPTER VI

SCHOOL PUBLICITY

CHARLES S. WINSLOW

Principal, Wells School, Chicago, Illinois

TOO LONG have we school people chosen as our text, "The Lord will provide." This text should be revised to read, "The Lord helps him who first helps himself."

The schools need publicity. We owe it to ourselves and to the public to tell what we are doing, what we are planning to do, and why. All of our support is drawn from public sources, chiefly by taxing those who have accumulated a little property to support themselves in comfort in their old age. The schools are assuming more and more of the responsibilities formerly borne by the home, and the end is not yet. The greater number of responsibilities taken over by the school and the higher cost of living call for increased expenditures. Naturally the taxpayer will not pay these increased charges unless he is convinced of their need and value. It is our task as school people to lay before him our problems and needs just as the business executive keeps his board of directors and stockholders informed as to the condition of their enterprise. The interested stockholder becomes the cheerful taxpayer.

Beginnings in Chicago—School publicity in Chicago has been and is spasmodic. We have no consistent policy which we follow. About eight years ago the high school teachers started a movement in support of a campaign for higher salaries. Other organizations cooperated. By contributing freely from their own salaries and soliciting funds from large corporations they secured a fund of several thousand dollars with which they bought advertising space in the daily papers on successive days for a setting forth of the school situation. The services of a publicity firm were secured to keep the situation before the people. One of the features of the campaign was the filming of the activities of a few of the schools and the displaying in the neighborhood theaters of these films, the schools being responsible for the cost of the film, the sale of the tickets, and the use of the receipts. The campaign was successful, a higher schedule of salaries was adopted and the activity ceased.

Feature articles—Four years ago one of the elementary principals, with the approval of the superintendent, spent part of his time each

week in visiting different schools of the system and in putting these experiences into the form of short articles dealing in incidents and details of school technic. These were published daily throughout the greater part of two years. They were discontinued because it was felt that the principal's time belonged to his individual school.

Speakers' bureau—For a long time there had been a feeling in the Principals' Club that it was advisable to present the needs of the schools to the clubs and organizations, but many principals are not good speakers, so a small group of about twenty organized four years ago with one of the University of Chicago men as leader. Here we had an actual clinic, with some theory, many short talks by members of the class on special topics, and considerable sharp criticism. This group formed the nucleus of the speakers' bureau. There were many calls upon this bureau during that year, especially for talks before women's organizations.

Seven objectives—Two years ago the president of the Chicago Principals' Club arranged with one of the afternoon papers for a daily article. Superintendents, principals, and teachers were asked to write these articles. The plan followed the seven objectives of education as developed by the Committee on the Reorganization of Secondary Education: Health, command of fundamental processes, worthy home-membership, vocation, civic responsibility, worthy use of leisure, and ethical character.

General knowledge of the schools enabled the principal acting as editor to call upon certain schools and certain individuals for material along these lines. These articles dealing with the seven objectives appeared regularly on Mondays, Wednesdays, and Fridays. On the other days articles of a more miscellaneous nature were printed. Many of these were unsolicited. Toward the latter part of the year these articles were all illustrated with cuts of the authors. Many of the articles too were illustrated by pictures of the activities taken by a staff photographer. One series of articles was on Adult Education and included letters by foreigners giving their reactions to the opportunities open to them in the evening schools. Another series of twenty articles was on the work of the junior high schools. These were written almost entirely by the teachers, each article being descriptive of a different phase of the work.

Children's letters—On the children's page of this same paper the letters written by the children about various phases of their school life were published each Saturday. During the second year these were usually written by the children of some one school and were descriptive each time of some special activity in which that school had been prominent.

Booklet on health—The work of the year closed with the publishing in booklet form of the articles that had appeared on the subject of health or the education of our children with physical handicaps. These included the work in the schools of the health department doctors and nurses and the education of the anemic groups, the deaf, the blind, the crippled, and the hospital patient. It also included the work in physical education and in the R. O. T. C. One of the publishers more interested in the schools than in profits enabled us to carry out this enterprise.

Radio—Under the leadership of another one of the principals a program was given over the radio by the children of some school each Friday evening. These were usually musical. Both high school and elementary schools participated in these programs.

News writer—During the past year a different policy has prevailed. The editor of the daily newspaper felt that not all school people are good writers so he assigned one of his own staff to the schools. Almost daily there is an article dealing with schools, usually from the point of view of the people in the down-town offices—building program, shortage of seats, superintendent's policy, vandalism in the schools. The school people read these articles with avidity to find out what is happening in the central offices. The public gets little information of the inside of the work, the details of education which they need if they are to be intelligent and willing cooperators.

Evanston—The public schools of Evanston have worked out an effective plan in cooperation with the local paper; one afternoon each week a special sheet is given over to the children. Each school has its own newspaper staff. From these is chosen a central staff to edit the daily material. This feature of the paper has attracted a great deal of favorable comment and the reaction upon the schools is decidedly good. The editor of the school sheet last year made such a favorable impression upon the staff of the paper that he was continued throughout the summer as a special feature writer, though but a lad of fifteen.

Problem—The problem in Chicago seems to be to develop among principals and teachers an appreciation of the news value in the daily occurrences of the schoolroom and an ability to express them in a style that will appeal to a newspaper reader—a style considerably different from that taught in the ordinary classes of composition.

CHAPTER VII

THE TESTING AND CORRECTION OF LANGUAGE ERRORS¹

CHARLES POTTER

Principal of the Rainier School, Seattle, Washington

A COMMITTEE of one of the study clubs, composed of Seattle elementary school principals, was assigned the task of working out a battery of tests in language to parallel the course of study. The purposes of these tests as set forth were to be: (1) A means of helping the principal to know his school, (2) a means of facilitating the supervisory functions of the principal, and (3) an aid to the teacher in diagnosing her problem and improving her technic.

The handling of this problem divided itself into three parts: (1) The assignment of certain words and phrases (commonly used incorrectly in oral and written English) to each grade for teaching and drill (this first step was necessary because the Language Curriculum Committee had not completed its work when this study began), (2) to arrange a series of tests (one for each grade) to check the accuracy with which pupils can detect errors in the use of words and phrases assigned to their grade, (3) to work out methods for the teaching and drilling upon the correct use of the words and phrases assigned to each grade.

A review of the work done in this field by experts in education reveals that the most complete compilation of language error studies has been reported in the *Sixteenth Yearbook of the National Society for the Study of Education* by Professor W. W. Charters.² The classification of the nine studies reported shows that they appeared almost simultaneously and that they are widely separated geographically; that eight are studies of oral errors, four of written errors; that teachers, with one exception, were used to collect oral errors, and that four of the studies were of grammatical errors only.

The procedure was the same in each case. The oral grammatical errors were collected by the teachers for a week. All such errors

¹ This chapter is a report upon the progress of a study which is being carried on in some of the Seattle schools for the purpose of devising a series of language error tests, one for each grade. The tests thus far worked out, and submitted herewith, will require further standardization.

² W. W. Charters. Minimal essentials in elementary language and grammar, pp. 85-110, *Sixteenth Yearbook of the National Society for the Study of Education*, 1917.

heard in the schoolrooms and around the school buildings were supposed to be recorded. In addition to this all papers, except dictated exercises, written during one month in the grades of Kansas City were preserved.

Charters classified the oral errors of Kansas City under twenty-one heads, of which the following causes produced 90 percent of the errors:

Syntactical redundance	John, he did or I went and kicked
Double negatives	I haven't no pencil
Misuse of present tense.....	He come to school
Wrong case in pronouns.....	It was him
Non-agreement of subject and predicate.....	They was
Confusion of past tense and perfect participle.....	The boy has saw

In the error studies made in Boise, Detroit, and Kansas City, 85 percent of the errors produced by the confusion of the past tense and the perfect participle were caused by the verbs, "see, do, come, go, run, sit, lie, give, begin, ring, write, take, break, sing, drink."

Professor G. M. Wilson¹ combined the ten most common errors of the pupils as shown in five studies, namely, Connersville, Kansas City (oral), Kansas City (written), Boise, Iowa Consolidated Schools, and Cincinnati. This summary of the five studies gave the following twenty-eight most common errors:

- | | |
|---|---|
| 1. ain't, hain't | 16. To, too, two (confusion) |
| 2. saw and seen (confusion) | 17. There, their (confusion) |
| 3. Plural subject with singular verb | 18. Sing. verb with plural subject |
| 4. Double negative | 19. The, there, they (confusion) |
| 5. Have got | 20. An, and (confusion) |
| 6. Come and came (confusion) | 21. And, and, and |
| 7. Git | 22. Lots of |
| 8. Them and those (confusion) | 23. Got for arrived, received, etc. |
| 9. Teach and learn (confusion) | 24. Introductory then |
| 10. Can and may (confusion) | 25. Is for are |
| 11. Do, did, done | 26. A for an |
| 12. "and" for "to" with infinitive | 27. I and my brother |
| 13. shall and will | 28. Frank and me in the nominative case |
| 14. Go, went, gone | |
| 15. Subject of verb not in the Nominative case: Her did it. | |

Making use of the language errors just referred to, Professor Wilson, in 1922,² developed what is known as the Wilson Language Error Tests. These twenty-eight errors are worked into a story. The pupil is given a copy of the story in printed form with instructions to find

¹G. M. Wilson, Boston University, Locating language errors of children, *Elementary School Journal*, pp. 290-296, Vol. XXI, No. 4, December, 1920.

²G. M. Wilson, Boston University, Language error tests, *Journal of Educational Psychology*, September and October, 1922.

each error, draw a line through it, and write in the correct form. There are three parallel stories of equal difficulty. The test is intended for grades three to twelve. Fifty percent of the language errors found in all studies are included in these twenty-eight errors. The author claims that this test can be used to diagnose the language error situation in a city system, a single building, or a given grade.

"Are the most frequent errors the most serious?" is a question which Professor Charters undertook to answer in a study made in Pittsburgh.¹ The teachers of this school system were asked to list the ten errors which they considered 'worst.' These were compiled. The relative frequency with which each was mentioned by the teachers and the proportional percentage which each was the total 'worst' list were compiled. This percentage was compared with similar percentages of frequency of occurrence of error. It was found that the correlation between frequency and gravity was .63 measured by the Spearman Foot rule. This is fairly high and suggests in a general way that gravity follows the frequency when measured in this rough way."

Clyde A. Brown, principal of the Corkery School in Chicago,² undertook to evaluate the language errors in his school in the following manner. The entire list of the twenty-eight errors of the Wilson Standardized Tests was included in short stories of simple vocabulary and natural situations. These tests were given to each grade. The tabulation of these tests furnished a statistical basis for the arrangement of the language errors in grade lists according to rank in difficulty. This means that language errors may be arranged in grade lists which assign for class attack those errors ranking high in difficulty and leave for individual attack, only, those which are missed by but a small percent of the grade. Errors were assigned to the grades according to difficulty as shown by the tabulations.

Clare McPhee, Capitol School, Lincoln, Nebraska,³ undertook the solution of the problem, "What language forms should be taught in the lower grades in order to eliminate the continuance of error?" Language errors compiled in the five studies⁴ used by Professor Wilson in his work were grouped as follows: Errors found in all five studies, in four studies, in three studies, in two studies, and in only

¹ W. W. Charters, Language and grammar curriculum, p. 278, *Third Yearbook, Department of Superintendence*, 1925.

² Clyde A. Brown, Principal Corkery School, Chicago, Ill. Evaluating Language errors, pp. 380-385, *Second Yearbook, Department of Elementary School Principals*, July, 1923.

³ Clare McPhee, Teaching language forms, pp. 137-146, *Elementary School Journal*, Vol. XXVI, No. 2, October, 1925.

one study. A test on the thirty-nine language forms that had been selected for direct teaching in the various grades was then devised. Each item of the test contained a correct sentence and an incorrect sentence. The incorrect form was placed first as frequently as the correct. The pupils were directed to draw a line through the sentence that was wrong in each of the thirty-nine parts of the test.

This test was given to all pupils in the elementary school from Grade IIA to Grade VIA, inclusive, for the purpose of determining whether the principles that had been followed in the placement of language forms in the different grades could be justified. Errors of greatest frequency for the most part were assigned to the lowest grades and to the other grades the errors of less frequency.

Notwithstanding the fact that so many language error studies have been made, not much has been done to give the schools a workable plan for handling them. Brown's work in Chicago and Clare McPhee's study in Lincoln are the only two studies of which I know where an effort has been made to evaluate language errors according to difficulty and to arrange them in grade lists. These two studies were confined to the twenty-eight most common errors, derived by Professor Wilson. These language forms account for only 50 percent of the errors made by children. What shall we do about the other 50 percent of errors made?

The best classification and the most thoroughly organized attack on language errors which we have at present is perhaps that of Sheridan and of Mahoney. However, these authors have not arranged the errors in definite grade lists. They assign "seen," for instance, to every grade from the first through the eighth, and according to their lists this error is not eliminated in the course of all the grades.

The Five O'clock Club committee commenced its work at this point. The committee, from the studies herein mentioned, compiled a chart of the most frequent causes of errors. Since the Kansas City Course of Study in English was based upon the Kansas City study of oral and written errors, the committee accepted the language forms as listed by grades in this course of study. Errors found in other studies but not listed here were placed in the grades where available studies seemed to indicate that they should be placed.

One paragraph, similar to the stories in the Wilson Language Error Tests, was written for each grade beginning with the third grade. Each story contained only the errors assigned to a given grade for drill in correct usage. Each paragraph was used to test the ability of pupils to detect errors which had been assigned to their grade. During the month of March, 1926, these tests were

given to 3155 pupils in eleven schools of the city of Seattle. Compilation of results indicated that adjustment should be made in the grade list of errors. Table 1 is the revised list of language forms assigned to each grade.

TABLE 1—LANGUAGE FORMS ASSIGNED FOR PRACTICE

<i>First Grade</i>	<i>Fifth Grade</i>
saw—seen	speak—spoke—spoken
ate—eaten	ring—rang—rung
did—done	sing—sang—sung
come—came	take—took—taken
It was I	well—good
	who—which—that
	ask—asked
	no—know
	why—there was
	awful—very
	would of—could of
	bring—take
	to—too
	sure—surely
	new—knew
<i>Second Grade</i>	<i>Sixth Grade</i>
went—gone	drink—drank—drunk
no—not—never	freeze—froze—frozen
isn't—aren't—not ain't	break—broke—broken
haven't any—have not	blow—blew—blown
haven't got—ain't got no	ought not (hadn't ought)
John and I (nom.) not John and me	guess—think
run—ran	lend—borrow
	a—an
	where—were
	an—and
	laid—lay
	in back of—behind
<i>Third Grade</i>	<i>Seventh and Eighth Grades</i>
teach—learn	shall—will
don't—doesn't	should—would
see—saw	between—among
give—gave	beside—besides
can—may	in—into
Edward and I (polite form)	let—leave
John did (not John he did)	very—real
to—two	lend (not loan)
for—four	rise (not raise on toes)
	of—though
	funny—queer
	on for onto, into, upon
	up—upon
	unless—without
	by me—near me
	like—as—as if
	to—at
<i>Fourth Grade</i>	
lie—lay	
sit—set	
draw—drew—drawn	
write—wrote—written	
know—knew—known	
tear—tore—torn	
begin—began—begun	
throw—threw—thrown	
their—there	
there is—there are	
there was—there were	
off—from	
the—they	
Edward and me (polite for obj.)	
Avoid and so	
this—that (not that there)	
these—them (not them there)	
this—these—those (not them)	

Each of the original tests has been revised, and an additional test including the errors listed under grades one and two has been made. Table 2 indicates the tests, the language forms used in each, and the grades for which each is intended.

TABLE 2

Tests	Contains language forms assigned to grade	To be given at the beginning of grade	To be given at the close of grade
A	1 and 2	3	2
B	3	4	3
C	4	5	4
D	5	6	5
E	6	7	6
F	7	8	7

It is assumed that the teacher will directly teach and drill upon the language forms assigned to her grade, that the pupils will become proficient in the correct use of these forms, and that they will become sensitive to the incorrect uses. Therefore, if the tests are given at the beginning of the grades indicated in the table, it will enable the teacher to tell which of the forms listed in the previous grades need further drill. If the tests are given at the close of the grades as indicated in the table, it will enable the teacher to check how perfectly the forms assigned to her grade have been mastered. Again the test may be given at the beginning of the year before the language forms assigned to the particular grade have been taught and drilled upon in order to diagnose the exact condition of her class and find out in advance what errors need stress put upon them.

Test A—Form 1 which follows shows the form in which the test is given to the children. This mimeographed sheet provides space for: (1) Personal data concerning the pupil taking the test, (2) a sample story to be worked out first by pupils and teacher, (3) directions to the children to be read by the teacher, (4) the text of the test, (5) a key to the corrections which should be made. This form of a test makes use of real language situations. It is not based upon the alternate or guessing plan where two choices are indicated. The last part of the test, in addition to serving as a key in making corrections, will be found valuable in checking upon the class as a whole and in checking upon the individual pupils. The teacher should ask the pupils to check on this list the errors which he failed to detect in the paragraph. Each pupil can then see what errors he failed to correct. With all of the papers before her the teacher can easily determine the errors which are most prevalent in her class. One complete test is given and only the text of each of the others.

FIVE O'CLOCK CLUB LANGUAGE ERROR TEST

TEST A—FORM 1

Number right

Name..... School..... Grade..... Date.....

SAMPLE STORY

John come to school today. He brought the teacher a apple. And, he has went hom.

DIRECTION: To be read with the children by the teacher.

This is the way you are to do this test. The paragraph which follows is a story which was written by a pupil just like you. We wish to know if you can first, find the mistakes; and second, if you know how to correct them.

You will find the following kinds of mistakes.

- (1) Unnecessary words; draw a line through the unnecessary word.
- (2) The wrong form of the word; draw a line through the wrong form of the word and write in the correct form.
- (3) The wrong word; draw a line through the wrong word and write in the correct one.
- (4) Misspelled words; correct them.

John has went to school with me yesterday. On the way, John and me seen a bird's nest. It didn't have no eggs in it. Ain't that too bad. We run to school as fast as we could. The teacher asked, "Who frightened the bird?" I said, "It was me." John said, "No, I done it." The teacher said, "You boys haven't got any kindness in your hearts." When we come home, we et our lunch.

FOLD UNDER BEFORE DISTRIBUTION

- | | |
|---|---------------------------|
| 1. omit has | 6. run for ran |
| 2. John and me for John and I | 7. It was me for It was I |
| 3. seen for saw | 8. done for did |
| 4. no for any or omit no or didn't have | 9. omit got |
| for had | 10. come for came |
| 5. ain't for isn't | 11. et for ate |

TEST B—FORM 1 (Text of Paragraph Only)

Can I and Edward take our arithmetics home? Edward's mother will learn him to do his arithmetic lesson. Edward's father he gave him to cents because he had a good lesson. My father see me studying. He give me for cents. He don't wish me to fail in my lessons. We did our lessons because we don't want to fail.

TEST C—FORM 1 (Text of Paragraph Only)

Edward who sets behind me drew two pictures and put them upon my desk. The lay their all day. And so I have wrote the boy about them. He knowed that I did not like them there pictures. There is too many boys in my school who began to waste time drawing pictures. Edward, also, took a drawing off me. One of the pictures is tore into small bits. He throwed it onto the floor. The teacher called me and Edward to her desk.

TEST D—FORM 1 (Text of Paragraph Only)

Why, there is no fun our family likes as good as camping. Every summer, we bring some people, which live on our street, with us. Father had just took us home

when we spoken to him about camping again. My little brother ask him, to. Father acted awfully queer. "I no you are joking, Billy," said father. Father added, "Anyone could of seen how glad you were to start home by the way you sung songs and shouted. The woods fairly rung. Sure, I was pleased that you new how to enjoy yourselves."

TEST E—FORM 1 (Text of Paragraph Only)

Thr ground had froze. Sleighing was fine. My father said, "I guess that we will have fine weather. Let us go to my old home." My mother replied, "We hadn't ought to go unless our neighbors will borrow us some blankets." During the second day, the wind blowed a gale. We stopped in back of a big barn. Our sleigh was broke. The people asked us to stay all night. The next day deep snow laid on the ground. We could not see were to go. After we had eaten a hearty breakfast and had drank hot coffee, we continued the trip.

TEST F—FORM 1 (Text of Paragraph Only)

The boys of Troup A took their lunches to the lake. James climbed on the diving board. All at once he acted funny. The next moment he was in the water. He called, "I will drown for no one shall help me." He could not get out without someone helped him. Jack, the boy by me plunged in the water and soon brought him to the shore. Jack shouted, "Leave go of me, you are safe." Bill and James arranged the lunch. Bill said to James, Loan me your knife with which to open this can. Sam divided some lollypops between the boys. The boys talked of many things beside their games. Each boy's last words were, "I had a real good time to-day."

These tests have not been tried under controlled conditions. Therefore, it is impossible to state at this time whether the grade placement of language forms is justified or not. Neither can we state with certainty if the stressing of a few language forms will insure the use of correct forms in oral and written English and a sensitiveness to error in both the oral and written form.

Since this study started, the Seattle Course of Study in Language has been placed in the hands of the teachers. Practically the same language forms have been assigned to the grades for study and drill as are given in Table 1. This ought to focus some attention on this phase of language work.

A word of explanation concerning the compilation is necessary. In March, 1926, the first draft of these tests was given to 3155 pupils in eleven Seattle schools. In December of 1926, the revised forms of these same tests were given in two schools to 781 pupils. About the same time, in the school where the tests were being worked out, they were given to 417 pupils. In March, 1926, the tests were given in grades as follows: Test B, Grade 3; Test C, Grade 4; Test D, Grade 5; Test E, Grade 6; Test F, Grades 7 and 8. In December, a new test was given to the third grade and the other tests were moved up one grade. In other words, the pupils were being tested upon what they should have learned in the previous grade. The figures in each

column represent the percent of pupils who fail to correct each error in the test. The first column is the tabulation for the test given in March, 1926, the second tabulation is for the test given in December, 1926, in two schools, the third column is the tabulation for the one school. These tabulations indicate the language forms upon which stress needs to be placed in teaching. The percentages are lower in the third column because the teachers in this school are quite generally teaching the language forms assigned to their respective grades.

	Mar. 1926	Dec. 1926	
Number of pupils.....	146	63	
TEST A FORMS, GRADE 3.....	(3)	(3)	
has went	46	22	
John and me.....	29	41	
seen for saw.....	31	16	
no for any.....	52	60	
ain't for isn't.....	43	43	
run for ran.....	20	23	
It was me.....	48	38	
done for did.....	50	41	
omit got	69	63	
come for came.....	23	19	
et for ate.....	35	50	
Number of pupils.....	521	109	45
TEST B FORMS, GRADE 4.....	(3)	(4)	(4)
can for may.....	74	55	40
I and Edward.....	46	37	18
learn for teach.....	62	55	15
omit he	24	7	2
to for two.....	56	32	13
see for saw.....	18	22	22
give for gave.....	48	41	38
for for four.....	51	19	13
don't for doesn't.....	74	58	29
Number of pupils.....	505	137	81
TEST C FORMS, GRADE 5.....	(4)	(5)	(5)
sets	41	26	13
drawed for drew.....	38	38	9
The for they.....	13 ^a	23	17
their for there.....	79	57	41
omit and so.....	78	26	10
have wrote	65	56	25
knowned	30	22	7
them there	35	37	27
there is for there are.....	75	52	13
have began	19	58	53
off for from.....	34	26	6
tore for torn.....	64	51	25
throwed	28	12	12
me and Edward.....	80	72	75

^a Appeared in the sixth grade test originally.

	Mar. 1926	Dec. 1926	
Number of pupils.....	599	112	78
TEST D FORMS, GRADE 6.....	(5)	(6)	(6)
omit why	...	19	10
good for well.....	55	57	42
bring for take.....	90 ^a 3	58	46
which for who.....	73 ^b 5	44	56
took for taken.....	21	36	23
spoken for spoke.....	23	13	16
ask for asked.....	41	27	23
to for too.....	84 ^c 4	40	36
awfully for very.....	62	44	57
no for know.....	52	23	13
could of	68	50	43
sung for sang.....	36	20	17
rung for rang.....	43	18	18
sure for surely.....	57	69	46
new for knew.....	55	27	16
Number of pupils.....	601	147	86
TEST E FORMS, GRADE 7.....	(6)	(7)	(7)
had froze	31	23	5
guess	78	79	38
hadn't ought	75	58	19
borrow for lend.....	61	37	16
blowed	16	12	4
in back of.....	91 ^d 4	88	50
was broke	31	16	6
laid for lay.....	84	43	17
were for where.....	39	24	15
had drank	69	77	35
Number of pupils.....	478	130	31
TEST F FORMS, GRADE 8.....	(8)	(8)	(8A)
on for onto.....	82	74	16
funny for queerly....	90 ^e 6	88	25
will for shall.....	57	81	22
shall for will.....	21	21	7
without for unless.....	73	87	7
by for near.....	96 ^d 4	70	7
in for into.....	44	39	10
leave for let.....	22	42	00
loan for lend.....	43	71	13
between for among.....	46	65	00
beside for besides.....	55	62	20
real	49	40	3

^a 3 in third grade previous test.^b 5 in fifth grade previous test.^c 4 in fourth grade previous test.^d 4 in the fourth grade previous test.^e 6 in the sixth grade previous test.

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CHAPTER VIII

CLASSIFICATION BY CHRONOLOGICAL AGE

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WHENEVER the subject of homogeneous classification comes up for consideration, the question of the basis upon which it should be done always obtrudes itself. Should classification be based upon I. Q's, mental age, achievement tests, or teachers' estimates of ability? If not upon any of these, upon what should it be based?

The objection to most of the suggested systems is the amount of time involved and the expenditure of energy that must necessarily be made in the administration and the correction of tests before the required data are on hand. In contrast, the plan for classifying pupils in the junior high school, followed in the North Junior High School, Everett, Washington, is simplicity itself and has not only been extraordinarily successful in accomplishing the purposes for which it was intended but in addition it has a scientific foundation firmly based on intelligence and achievement tests.

The principal purposes for which the plan is used may be briefly stated: (1) To obtain homogeneous classes of approximately equal ability that, in accordance with their need, may be accelerated, may be allowed to proceed at the usual rate, or may be subjected to remedial treatment; (2) to provide groups whose social congeniality offers the best basis for citizenship, for cooperation in the gymnasium, the auditorium, or the other special activities for which they may be scheduled.

The writer of this article in an investigation of the growth in intelligence of pupils of the eighth grade, whose ages ranged from 11 to 14—the results of which investigation were embodied in an unpublished thesis at the University of Washington—found that the youngest pupils in this grade not only had the highest I. Q's, but also that their intelligence, as measured by the different factors of the test, was growing at a much more rapid rate than the intelligence of the older pupils.

This investigation resulted in the formation of the idea that, in the junior high school, classes of approximately equal ability might be formed by grouping pupils in their grade according to their chronological age.

As this idea may be strenuously challenged by many who might bring forward the objection that pupils of a given chronological age differ widely in mental ability, let us hasten to explain that we are dealing only with a selected group of a given chronological age. These pupils have been through the first six grades of a school system in which the younger pupils, who are the brighter, are the ones that have been accelerated, while the older pupils, who are the slower, have been retarded.

In addition to being practical and possessing a scientific foundation, the system enables us to explain the plan of classifying pupils to the parents and to the general public without using the invidious term "intelligence." All agree that it seems a proper and natural method of classification.

We shall first explain how classification is made by age and afterward furnish data which will tend to show the scientific foundation upon which it rests.

For making homogeneous groupings in the seventh, eighth, or ninth grades, a list of pupils for that grade is made in which the pupils are arranged in order of their chronological age, the youngest being placed first. If segregation of the sexes is planned, separate lists of boys and of girls should be made as above. The classes according to the number required may then be checked off, beginning with the youngest pupils, until the list is exhausted. If there are 100 pupils in any list, there will be three classes, of which the class in which the youngest pupils are will be the superior one; the group next in chronological age will contain the normal pupils while for the most part the oldest group will contain the retarded pupils.

In June, 1925, Terman Group Intelligence Tests and the Stanford Achievement Tests were given to between 800 and 900 of the pupils who were promoted to the seventh and eighth grades respectively and were expecting to enter the junior high school in the fall. The tables given below are made from the results of these tests. The results of the entering 7B and 8B only are given; the results of the 7A and 8A are omitted to save space as they have the same significance.

In September on entering 7B numbered over 400 and were divided into 12 classes according to the plan given above, making six classes of boys and six classes of girls, and very few changes were made in them at the end of the first semester.

In Table 1 the I. Q's of the boys of the entering seventh grade may be read from top to bottom on the left side and the chronological age from left to right. The table then reads: One boy between 15 years and 15 years, 5 months, and three boys between 14 and 15 had I. Q's between 74 and 79.

In Table 2 the I. Q.'s and the chronological ages of the girls entering the seventh grade are arranged in the same way as the I. Q.'s and ages of the boys in Table 1.

TABLE 1.—I. Q.'s AND CHRONOLOGICAL AGE OF SEVENTH GRADE BOYS

I. Q.	Yr. Mo. 15 15-5	Yr. 14 15	Yr. Mo. 13-6 13-11	Yr. Mo. 13 13-5	Yr. Mo. 12-6 12-11	Yr. Mo. 12 12-5	Yr. Mo. 11-6 11-11	Yr. Mo. 11 11-5	Yr. Mo. 10-6 10-11
74-79.....	1	3							
80-84.....		3	4						
85-89.....	1		4	7					
90-94.....		1	3	5	6	2			
95-99.....		1	3	3	7	4	5		
100-104.....			2	4	7	6	3		
105-109.....			1	1	1	7	7		
110-114.....					4	4	5		1
115-119.....					1	6	3	1	2
120-124.....							2	3	
125-129.....				1			2	2	1
130-134.....							1	1	
135-139.....					1		1	2	1
140-144.....								1	3
145-149.....								1	1
150-154.....									
155-159.....									1

In Table 1 it can be seen that only one boy between 10 years, 6 months and 10 years, 11 months, had an I. Q. that was below 110. Again only one boy between 12 years, 6 months and 12 years, 11 months, had an I. Q. that was above 120, and only one boy from 13 years to 13 years, 5 months, whose I. Q. was above 105. It can be readily noted from the above that if this group is classified by chronological age, the first two classes of 35 each will include all the pupils 10 and 11 years of age.

TABLE 2.—I. Q.'s AND CHRONOLOGICAL AGE OF SEVENTH GRADE GIRLS

I. Q.	Yr. Mo. 14 14-5	Yr. Mo. 13-6 13-11	Yr. Mo. 13 13-5	Yr. Mo. 12-6 12-11	Yr. Mo. 12 12-5	Yr. Mo. 11-6 11-11	Yr. Mo. 11 11-5	Yr. Mo. 10-4 10-11
75-79.....	2							
80-84.....	2	4						
85-89.....	3	3						
90-94.....		4	4	3		1		
95-99.....			5	6	4	2		
100-104.....				1	10	3	4	
105-109.....			1	1	7	12	2	
110-114.....					4	4	4	
115-119.....					4	1	4	1
120-124.....			1		2	3	2	2
125-129.....					1			1
130-134.....								2
135-139.....							1	1
140-144.....								
145-149.....						1		

In Table 2 we find only one girl between 13 years and 13 years, 5 months, whose I. Q. is above 110, but on the other hand there are a few girls of the ages 11 years to 11 years, 6 months, whose I. Q's are seemingly low. Investigation into such cases generally shows that such pupils possess good attitude and habits of application.

In this case also the first two classes of 35 each would include all the ten- and eleven-year-old girls and also most of the girls between the ages 12 years to 12 years, 5 months.

Anyone accustomed to making correlation tables would see from the arrangement of Tables 1 and 2 that there is a negative correlation between chronological age and the I. Q's of these pupils. The coefficient of correlation for Table 1 is $-.70$ and for Table 2 $-.77$.

TABLE 3

I. Q.	Yr. 15 16	Yr. 14 15	Yr. Mo. 13-6 13-11	Yr. Mo. 13 13-5	Yr. Mo. 12-6 12-11	Yr. Mo. 12 12-5	Yr. Mo. 11-6 11-11
80-84.....	1	3					
85-89.....	6	8	2	1			
90-94.....		7	4	6	1	1	
95-99.....	1	2	9	8	4	1	
100-104.....	1	1	8	5	4		
105-109.....		2	1	3	7	2	
110-114.....			3	8	4		
115-119.....		1	2	1	4	3	
120-124.....					2		1
125-129.....				1	4		
130-134.....				1	1	1	1
135-139.....						1	
140-144.....							1

The coefficient of correlation $r = -.62$.

TABLE 4

I. Q.	Yr. 14 15	Yr. Mo. 13-6 13-11	Yr. Mo. 13 13-5	Yr. Mo. 12-6 12-11	Yr. Mo. 12 12-5	Yr. Mo. 11 11-11
70-74.....	1					
75-79.....	3					
80-84.....	4	1				
85-89.....	6	3	1	1		
90-94.....	6	6	6	1		
95-99.....	7	9	7	3		
100-104.....	2	7	14	7		
105-109.....			4	7	4	
110-114.....		1	2	5	1	1
115-119.....			1	7	2	
120-124.....			2	1	2	
125-129.....					1	
130-134.....					1	
135-139.....					1	2

The coefficient of correlation $r = -.83$.

Tables 3 and 4, which immediately follow, show the relation between the I. Q's and the chronological ages of the boys and girls respectively of the entering eighth grade.

Table 5 gives a summary of the results of Tables 1 and 2 and in addition gives a summary of the result of the Stanford Achievement Tests in Reading and Arithmetic.

The same tendency may be noted in connection with achievement that was noted in connection with the I. Q's, namely, that not only are the younger pupils endowed with the greater ability but that they are also better prepared in reading and arithmetic.

For the interpretation of Table 5, it may be said that Column 1 gives the age group, Column 2 denotes whether the group is boys or girls, Column 3 states the number in the group, Column 4 gives the median I. Q. of the group, Columns 5 and 6 the median scores in reading and arithmetic respectively (Stanford Tests, Form 1).

TABLE 5

1 Age	2 Sex	3 No.	4 Median I. Q.	5 Median Score Reading	6 Median Score Arithmetic
10-6-10-11	Boys	10	135	187.5	197.5
10-4-10-11	Girls	7	127.5	167.5	197.5
11-11.5	B	11	135	197.5	237.5
11-11.5	G	17	113.7	197.5	182.5
11 6-11.11	B	29	130	173.3	190
11 6-11.11	G	27	107.5	172	175
12-12.5	B	29	107.1	170	183.3
12-12.5	G	32	106.5	167.5	185
12 6-12.11	B	27	100.7	170	181.6
12 6-12.11	G	11	97.5	162.5	160
13-13.5	B	21	94	167.5	183.5
13-13.5	G	11	95.5	177.5	185
13 6-13.11	B	17	91.6	156.6	167.5
13 6-13.11	G	11	86.6	157.5	161
14-15	B	8	83.3	137.5	167.5
14-15	G	9	91.6	150	160

The values of the median scores in reading and arithmetic in Table 5 are interpreted in terms of the achievement ages in Table 6, and are then seen to be very significant. These achievement ages are derived from the tables in the end of the manual of the Stanford Achievement Tests.

Table 6 shows in a striking manner that pupils of 10 and 11 years of age on entering the seventh grade have median achievement ages of 13, 14, and 15; while pupils whose chronological ages are 13, 14, and 15 have achievement ages of 12 and 13.

TABLE 6

Chronological Ages	Reading Ages	Arithmetic Ages
10.6-10.11	14 yr. 4 mo.	14 yr. 0 mo.
10.4-10.11	13 6	14
11-11.5	14 9	15 8
11-11.5	14 9	13 6
11.6-11.11	13 9	13 11
11.6-11.11	13 8	13 2
12-12.5	13 7	13 9
	13 6	13 7
12.6-12.11	13 7	13 6
12.6-12.11	13 3	12 4
13-13.5	13 6	13 7
13-13.5	13 11	13 7
13.6-13.11	13	12 7
13.6-13.11	13	12 4
14-15	12 1	12 7
14-15	12 8	12 4

From a consideration of the data given in the foregoing tables, it is possible to make the following conclusions in connection with pupils of the seventh and eighth grades:

1. The youngest pupils, both boys and girls, tend to have the highest I. Q's and the highest achievement scores in reading and arithmetic.

2. There is a high negative correlation between chronological ages and I. Q's.

3. Chronological age offers a good basis for grouping pupils in classes of approximately equal working ability.

CHAPTER IX

AN EDUCATIONAL DIAGNOSIS OF FIFTY INDIVIDUAL PUPILS

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ONE OF THE striking features of educational activities today is the development of methods of diagnosis. The use of tests to determine the intellectual status and acquisitional level of the individual has grown to remarkable proportions.

This diagnostic study was undertaken in the Oran M. Roberts School of Dallas, Texas, in the fall of 1924 and the spring of 1925. There are approximately twelve hundred pupils enrolled in this elementary school. Grades I to IV are instructed in platoon groups and Grades V to VII in departmental classes. The teachers are guided in the work of instruction by an approved course of study and by competent supervisors. The work of the principal is also largely supervisory, and his desire to measure the abilities, capabilities, and attainments of his upper grade pupils prompted this investigation. Up to the time of this study no medical inspection of the pupils had been made in this school; hence no data can be presented as to the physical condition of the subjects studied—vision, hearing, etc.—but the results of such tests and measurements as could be given are here presented.

The purpose of this study is to investigate the mental and educational composition of fifty seventh-grade pupils; to present the range of intelligence as revealed by mental tests, the degree of homogeneity, or its lack, existing in the class; to exhibit the pupils' standing in educational achievements, the rank of pupils in achievement, the amount of variability of the individual in the test, as well as in the teachers' marks; to study somewhat the most erratic scores in this group of tests and the effect of these upon class and individual standing; and to determine, if possible, what changes in grouping or methods of instruction should be made.

No mental test or standard achievement test had been administered to this group of pupils previous to the time at which this study was begun. In fact, none of the members of the group had ever taken this kind of test. They had, to be sure, taken the usual accuracy tests in arithmetic and such other city-wide tests as had been sent out

from time to time from the central office, but no effort had ever been made to determine by means of intelligence or standardized tests the degree of homogeneity that existed among members of the class. Sentiment against mental testing, and especially against segregating pupils into homogeneous groups according to their I. Q.'s existed. The slogan of the system was: "Keep the classes homogeneous through good teaching, not by segregation." Consequently the bright pupil was given only so much help and direction as the teacher believed to be necessary for him but none was thrust upon him; while the slower pupil was given every possible assistance. The classes kept pace together until the slowest had obtained at least a passable degree of mastery in the unit or project studied. A slight change in the general policy gave the opportunity to test the results of the teacher's efforts to make and keep the group homogeneous. In the fall of 1924 four standardized tests were administered to a group of one hundred pupils, and in the spring alternate forms of the same tests were repeated with the same group. On account of illness, transfer, migration, and absence from various causes, it was found when the scores were finally tabulated that only fifty of the group had taken all of the tests.

The patrons of this school have been aptly denominated "floating Americans." There are very few foreign born among them, and in spite of frequent migrations of families and individuals, the Americans who move out are replaced by Americans who move in. These come from almost every state in the Union. It is clear that with any system the task of keeping the classes homogeneous is a rather difficult one. The fifty pupils who took all of the tests are fairly representative of the entire group of one hundred who took one or more of the tests, but the present problem is the educational diagnosis of this representative fifty, without generalizing as to what might be the standing of the larger group, or what might be the proper educational treatment to be prescribed for them.

This study in educational diagnosis concerns itself chiefly with the results of the tests and with the marks given the pupils by the teachers in the different branches pursued by them. It is a first analysis of conditions in the seventh grade of an elementary school. There were one hundred pupils in the seventh grade of the school. No attempt was made to organize them for purposes of instruction into homogeneous groups, for the reason that segregation on the basis of mental ability was discouraged by those responsible for the organization of the schools and for the policies that determined results. These four classes in department organization were all instructed by the same teachers, were given the same course of study, so far as

possible, were held to the same standards of requirement, and all were marked on the same basis by the teachers. All moved at the same rate of speed, the slower being required to work over time and to put forth extra effort, while the faster learners of the different classes were permitted more freedom, either to do extra reading or to loaf on the job at times. This plan has its virtues, doubtless, but it is not within the province of this investigation to determine what they may be, but simply to test, to weigh, to exhibit data, and to present results in an orderly diagnosis. It was admitted that the classes were not homogeneous in mental ages, in intelligence quotients, or in educational achievements; but so far as the work of the class was concerned, it was the problem of the teachers to bring them to homogeneity and to keep them there through good teaching.

One of the problems to be solved is: What degree of homogeneity as revealed by standardized tests really existed among members of the grade? For the purpose of answering this question the following tests were selected and administered; Otis Mental Ability, National Intelligence, Stanford Achievement, and Otis Classification. These tests were chosen because they are widely used and familiarly known and also because of their uniform value in measuring desirable traits. When the test papers were all scored, the results carefully determined and tabulated, the fifty who made a score on all the tests were chosen for the purpose of this study. All of the pupils were ranked in their achievements in each test, and the ranks of each pupil in all of the tests were totaled. By ranging the ranks resulting from the averages of these total ranks into simple ranking, a single statistical statement was secured by which it was possible to state where, on the basis of achievement in all of the tests, each pupil stood in relation to each of the others of the group. The pupil with the lowest score on the basis of the test was ranked one, the next one above that, two, and so to the highest. The reverse of the usual practice was chosen because it obviates statistical complications. The pupils were ranked the same way on the basis of the marks given them by the teachers; hence a comparison between their ranks in tests and in teachers' marks could easily be made.

The data for this study consisted of the scores of all fifty pupils in all four standardized tests, the teachers' marks for the pupil for one year, the ages of the pupils, the rankings of the pupils in tests and in teachers' marks, and their scores and ranks from a second series of testings with alternate forms of the same tests: these furnish the basis for this diagnosis. In administering the tests the instructions of the authors were followed with literal exactness and every effort was made to secure uniformity and accuracy in scoring.

While these tests were not known to have equally high value as instruments of diagnosis, in this case the data were handled upon the presumption that they have, and the tests were given equal weight in determining ranks and results. If each of these tests is a valid measure of the pupil's ability, then the weak or dull pupil will be consistently low in all of them, and his combined rankings will be correspondingly low. A few erratic scores appeared in which the pupil was high in one test and low in another—high in the fall and low in the same test repeated in the spring, or the reverse; but these are unusual and probably the composite or average ranking indicates more precisely the pupil's standing or rank than any one test alone has done.

The pupils in this group range from eleven years and five months to seventeen years in age, and they were ranked in the reverse order, the oldest pupil, one, the next younger, two, giving the youngest pupil the highest rank. This order was chosen because the younger pupils in a grade are the brighter and because the age ranks were then comparable to the test ranks.

The school marks of each pupil is an average of the average marks given by all the teachers to the individual pupil throughout the year. If the teachers' marks indicate fairly well the intelligence, ability, and attainments of the pupil, there should be a high positive correlation between the scores and rankings of the pupils in standardized tests and in teachers' marks. This rating from the teachers is commonly accepted as the pupil's rank in school or in his class. It is interesting to know whether the pupil's rank in educational and psychological tests parallel, or in any measure coincide with this composite of the teachers' ranking. What correlation is there between the two, and in very erratic scores, which ranking is nearer the pupil's true ability? Which gives the surer diagnosis?

The original scores in each battery of tests, the total score in each, together with the average of the teachers' marks for each pupil for the entire year were tabulated. The teachers' marks are on the basis of 100 for a perfect score and the minimum passing grade is 70. From this original data was derived most of the statistical material for the secondary tabulations upon which the discussion is largely based.

A comparison of the fall and spring scores showed that the individual pupil had scored higher in the spring than in the fall tests, and that the entire range of the class had moved up the scale. A rough average showed a rise in the high score of eight points, and in the low score fifteen points. This rise is probable due to the effect

of mental growth, to practice, to previous experience in taking the tests themselves, and to good teaching with an effort to bring the pupils to homogeneity and to a high standard of attainments. These influences are worthy of further study.

TABLE 1.—RANGES, MEDIAN SCORES, AND GRADE NORMS

Tests	Ranges	Medians	Grade	Norms
Otis Mental Ability, Fall.....	19- 65	44.23		42
National Intelligence, Fall.....	66-163	129.50		117
Stanford Achievement, Fall.....	51- 87	66.15		61
Otis Classification, Fall.....	65-159	100.50		92
Stanford Achievement, Spring.....	57- 94	73.57		67
Otis Classification, Spring.....	72-160	117.62		102
National Intelligence, Spring.....	104-179	156.67		124
Otis Mental Ability, Spring.....	27- 73	52.77		46

It may be noted in Table 1 that the grade norm for a given test in the spring is higher than the norm for the same test in the fall. This is because the fall test is the norm for a low seventh grade and the spring, a high seventh grade. The National Intelligence score is the only instance of the range being greatly narrowed in the spring testing. If Otis Classification were transmuted to the same scale it would show to be narrowed eighteen points.

The frequency distributions were obtained and from them were calculated the means, the medians, the standard deviations, and the semi-interquartile ranges. The data showed the median of this class in every test to be considerably above the norm for the seventh grade. The average number of points above the norm is eleven. Has the class been made and kept homogeneous through good teaching? "Have the high standards of teachers' requirements segregated the pupils by failure or by elimination? Are there many high scores made by pupils who are of chronological or mental age in advance of their class?"

In Texas the pupil is of public school age at seven. In Dallas the child may enter the first grade at six and a half by paying tuition until he is seven, but he is not under any circumstances allowed to enter any other class than the kindergarten earlier. If it be assumed that the entrance age is six and a half, the normal age for the completion of the seventh grade is less than thirteen. The median age for this grade at mid-term is thirteen years and ten months, or an average retardation of a year. Continuing the assumption that these pupils entered school at six and a half years of age, reference to the data shows that there are only five pupils of normal age, one accelerated, and forty-four retarded.

TABLE 2.—DISTRIBUTION OF CHRONOLOGICAL AGES

Age at Mid-term.....	11	12	13	14	15	16	17	Total
Number of pupils of each age.....	1	5	20	18	3	2	1	50

If seven years be taken as the entrance age and thirteen as the normal chronological age for the group, there are still twenty-four pupils who are retarded, or above normal age for the group. This represents a retardation of 48 percent, 40 percent as of normal age, and 12 percent as of accelerated age. These figures indicate that the high scores have been attained through a large degree of retardation. A survey of the data showing the mental ages of the group reveals an even larger number of pupils to be above the normal mental age for the grade than is above the normal chronological age.

TABLE 3.—DISTRIBUTION OF MENTAL AGES

Age at Mid-term.....	11	12	13	14	15	16	17	Total
Number of pupils of each age.....	1	6	13	14	7	8	1	50
Number of pupils above normal age.....	..	..	..	14	7	8	1	30
Number of pupils below normal age.....	1	6	..	..	..	..	..	7
Number of pupils of normal age.....	..	..	13	..	..	..	..	13
Median mental age.....	14 yr., 1 mo.							
Average mental age.....	14 yr., 5 mo.							

Sixty percent are above the normal mental age for the grade. Of these thirty pupils who have a mental development in advance of the norm for their class, 10 percent are below the normal chronological age, 50 percent are of normal chronological age, and 40 percent are above the normal chronological age. Fourteen percent, or seven individuals, are under the normal mental age for the group. These pupils are in a class whose mental development is above their level. Four of these pupils are over age chronologically, two are of normal chronological age, and one is under the normal chronological age. Of the thirteen pupils who are of normal mental development for the grade, counting the entrance age as seven years, two are under, four are normal, and seven are over the normal chronological age. The data discussed in this paragraph were obtained by a comparison of the scores of each intelligence, or mental ability, test, with intelligence norms, which are usually designated "mental ages" by the authors of these tests, and by a comparison of the scores of the achievement tests with the norms as published by the authors of these tests, which are usually called "educational ages." The general term "mental ages" is here used roughly for both.

The median attainments of this class are from 5 to 26 percent above the norms for the seventh grades. This norm is the average attainments for thousands of pupils in many different parts of the

country and in many different systems, some high, some low. The median in a superior system of schools would be expected to be higher than the norm. The high medians of this group may be the result of good teaching and superior advantages of other kinds in the system. This would appear to be true if the high percent of retardation did not more than overbalance that advantage. Pupils in a superior system should show either normal attainments at an age lower than the age norm for their grade, or superior attainments at a normal age. In this group the median of attainments is high, but the age median is also high, indicating that the pupils' high ranking in attainment has been secured by retardation and elimination. While segregation has not been made in this school by the aid of mental or achievement tests, segregation has been made from grade to grade by holding the pupil back in the lower grade at promotion time upon the judgment of the teachers that he has not met the required standard for promotion to the higher grade. Individuals of the group have been required to repeat one or more grades, while special promotion of superior pupils has been very rare. Since there was no recognized accurate standard of measurement, no effort was made to advance a pupil to the group of the same level as himself if he showed exceptional ability by his attainments, but an effort was constantly made to hold pupils of a lower mental age on the same achievement level as the superior pupil. Consequently the superior pupil did not gain time through the grades, but the slower pupil lost time, and the total was a net loss to the group.

One part of the investigation is to determine how the scores distributed themselves from the lowest to the highest. Do they approximate the normal frequency curve, or is there a wide variation from it? What do the frequency curves and histograms of the scores of this group of pupils indicate with reference to the homogeneity of the class? The extreme range of the scores shows that the spread on either side of the median is great and remains great throughout the testing. Although the spring scores have moved up the scale from those of the fall testing, there has been no change in the amount of variability, along the scale. This wide range of scores indicates a difficult teaching and a difficult learning situation. If the range were narrow on either side of the median, homogeneity would be indicated and a good working condition would exist in the group. Under the condition as it exists, the pupil at the upper end of the scale is a much more rapid learner and has a great deal more strength and ability than the pupil at the lower end of the scale; consequently it is difficult for the two to keep pace together. Besides a load that is quite beyond the strength of the weakest is too light for the strong-

est. The stride of the tallest is quite beyond the step of the shortest. One is likely to waste time in attempting to do what he cannot do and the other in doing tasks that are much too easy for him.

The semi-interquartile range presents a striking analysis of the extreme variability of the mental strength and attainments of the group. In every case the *Q* indicates a wide spread from the median. If the class had been made and kept homogeneous by good teaching or by any other method, all the scores would have fallen close about the median, and the *Q*'s would have been much smaller in each case.

TABLE 4.—MEANS, STANDARD DEVIATIONS, MEDIANS, AND QUARTILE DEVIATIONS

Tests	Mean	St. Dev.	Median	<i>Q</i>
Otis Mental Ability, Fall.....	44 6	10.50	44.24	6.41
National Intelligence, Fall.....	125.5	25.50	129.50	21.98
Stanford Achievement, Fall.....	63 3	7.45	66 15	5.23
Otis Classification, Fall.....	109.5	18.65	100.50	11.56
Stanford Achievement, Spring.....	72.7	7.77	73.57	5.16
Otis Classification, Spring.....	114 7	12.81	117 62	11.00
National Intelligence, Spring.....	155 7	12.75	156 67	9.52
Otis Mental Ability, Spring.....	53 8	11.12	52 77	6.83

The standard deviations also are large and show a wide spread from the means in the same way that the *Q*'s showed a wide spread from the medians. In all of the scores the mean is relatively high, and if there were no retardation or overageness among the members of the group the results of the present plan of organization might be desirable. Since the same principle has operated throughout the grades in an effort to make and keep the classes homogeneous, many of the pupils have been eliminated from the classes by failure, have dropped back to lower classes, and have finally left school.

Since the indications are that the class is not a homogeneous group, the conclusion must be that good teaching did not secure a high degree of homogeneity, and probably could not do so. Uniform drill in such subjects as spelling and writing, if continued long enough would secure a high degree of uniformity among the members of the class, but it would be at a great loss to some of them.

This study of group variability shows a very great degree of difference in the powers, abilities, and attainments of the different members of the class, which leads to the question of how the individual pupil has registered his strength by the different scales or measures. Has it been fairly uniform, or has it varied to a considerable degree? A study of the individual scores made by these pupils showed considerable variability of the pupils on a single battery of tests and also from test to test. The same pupil does not always score uniformly on different tests of a battery or on the different tests as a

whole taken at different times. They do not maintain their ranks evenly but vary widely from their own individual ranks in different tests as well as from one another in the same test. Reference has been made to the possibility that the composite or average rank indicates more precisely the relative standing of the pupil than any one test has done. Answering the query proposed above as to whether the individual pupil has registered his strength uniformly: Both the excellent pupil and the notably weak pupil are more uniformly high or more uniformly low than is the pupil of average rank; for instance, the pupils whose average simplified ranks were forty-nine and fifty never fall below ranks forty-three and forty-six in any one of the tests, and the pupil who ranks one never acquires a rank so high as ten in any one of the tests. About 30 percent of the pupils register uniform strength in the different tests, about 30 percent, fairly uniform, and the other 40 percent vary widely in their scores from test to test.

An interesting question arises as to how nearly the averages of the teachers' marks for one pupil coincide with the averages of the scores made in the tests by the same pupil. The teachers' marks remain constant because they are the averages of the marks throughout the year; the test scores are the marks attained in both forms of the tests administered in the fall and in the spring. The data showing the correlations of the tests with the teachers' estimates were obtained by comparing the scores of the different tests, fall and spring, with the teachers' marks for the year. Each of the tests shows a marked correlation with the teachers' estimates as a criterion, and, consequently, a high correlation between the tests themselves is indicated. Since the correlation between the tests is higher than the correlation between the teachers' estimates with each of the tests, there is indication that the tests are a better measure of the pupil than the teachers' marks, and are, therefore, a more valuable diagnostic tool. Further analysis of the data showed that there are ten pupils whose rank in teachers' mark and in test scores are the same or nearly the same, thirteen whose ranks differ by less than ten points, and twenty-seven whose ranks in each vary widely.

The pupils making widely erratic scores take rank near the median. Their highest score would probably be the most accurate measure of their strength provided they have the power of prolonged concentration of attention, or the will to put aside distractions and work uniformly at the level of their utmost ability. A low score may result from accident or from carelessness, but it is hardly conceivable that a high score could result from such causes. Therefore the highest score is the best measure of the pupil's strength; but the pupil who

has only flashes of brilliance, or concentration, or will power, or native energy cannot very properly be classified as a uniformly successful pupil. Consequently he swings back and forth about the median and takes rank in school as "about median or average." The teachers have apparently recognized the ability of these pupils, in most instances, and have given them a higher rank than the average of their scores would warrant. These are the pupils who vary greatly from day to day in their class work, both in the preparation of the work and in the recitation. It is good work today, poor tomorrow, and fair the day following. This is the type of student that needs a fire built under him early and often. Tests would have been valuable instruments for diagnosis early in their school life, but the mental test should be supplemented with physical and medical examinations to determine if the pupils have physical or nervous handicaps that prevent them from doing work uniformly up to the level of their strength or capacity. If any such handicap exists every effort should be made to find and remove it.

The question arises as to what should be the grade placement of these pupils so as to secure homogeneous grouping. In order to secure a single standard of comparison the averages of the mental and educational ages attained in each test was referred to the table of grade status as given by Otis and by Stanford, and from the results of these comparisons the following table was compiled showing the grade status of the group:

TABLE 5.—GRADE STATUS OF INDIVIDUAL PUPILS ACCORDING TO MENTAL AND EDUCATIONAL AGE NORMS

Distribution of Pupils in Grades	Otis	Stanford
Number of pupils in Grade V.....	1	1
Number of pupils in Grade VI.....	6	6
Number of pupils in Grade VII.....	12	12
Number of pupils in Grade VIII.....	13	14
Number of pupils in Grade IX.....	9	8
Number of pupils in Grade X.....	9	9
Total	50	50

From this table it may be observed that according to both Otis and Stanford standards of classification, one of these pupils belongs to the fifth grade, six to the sixth grade, twelve by both to the seventh grade, thirteen by Otis norms and fourteen by Stanford norms to the eighth grade, nine by Otis and eight by Stanford norms to the ninth grade, and nine by both standards belong to the tenth grade. While it would not be advisable to place the pupils directly in the grades above the eighth as designated in the table, it would be proper to

place pupils of higher grade status into special classes so that they could be prepared as rapidly as possible for the grades to which they are best adapted. It is also indicated that these pupils have been improperly retarded in the majority of cases, and that they should have received regular promotion, instead of being failed because of high standards.

In an effort to arrive at a diagnosis of the intellectual ability, educational attainments, and grade status of the members of the group, the foregoing study of fifty seventh-grade pupils on intelligence and achievement tests, leads to the following conclusions:

1. The data exhibited indicate that the class is not a homogeneous group.

2. Although the teaching was admittedly good, the class was not reduced to homogeneity by its effects, but the spring scores were advanced from the fall scores and were narrowed in range as a result of teaching and uniform drill.

3. The median attainments of the class are high in all the tests, but to offset this advantage there is a high percent of retardation in the group. A large percent of the group are from one to four years chronologically and mentally beyond the normal age for the grade. Both the dull and the bright have been held to the same standards, causing loss of time to both; the bright, in that they have not been permitted to advance as rapidly as their abilities would warrant; the slow, in being required to repeat the work in an effort to reach the attainments of the swift.

4. The range of the scores and the wide distribution of the class according to the grade status as derived from their mental ages indicate that a re-grouping of the class should be made. Those with the highest scores should receive special promotion. This fact is definitely indicated since the investigation has shown that 40 percent of the pupils who are above the normal mental age for the class are also from one to four years above the normal chronological age. It does not appear that any of these pupils should be set off from the rest of the group by demotion, but the pupils of lower-grade status would require special individual attention until they arrive at a stage of maturity to do the work successfully. There should be such a re-sectioning of the group as to make possible a better adaptation of the work to the capacities of the pupils of the different sections, and every effort should be made to adjust the load to the strength of the pupil. Loss and failure would thereby be forestalled among the weakest and leadership would be developed among the strongest.

5. While segregation by mental tests was not practiced in this school system, segregation by failure and elimination did prevail,

and produced a certain degree of uniformity in drill work which resembled homogeneity in the quality of work.

6. No one of these pupils is a problem case, but the results of the tests reveal the fact that maladjustment exists now within the group. In the light of this diagnosis, remedies should be applied before they are serious and to save those pupils who are likely to become more seriously maladjusted.

7. It is not within the province of this study to prescribe remedies and it would not have been permissible, under the conditions of the system, to base any plan of reorganization upon the results of mental or standardized tests. However, the results of the tests put into the hands of the teachers and the principal afford excellent material for a more successful personnel direction and guidance of the members of the class as to their social and educational welfare. This study makes possible a better adaptation of the technic of instruction. With the facts before them, those responsible should insure these adaptations.

CHAPTER X

A STUDY OF CLERICAL HELP FOR ELEMENTARY SCHOOL PRINCIPALS

EUNICE PARR MCGILL

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Educational leadership cannot be developed through clerical work which could be done by cheaper help, according to Frank W. Wright, state director, division of elementary education, Boston, Massachusetts. In his address before the Department of Superintendence held in Washington, D. C., he stated that the greatest change needed in the elementary field is release from clerical work. Leadership of teaching should be the main work of the elementary principal; instead he is a "glorified clerk."

Dean Henry Holmes, of Harvard University, states, "The elementary principal should be the real head of his school, and that means that he ought to know education thoroughly before he undertakes his work and that he should be given an opportunity on the job to spend the better part of his time in genuine educational direction."

Dean A. S. Whitney, school of education, University of Michigan, Ann Arbor, Michigan, states:

Personally I am much interested in the development of the elementary school principalship. It seems to me the next important step in the evolution of our public school system. The status of the superintendent and the high school principal is fairly well defined at the present time, but the status of the elementary principal is still chaotic. In many respects the elementary school principal will, in my judgment, become the most important school official in connection with our public schools and therefore his office should be scientifically developed, publicly recognized, and adequately remunerated. He will be the expert supervisor, the expert technician, and in many respects will render the most valued service of all the public officials. He should be given large powers within his own school, and held accountable for results. General supervisors and general assistants should work through him and at his dictation. It is only in this way, as it seems to me, can the highest efficiency in our public schools be secured.

Note how leaders in education are advocating that elementary principals "be given an opportunity on the job to spend the better part of their time in genuine educational directions."

What are the reasons why elementary principals do not "spend the better part of their time in genuine educational direction?" This question is answered in the *Educational Research Bulletin* of Ohio State University of February 3, 1926, in a series of articles

entitled, "The Influence of the Size of City upon the Work of the Elementary School Principal," by F. Herrick Conners and J. Cayce Morrison.

Clerical work constitutes an important problem for the elementary principal. The details of the office routine, unless alleviated in some fashion, impose an almost insuperable burden. Only 10 percent of the elementary principals have clerical assistance. The data presented in this article were obtained from a questionnaire study made by the writers through the cooperation of the elementary school principals of Ohio cities and exempted villages during the year 1924-1925. Cities were grouped according to population. (Merely a fragment of the study is here reported dealing with cities of 30,000 population and over.) Class A represents cities of 100,000 or more and Class C represents cities of 30,000 to 49,000 population. In order to show the distribution of various duties which make claim upon the time and attention of the principal, a part of Table VII is here given:

TABLE VII.—MEDIAN PERCENTS OF THE SCHOOL DAY SPENT IN VARIOUS TYPES OF WORK

Item	Groups	
	A 100,000 or More Population	B 30,000 to 49,000 Population
Clerical work	19	19
Administrative and organizing duties.....	30	20
Teaching	13	38
Classroom supervision	27	16
Miscellaneous	11	7
Total	100	100

Principals of Groups A and C devote nearly one fifth of their entire time to clerical work. Administrative and organizing duties demand 30 percent of the efforts of principals in Group A and 20 percent of those in Group C. Classroom supervision, which should be the paramount concern of the principal, does not receive the time to which it is entitled.

A questionnaire recently sent to all superintendents of all cities in the United States of 75,000 population and over reveals conditions as they exist throughout the entire country. Forty-eight replies were received from twenty-six states. The replies indicate conditions regarding clerical help in 3638 elementary schools. Of these schools 38 percent have a full-time clerk; 10 percent have a part-time clerk, and 52 percent have no clerk. This indicates that more than one half of all elementary schools has no clerical assistance whatever.

In 52 percent of our elementary schools the principal is a "glorified clerk." This is a waste of money. Let us take a concrete example of a principal who receives a salary of \$2600. According to a national survey conducted by Columbia University, elementary principals spend 39 percent of their time in doing clerical work. This means in the above example that the principal is paid \$1014 for doing work which could be done by cheaper help. A clerk may be employed at \$65 per month or \$585 for the school year. Boards of

Education are paying twice that amount to principals to do the clerical work and at the same time "genuine educational direction," which means improvement of the teaching process, is necessarily being neglected by the principals.

The question naturally arises: Do other cities which are educationally progressive have a definite ruling as to which elementary schools are entitled to clerks? The answer is found in Table 1 which is a tabulation resulting from the questionnaire sent to all cities of 75,000 population and over.

TABLE 1.—IS THERE A DEFINITE RULE AS TO WHICH ELEMENTARY SCHOOLS ARE ENTITLED TO CLERKS?

Existence of Rule	Number of Cities	Percent
Yes	26	74
No	9	26
Total replying	35	100

Read table thus: Of the 35 cities replying to this question, 26 cities, or 74 percent, reported as having a definite rule as to which elementary schools are entitled to clerks; 9 cities or 26 percent, reported as having no definite rule.

On what is the definite rule for assignment of clerks in elementary schools based? This question is answered in Table 2.

TABLE 2.—ON WHAT IS THE DEFINITE RULE FOR ASSIGNMENT OF CLERKS IN ELEMENTARY SCHOOLS BASED?

Bases for Assignment of Clerks	Number Cities Reporting	Percent
School enrolment	15 ¹	58
Number of teachers.....	9	35
Other factors	6 ²	23
Total number of cities replying....	26	100

¹ Two of these 15 cities stated this ruling was based on average daily attendance.

² Of the 6 replying, 1 based the ruling on number of divisions; 4, on number of classes; and 1, on types of work.

Read table thus: Of the 26 cities replying to this question, 15 cities, or 58 percent, reported "school enrolment," either wholly or in combination with other factors, as the bases for assignment of clerks, etc. While only 26 cities replied to this question, some cities reported 2 or more factors. For example, El Paso, Texas, reported both "school enrolment" and "number of teachers" as the bases for assignment. This accounts for the fact that the figures in columns 2 and 3 do not equal the total.

Table 2 indicates that the preferable basis for the assignment of clerks is school enrolment.

The efficiency of clerks is dependent largely upon the source of supply. Table 3 gives the tabulation of source of supply in thirty-three of the largest cities in the United States.

TABLE 3.—WHAT IS THE SOURCE OF SUPPLY OF CLERKS IN ELEMENTARY SCHOOLS?

Source of Supply of Clerks 1	Number of Cities Replying 2	Percent 3
Commercial department of high school.	14	42
Private business colleges.....	5	15
Experienced clerks in other positions...	7	21
Teachers, normal graduates, and college graduates	5	15
Civil Service	8	24
Other sources	7	21
No definite source.....	3	9
Total number cities replying.....	33	100

Read table thus: Of the 33 cities replying to this question, 14 cities, or 42 percent, reported "Commercial departments of high school" as source of supply of elementary school clerks, etc. While only 33 cities replied to this question, some cities reported 2 or more sources of supply of clerks. For example, Elizabeth, N. J., reported both "Commercial department of high school" and "Experienced clerks from other positions." This accounts for the fact that the figures in columns 2 and 3 do not equal total.

The commercial department of high schools furnish almost half of the clerks for elementary schools. Civil service is the next highest source which insures efficiency.

A salary schedule leads to stability of clerks especially if it provides for an annual increase. Twenty-four cities over 75,000 quoted their salary schedule. Table 4 gives the number and maximum salaries and annual increases for elementary school clerks.

Fifteen of the twenty-four cities provide an increase.

Medians for the junior and senior high school clerks are given in Table 5.

TABLE 5.—MEDIAN SALARY FOR JUNIOR AND SENIOR HIGH SCHOOL CLERKS

	Minimum	Maximum	Annual Increase
Junior High School.....	\$900	\$1400	\$75
Senior High School.....	1000	1568	75

Table 6 gives the Minneapolis salary schedule in detail.

TABLE 6.—SALARY SCHEDULE FOR SCHOOL CLERKS (TEN-MONTH SERVICE)

Group	Maximum	Annual Increase
Elementary	\$85	\$5
Junior High, Assistant.....	100	5
Junior High, Principal.....	130	5
Senior High, Assistant.....	100	5
Senior High, Principal.....	130	5

A study of Tables 4, 5, and 6 indicates wide ranges in salaries for school clerks. This is dependent to some extent on cost of living in various cities. However, it is evident that school clerks in some

TABLE 4.—SALARY SCHEDULES FOR SCHOOL CLERKS IN CITIES OVER 75,000

Cities and States 1	Elementary School Clerks				Junior High School Clerks				Senior High School Clerks			
	Minimum 2	Maximum 3	Annual Increases 4		Minimum 5	Maximum 6	Annual Increases 7		Minimum 8	Maximum 9	Annual Increases 10	
Bayonne, N. J.	\$1000	\$1400	\$100		\$1000	\$1500	\$100		\$1000	\$1600	\$100	
Boston, Mass.	960	1344	96		...	...	...		1056	1536	96	
*Bridgeport, Conn.	...	...	...		...	...	...		...	...	...	
Camden, N. J.	800	1200	100		800	1200	100		800	1800	100	
Chicago, Ill.	1500	2125	125		1750	2675	150		1750	2675	150	
Cleveland, Ohio	960	1600	80-100		...	...	...		1300	1600	100	
Dallas, Texas	450	450	0		...	...	...		450	675	0	
Detroit, Mich.	900	1500	100		900	2080	100		900	2000	100	
El Paso, Texas	540	720	...		720	900	...		900	1125	...	
Houston, Texas	500	850	...		750	1250	...		1000	1500	...	
Jersey City, N. J.	1400	2800	100		...	...	...		...	...	...	
Kansas City, Mo.	600	800	50		600	1650	100 or 50		800	1650	100 or 50	
Minneapolis, Minn.	600	850	50		...	1300	50		...	1300	50	
New Orleans, La.	900	900	...		...	...	...		...	...	...	
New York, N. Y.	1200	1900	100		1200	1900	100		1500	2700	100	
Paterson, N. J.	1200	1400	100		...	...	...		1200	1700	100	
Philadelphia, Pa.	800	1280	60		800	1280	60		800	1280	60	
Portland, Oregon	900	900	...		...	...	...		1080	1440	60	
Richmond, Va.	600	700	0		1000	1000	0		1620	1620	0	
Rochester, N. Y.	900	2000	100		1400	2200	100		1400	2200	100	
Schenectady, N. Y.	720	1300	...		720	1300	...		720	1300	...	
Seattle, Wash.	750	750	0		...	...	...		960	1380	60	
Syracuse, N. Y.	1000	1000	0		1000	1000	0		1000	1000	0	
Washington, D. C.	1320	1680	60		1320	1680	60		1320	1680	60	
Worcester, Mass.	800	1250	50		900	1500	75		1000	1500	75	
Median	735	1265	90		900	1400	75		1000	1568	75	

* No schedule.

cities are decidedly underpaid. Such a condition does not lead to efficiency.

In summary, the plan of basing the amount of clerical help on enrolment adequately supplies clerical assistance in all elementary schools. The fact, that all clerks are taken from the eligible list of those who have passed the Civil Service Examination, insures their competency. The salary schedule for school clerks provides for an annual increase which leads to stability.

CHAPTER XI

HEALTH EDUCATION IN A CITY SCHOOL

WILLIAM E. BURKARD

Principal, George W. Childs School, Philadelphia, Pennsylvania

THE FOLLOWING is an account of certain methods that were used in following up the problem of health education in the George W. Childs Public School in the city of Philadelphia. In order that the reader may have a proper conception of the problem confronting the school a short preliminary sketch will be given of the school itself.

The population of the Childs School based upon nationality of the parents may be indicated roughly as follows:

Italian	80 percent
Colored	10 percent
Jewish	5 percent
Miscellaneous and Native.....	5 percent
	100 percent

The neighborhood in which the school is located is characterized by the problems of congested population—small homes and large families, narrow unclean streets, and a general lack of the facilities for health in the home which one may expect to find in the average American home.

The organization of the Childs School reflects this congestion. Thirty-four divisions and a total pupilage of 1600 are housed in a building originally intended to accommodate twenty-one divisions. The surplus pupilage is accommodated by the conversion of a single classroom into a two-class auditorium, with a rotating schedule for classes; by the conversion of two sections of the basement into classrooms for mechanic arts and domestic science respectively; by the placing of three small portable buildings each containing a single class in a school yard already restricted in area; by the placing of lower grades on part time; and by arranging for the housing of the intermediate grades by placing them on a duplicate school plan (early and late "shifts"). The seventh and eighth grades, of which there are fourteen, are departmentalized with physical training and health education directed by teachers who specialize in these subjects.

It must be understood that, as an integral part of a large city school system, the Childs School was afforded certain advantages

which come to it naturally as a part of that system. Under such a classification we should consider, perhaps, the courses of study used, the system of medical inspection, the nutrition classes for under-weight or over-weight pupils, the facilities of the school lunch, the speech class for speech defectives, and the after school playground. In addition to these there are other aspects of our work and of methods used which are perhaps characteristic of the individual school, "voluntary" in character. Under such a heading we may consider the Little Mother's League, the work of welfare and charitable organizations of various kinds which assist us in looking after the health and home conditions of certain less fortunate pupils, the efficient use of the school yard planned for a program covering the whole school day, the organization and operation of safety patrols, traffic squads, and sanitary squads, the organization of health clubs among the pupils, the use of health plays, dramatizations, and demonstrations for the educating both pupils and parents, the use of posters of varied types, health days, and particular emphasis on concrete applications in general health instruction.

THE COURSE OF STUDY, GRADES 1-6

This course of study was recently finished after a three years' study by principals and teachers under the direction of one of the district superintendents. The purpose of the work for the first three grades is the formation and development of correct habits. The imparting of information in these grades is very elementary in nature, and secondary in importance. The essential part of the work is "doing" on the part of the pupil rather than "knowing." Special stress is laid upon the example of the teacher in the matter of neatness and cleanliness. The general procedure for habit formation is indicated in three steps: (1) A clear idea of the habit to be formed; (2) a desire on the part of the pupil to do it; and (3) provision in school for opportunities of practicing these habits.

Health habits may be developed through formal lessons, through incidental teaching (as the need or the situation arises), and by frequent inspection of pupils. Motivation for habit formation is furnished through stories, poems, memory gems, games, dramatizations, and other class or group exercises. We have found the *Bulletins on Health Education of the United States Bureau of Education*, numbers 1 to 10 inclusive most helpful and suggestive. Dandill's "Health Training in Schools" is particularly valuable as a teacher's reference book for this type of material. Particular attention is paid in the course of study to the requirements of individuals, or classes, in the latter case accounting for variations due to differences

in locality. Provision is also made in the course of study for the correlation of health work with other school activities. Such correlations as the following may be noted:

English: Story telling, health rhymes and jingles, oral English, and dramatizations.

Physical Training: Games and exercises.

Music: Health songs.

Hand Work: Paper cutting of fruit, vegetables, milk, bottles, glasses, etc.; clocks, showing time to go to bed; scrap books.

Art: Health charts made from cut-outs from magazines, lettering of health slogans, illustrations of health habits, coloring by water colors or crayons of fruits, and healthful food.

In the intermediate grades (4, 5, and 6) an elementary study of the parts and structures of the human body is begun. The aim of this introduction of physiology is to strengthen the health habits already formed and to amplify them where possible by presenting the physiological reasons. Teachers are warned, however, against presenting any technical detail which may be too difficult for the pupils of the respective grades, or which may have no significance for the formation of health habits.

Throughout the course of study for Grades 1 to 6 there is emphasis, repeated in each grade for (a) the need of teacher cooperation with the division of medical inspection, particularly for the detection and correction of physical defects, and for the detection and prompt exclusion of possible cases of contagious disease; (b) teacher cooperation with the division of physical education, in particular the relating of former health instruction to outdoor work, exercise, and play, with special emphasis on the attainment of certain "age-aims"; (c) the provision of a healthful environment in the classroom by the teacher, particularly as relates to the cleanliness of the classroom, the proper seating of the pupils, temperature, ventilation, and lighting.

COURSE OF STUDY—GRADES 7, 8, 9

The aim of the course of study for these grades may be defined as follows: (a) To fix health habits, supervising those previously formed to prevent lapses, and to foster additional health habits peculiar to adolescence and maturity; (b) to give health information, by supplying more detailed information concerning anatomy and physiology, raising health habits to the level of consciousness. Particular effort is directed toward the dispelling of superstitions regarding health and disease with particular reference toward a study of condi-

tions to be avoided or remedied as reflected in a scientific attitude toward problems of health and medicine; (c) to develop a health consciousness, "a will to health—a positive attitude of striving for more abundant life through increasing healthfulness, both physical and mental." Provision is also made for correlation with other courses of study, particularly home economics (teachers of both food and clothing), physical education, science, and civics.

Both courses stress the necessity of proper mental habits as contributory to good health.

MEDICAL INSPECTION

Philadelphia is blessed with a highly efficient system of medical inspection under direct control of the Board of Public Education. The medical inspectors are composed of fully qualified and competent physicians who devote their mornings to work in the schools under the direction of medical supervisors, who are in turn subordinate to a director of medical inspection, Doctor Walter S. Cornell. The medical inspector of this school spends from one to two hours in the school every day. He gives every child in the school a thorough medical inspection once each year and the results of this examination are posted directly to an individual medical card for each pupil. This card is cumulative in nature, so that there is immediately available in the office of the school a thorough record of the child covering eyes, ears, nose, throat, teeth, nutrition, orthopedic defects, nervous weakness, heart, skin, miscellaneous (with a particularized section for clinical notes), available for the teacher and the principal. After a child has been given his routine medical examination, his parents are notified by the principal's office of the existence of any defects or other conditions requiring medical attention. Parents are advised to consult their own physician, but if they so desire arrangements are made for free treatment of the children whose parents cannot afford the expense involved. The medical inspector also makes incidental examinations of any cases that need his advice or inspection on the occasion of his daily visit. A signal of his arrival is sounded in each classroom and pupils requiring his services are dismissed to visit him in the infirmary. He also makes decision in those cases where children exhibit symptoms which lead one to suspect the possible presence of a contagious disease.

The school nurse is also an employee of the Board of Public Education and is under the direction of a head nurse. This service is supplied to the Childs School for one or two hours each day, the exact length of service being dependent upon local conditions in this

and other schools. The school nurse does the follow-up work on the physical defects and other conditions revealed by the annual routine examinations made by the medical inspector. She "arouses the active cooperation of the child . . . and does the detail social service work necessary to change the whole daily life of an ignorant family." Upon proper authorization from the parents, and when necessary, the school nurse takes pupils to free clinics and dispensaries for treatment. The last official report covering the school year from September, 1924 to June, 1925, shows the following record for the correction of physical defects as revealed in the Childs School:

Major Defects			Minor Defects			Total Defects		
Corrected			Corrected			Corrected		
Defected	Number	Percent	Defected	Number	Percent	Defected	Number	Percent
968	532	48.4	128	128	100.0	1096	660	60.5

The figures from the year 1925 to 1926 are not yet available. It will be noted, however, that of the minor defects, 128 in number, our school nurse shows a record of 100 percent corrected. The attainment of a good percentage in the number of defects corrected is a source of good professional rivalry among the schools concerned.

The Nutrition Class is conducted by the school nurse. It meets one afternoon a week immediately at the close of school. It is composed of pupils who are markedly (13 percent above, or below) overweight or underweight for their age and height. Each school is equipped with standard scales with a device for measuring the height of the child at the same time that he is being weighed. In order to detect these cases the school nurse first conducts a survey by weighing and measuring the pupils of the various classes. The cases thus revealed as needing attention are assigned to the nutrition class and each week these pupils confer with the school nurse. They discuss the rules for proper nutrition, particularly those that relate to diet, fresh air, exercise, rest, and proper elimination. The parents are urged to attend these discussions, and occasionally do so. Each pupil plots a graph, the rise or fall of the line indicating corresponding gain or loss in his own weight each week. Occasionally a little difficulty is experienced in getting parents to understand that a child is not in the nutrition class because "he wasn't getting enough to eat" but rather because there was some condition existing which prevented the child from getting the proper amount of nourishment from what he did eat. Such an explanation involves the thought that while the food consumed is an important factor, it is not the only factor. All of the cases placed in the nutrition class over a span of several years showed a marked improvement in their physical condi-

tion, and to this extent: that this year's survey did not reveal any cases of marked malnutrition so that the organization of the class was not deemed feasible.

Vaccination (as a precaution against the spread of smallpox) is compulsory in the Philadelphia Public Schools. No child can be admitted unless he has previously been successfully vaccinated. The school medical inspector must give his approval to the admission of all pupils to school, based upon an inspection for evidence of successful vaccination.

During this past fall (1926), a city-wide campaign was conducted in the public schools for the immunization of boys and girls of school age against diphtheria. Bulletins were sent to the parents advising them of the nature of the treatment and of the fact that this treatment would be free to school children. The school medical inspector assisted by the school nurse proceeded to administer the three injections required by the toxin anti-toxin treatment to those children whose parents had given us the proper authorization. Almost 1000 pupils, or approximately 60 percent of our school population, was given this treatment. For certain reasons, it was deemed advisable to omit the Shick test.

THE SCHOOL LUNCH

This phase of health work exists in most of the modern school buildings in this city and in many of the older ones where there is space that can be set aside as a lunchroom, and where sufficient demand exists. In a neighborhood of comparatively little financial resources like this community of ours, in many families both parents and all of the older children go out to work for the day, leaving the younger children to shift for themselves for lunch, and sometimes even for breakfast. The provision of a lunchroom in the school where pupils can buy wholesome food—hot soup and crackers, hot cocoa, milk in half pint bottles, and cakes and wafers of a wholesome character, becomes quite important. This lunch service is not sold as a concession under which circumstance might exist the possibility of exploitation of the pupil's health and wealth. The service (selection and preparation of foods, appointment of matrons, etc.), is under a Director of School Lunches, and is carefully controlled by the Director and her supervisory assistants. Many of our pupils eat both breakfast and lunch at the school. The food is sold almost at cost, only enough of a margin being added to cover the cost of the salaries involved, so it is not conducted on a profit making basis.

THE SPEECH CLASS

The speech class is conducted by a teacher especially trained in the detection and correction of speech defects, who is under the Director of Special Education. One teacher divides her time between two schools. Our speech class meets every afternoon in the school library and the members of the class are obtained through a preliminary survey conducted by the speech teacher. The problem of correct speech, of course, involves both mental health and social health as well as the correction of a physical defect. The pupils are placed as far as possible in homogeneous groups according to their stage of advancement and to some extent according to their type of difficulty. The types include stammering, lisping, tongue-tied, lolling, and the like. The pupils are furnished with individual mirrors, and tongue depressors, and are also given lessons in correct breathing. When necessary, and with the written consent of the parents, the teacher takes cases to hospital clinics for minor operations without expense to the parents.

THE AFTER SCHOOL PLAYGROUND

These playgrounds are conducted by the division of physical and health education in school yards after the close of the regular school session. It is supervised by one of the teachers of the school who is paid by the Board of Education for the extra time served. It is open from 3:30 to 5:30 during the spring and fall months of the year. Play activities suitable for children of all ages are organized, and for the pupils of the upper classes a regular schedule of interclass games is followed. Although this school participates in inter-school athletics, we prefer our inter-class games because they reach a greater number of pupils as participants, and the conditions under which the games are played, are subject to our control. This is not always true in games that are played "away from home."

INTER-SCHOOL ATHLETICS

A regular schedule of inter-school athletics for fall, winter, and spring sports is provided by the Department of Physical and Health Education. This school has participated in volley ball, games (both boys and girls teams), captain ball (girls), indoor track and field events (boys and girls, seniors and juniors), relay races, and outdoor track and field meets, and as a consequence has for the past two years received the heroic-bronze "Patria," a trophy awarded annually to the school making the best all-round showing in inter-school athletics in the city. This is interesting in view of the legend of

"Nordic superiority," and in further view of the limited play space available in our yard and the unfavorable section of the city in which this school is located.

OUR SCHOOL YARD

The school yard is very limited in area and contains only 5 square feet of play space per pupil in comparison with the minimum standard of 36 square feet per pupil. The smallness of the yard has made necessary the organization of a schedule for the rotation of classes which provides for the use of the yard throughout practically every minute of the school day for either organized play and exercises, or for recess. Every child is taught how to play, and the social aspects are emphasized as well as the physical. Every child is required to participate except those who are excused on the basis of medical certification of their unfitness or disability. Some pupils are given corrective exercises for special defects. These corrective exercises are prescribed only by the supervisor of physical education.

THE LITTLE MOTHERS' LEAGUE

These classes are for girl pupils ranging from 10 to 14 years of age and are designed to give little girls, especially those who have charge of baby brothers and sisters at home, practical information for the care of these babies. It is also hoped that this information may prove of value to these "little mothers" when they themselves become mothers. The class is a voluntary one and meets once a week in the school building under the direction of the Division of Child Hygiene of the Department of Public Health. The Philadelphia Child Health Society provides the demonstration equipment and the course of instruction which is used by the nurses. The class of the Little Mothers' League which is established at the Childs School is only one of about 25 voluntary classes which give this instruction each year in certain of the public schools. Here are some interesting figures which cover the work done in the Childs School for the past three years (the figures for this year are not yet available):

	Enrolment	Average Attendance	Number of Certificates Awarded	Number of Little Mothers Caring for Babies	Number of Babies in Their Care	Average Age of Little Mothers	Nationalities Represented
1923.....	52	25	14	14	14	10-14	American and Italian
1924.....	43	36	35	28	1 and 2	9-13	American, Italian, and Afro-American
1925.....	60	41	31	15	15	10-14	American, Italian, and Colored

OTHER SOCIAL ORGANIZATIONS

In cases of extreme poverty or neglect, the principal often finds it advisable to call into conference the representatives of certain social and welfare organizations to secure a bettering of the conditions of home life which directly affect, often adversely, the health of the child. Often we have found a child to be suffering from severe eye defects which require prompt attention, and, failing to get the proper kind of cooperation from the home, we appeal to certain organizations to assist us in protecting the health of the child. The most of these organizations are members of the Philadelphia Welfare Association, and the particular organization called upon for help varies with the specific nature of the call. We have in mind particularly, however, the Society of Visiting Nurses, the Society for the Prevention of Cruelty to Children, The Catholic Children's Bureau, etc.

THE SAFETY PATROL

The Safety Patrol is composed of eighteen of the natural leaders of the older boys. No attempt is made to select merely "good boys," rather they are chosen on a basis of their natural leadership. Occasionally this involves the selection of boys at whom some teachers may glance with askance, but we find that, in the main, boys of such a type are generally steadied by a sense of responsibility, and the result is a much improved "school citizen." The duty of the Safety Patrol consists in directing the flow of younger pupils across the streets, at corners, at times of admission and dismissal of pupils. They are specifically forbidden to attempt to direct vehicular traffic, although occasionally cases of reckless driving are reported to the school office for follow up. For their own safety, the members of the Safety Patrol are required to direct the movements of the younger children from the pavement. The older pupils are requested to cooperate in obeying the directions of the Safety Patrol as an example to the younger pupils. Indeed, both teachers and principal place themselves under the care of the Safety Patrol when crossing the street at such times, as an example to all pupils.

TRAFFIC SQUAD

This group of twelve boys is in charge of the regulation of pupil traffic in the halls of the building at the change of periods. They are selected by the Students' Council, and in a sense are representatives of the students themselves. Our building is an old one with dark narrow wooden halls and steps. The fourteen seventh and eighth

grades are placed on their own responsibility, during the three minute periods allowed for change of classes from one departmental room to another. The necessity for some regulation to prevent congestion, and possible injury to pupils, is obvious. We try to give the traffic squad training in the right kind of leadership—to respect the persons of other pupils, and to speak to them as they would themselves be spoken to.

SANITARY SQUADS

There are two of such squads, one of boys and one of girls, of six pupils each. They make regular inspections of the fire escapes, and toilets. This inspection at the intermission periods tends to reduce the possibility of unsanitary practices in fire escapes and toilets. The boys squad reports the result of their inspection to one of the men teachers, and the girls to one of the women teachers.

THE CLEAN-UP CLUB

For some time we had in this school a "Clean-Up Club" composed of the representatives of the various classes in the grammar grades. They were supplied with a button as insignia together with a piece of ribbon containing the school colors in order that they might be distinguished from their classmates. They rendered general assistance in matters of school cleanliness, making recommendations to the various classes through reports to the Students' Council. They also reminded forgetful or careless classmates of their obligations to their school and to the other members of the school community. Their duties have more recently been taken over by a special committee from the Students' Council. This special committee also includes among its duties a rating of the cleanliness and the orderliness of the various classrooms after the pupils have been dismissed at the close of school each day. This rating, based on observation of specific points (shades, desks, floors, seats, etc.), is placed in the form of a percentage on the blackboard of each room, where it can be observed by the record class of that room next day.

HEALTH CLUBS

At the present time health instruction is taught by the teacher of physical training in our departmentalized seventh and eighth grades. This is in accordance with the desires of the director of health and physical education for the effective presentation of the new course of study for the seventh, eighth, and ninth years. Previous to that, health instruction was given through the discussion of health prob-

lems in the various classes. Each class at that time was organized in the form of a health club and the problems of health were discussed several times a week under the guidance of the home room teacher.

USE OF HEALTH POSTERS

We have found that attractive posters placed conspicuously in halls and classrooms are effective reminders to pupils. In particular we have been pleased with the posters of the National Child Welfare Association of New York City. We feel that they are organized effectively, labelled conspicuously, and seem to be attractive to children both in picture and word. They are graded suitably for children of various ages and types. These posters were purchased from our school fund originally, although now they may be regularly requisitioned. A liberal supply, appropriate for the various grades and subjects was placed in the classrooms and in the halls of the building. We do not have any objective proof of the effectiveness of these posters, but the teachers feel that they were helpful aids in our campaign for health. Posters will last longer if they are mounted on card board or mounting board before being placed. Home-made posters can be made (a) by the teacher, (b) by individual pupils, or (c) from the contributions of an entire class on some given topic. The contributions are culled from many of the attractive advertisements, particularly the colored ones, cut from magazines. The cutting out of silhouettes lends itself to mounting on health posters. While only a few of the pupil contributions may rise to great heights as finished products, interest is aroused by the execution of individual and class projects of this nature. At the recent convention of the National Education Association in Philadelphia the entire course of study in health education, by topics and divisions, was illustrated by posters, used either as teaching devices by teachers, or the result of the efforts of the pupils.

ANNUAL PLAY DAYS

This is an annual event held on May 12, of each year in observation of the birthday of the man for whom this school was named, George W. Childs. In connection with other exercises, a series of exhibitions, plays, dances, and competitive games for all the children of all the grades in the school is arranged. Because of the limited space in our school yard, this is run off in sections, and it generally takes the whole school day to do it. Parents and friends are invited to view this exhibition in our school yard. In the competitive games,

the pupils are divided into two sides, "Blue" and "Gold," and a tally is kept of the points won by the respective sides and teams. At the end of the day, announcement is made of the winning side. All of the classes are divided, both boys and girls into "Blues" and "Golds," with captains and lieutenants in charge of each team. This affords opportunity for leadership. A trophy is annually awarded to the winning side, the name either "Blue" or "Gold" is engraved on the silver cup with the date, and it is decorated with the ribbon of the winning side.

HEALTH PLAYS

The Philadelphia Inter-State Dairy Council has a splendid selection of plays suitably adapted to the pupils of the various grades, which are available for the use of teachers. These plays in general emphasize the ordinary rules of hygiene (drinking plenty of milk, exercising in the fresh air, getting sufficient and regular sleep, proper elimination, etc.). Such playlets and dramatizations can be used effectively in correlation with the formal instruction in health. Other plays, more pretentious in nature but dealing with the problems of health, are generally given a prominent place on the program of our Annual School Frolic (school entertainment). This is attended each year by approximately 1500 parents, relatives, friends, and pupils. Last year we had as this feature of the program "The Circus," and this year a three-act play called "The Scarecrow." Both of these plays were very well coached, in a short space of time, and costumed, as well, without expense to the school by the Philadelphia Inter-State Dairy Council.

PUBLIC DEMONSTRATION OF HEALTH WORK

Enclosed herewith, is a program of a demonstration of the various types of health instruction given several years ago in connection with a visit to this school of the members of the College Club under the direction of one of our district superintendents, Miss Gertrude A. Golden. Every class in the school participated in some way and the program was arranged on a progressing schedule so that the visitors would have an opportunity of seeing many different types of work, as well as the variation in method used in the different grades. After the visitors had finished their inspection of the work in the school, they returned to the College Club where Miss Golden led a discussion on the problems of health education and answered any questions which the visitors may have had regarding the work that they had seen. The program, which follows, speaks for itself.

A HEALTH PROGRAM

(Demonstration of Public School Health Work)

GEORGE W. CHILDS PUBLIC SCHOOL

17TH AND TASKER STS., PHILADELPHIA, PENNSYLVANIA

GROUP I

Room	Grade	Time	
P.1	1A	1.45-2.00—PROPER POSTURE	Miss Scott
P.2	1A	1.45-2.00—CLEAN HANDS	Miss James
P.3	O.B	1.45-2.00—GOOD MENTAL HABITS.....	Miss Posternock
Yd.	8A ^a	1.45-2.00—PHYSICAL TRAINING	Mr. Collins
11	6B	1.40-2.00—CARE OF THE EYE.....	Miss Porter
10	6A	1.40-2.00—CARE OF THE EAR.....	Miss McLaughlin
B2	8B ^a	1.40-2.00—COOKING	Miss Stevenson

Preparation of a model luncheon (from the standpoint of well-balanced diet).

GROUP II

Ln.		2.05-2.30—LITTLE MOTHERS' LEAGUE.....	Mrs. Shelley (Nurse)
		(Bureau of Health)	
B.2.	8B ^a	2.05-2.30—(COOKING)—as stated above	
1	Kgn	2.05-2.30—LUNCHEON (Kindergarten Class).....	Miss Mueller
2	1B	2.15-2.30—CARE OF TEETH.....	Miss Kelley
3	2A	2.15-2.30—PROPER HABITS OF SLEEP.....	Mrs. White
4	3A ^a	2.15-2.30—CLEANLINESS AT HOME.....	Miss Sheetz
5	3B	2.10-2.30—PROPER FOOD	Miss Dunton
6	4A	2.10-2.30—CARE OF THE NAILS.....	Miss Belt
12	4B	2.10-2.30—ELIMINATION OF WASTE.....	Mrs. Vaughn

GROUP III

Lb.		2.15-3.15—CORRECTION OF SPEECH DEFECTS....	Miss Ruffenach
10	2B	2.35-2.50—PROPER CARE OF CLOTHING.....	Miss Smith
11	3A ^a	2.35-2.50—HANDKERCHIEF DRILL	Mrs. Kilpatrick
B.2	8B ^a	1.30-3.30—COOKING (as previously noted)	
15	8B ^a	2.40-3.10—HEALTH CLUB	Miss Gartman
		"The Value of Personal Appearance"	
16	7B ^a	2.40-3.10—CORRELATION—CIVICS AND HEALTH....	Miss Simmons
		"What Philadelphia is Doing for the Health of Its Citizens"	
17	8A ^a	2.40-3.10—HEALTH CLUB	Mr. Gottlieb
		"Work, Play and Rest"	
18	8A ^a	2.40-3.10—CORRELATION—ENGLISH AND HEALTH.....	Mr. Hay
		HEALTH CLUB DEBATE: "Which is the more valuable, the sense of hearing or the sense of sight?"	
19	8B ^a	2.40-3.10—HEALTH CLUB	Mr. Collins
		"Disease Carriers and Prevention"	
20	8A ^a	2.40-3.10—CORRELATION—GENERAL SCIENCE AND HEALTH	Mrs. Kienzle
		"The laws of sound and the sense of hearing"	

21	7B ¹	2.40-3.10—	{ CORRELATION—ORAL ENGLISH AND HEALTH Miss Gallagher
	Auditorium		
21	7A ¹	2.40-3.10—	{ HEALTH CLUB PLAY: "The Little Vegetable Men" HEALTH CLUB PLAY..... } ...Miss Waldow "The House the Children Built"
8	7A ²	2.40-3.10—	HEALTH CLUB Miss Rodgers "Proper Posture"
9	7B-A ²	2.40-3.10—	HEALTH CLUB Miss Corson "Care of Skin, Hair, Nails"
13	7B ²	2.40-3.10—	CORRELATION—LITERATURE AND HEALTH Miss O'Connor "Good Books and Mental Health"
14	7A ²	2.40-3.10—	HEALTH CLUB Miss Wallace "Ventilation"

GROUP IV

3		3.00-3.30—	NUTRITION CLASS....Miss McBride (School Nurse)
B.2		1.30-3.00—	COOKING (as noted previously)
Yd	1B	3.10-3.30—	PHYSICAL TRAINING Miss Kelley
Yd	2A	3.10-3.30—	PHYSICAL TRAINING Mrs. White
7	5A	3.15-3.25—	{ HEALTH PLAY Miss Hirst
	Auditorium		
7	5B	3.15-3.25—	{ "EATING MILK" Mr. Harris

SUGGESTIONS REGARDING METHOD

The points stressed in the demonstration lessons given in the foregoing program are in general the same as the points that should be kept in mind for effective everyday health instruction. They may be indicated briefly as follows:

1. Tie the health instruction up with some common experience in the everyday life of the child. Talk about, for instance, the different shapes of bristles on tooth brushes *that they have seen*, and the probable value of the type with irregular surfaces, etc.

2. Give practical demonstrations whenever possible. In the matter of washing the hands, for example, it can easily be demonstrated (with first grade children), that the hands can be made cleaner more easily by using warm water and soap than by using cold water only. Bring in a couple of basins and let them try it right in the classroom. Let the pupils themselves judge the effectiveness of the respective methods.

3. Older pupils especially should be "let in on the secret" of how habits are formed; namely, and roughly: (a) Get a clear idea of what you ought to do; (b) repeat the idea until you are sure you know it; (c) start to use this idea—to practice the habit as soon as you can, begin today; (d) never miss a chance to practice; (e) always the same way; (f) never any exceptions.

4. The school should be responsible for giving pupils an opportunity to practice desirable health habits *in school*, whenever possible. Adequate facilities should be provided for sanitary drinking of water; toilets that are fit for human beings to use; and facilities for the proper drying and washing of the hands, particularly in connection with school lunchrooms. Additional extensions of this idea will no doubt suggest themselves.

5. The morning assembly has been made the occasion for health talks appropriate for the day or the season of the year. Talks were given on such topics as the value of athletics, character formation in play and competition, the value of fresh air, the value of sunlight, the prevention of accidents, various aspects of personal cleanliness and of environmental cleanliness, the conscious use of method in the formation of habits, and health topics of current value (recent discoveries in the field of science related to health, health or civic campaigns—"Clean-Up Week," "Swat the Fly" campaigns, etc.). The morning assembly was of great educational value in putting over the "immunization" (against diphtheria) campaign noted previously in this article. In many cases the older children are almost the only contact that we had with homes where there was a condition of absolute illiteracy on the part of the parents, both in the native and in the foreign tongue. The principal is in a position to make a peculiarly effective appeal to large groups of pupils, appealing directly to the pupils themselves, and in some cases, appealing indirectly (through the pupils) to the parents.

6. "Follow-up" work by the teacher in the form of inspection of the observable and controllable health habits (clean hands, teeth, hair, nails, clothing, shoes, etc.) is a particularly necessary part of habit formation. Such an inspection may be made incidentally during the school day (*e. g.*, during a written lesson), but such inspections should not be casual or sporadic. They should be constant in nature. It is well to vary the nature of the inspection from day to day, or from week to week, without previous notice of the change of emphasis to the pupils. The teacher can say, just before beginning the work of the session, "Today we will look at the finger-nails," or "This afternoon, let us see your hands." The inspection should be brief and decisive. It is an easy way to waste time; care must be exercised to prevent it.

Teachers in the Philadelphia Public Schools are supplied with blank forms by the use of which they are enabled to keep a systematic record of certain of the health habits of each child throughout the school term. This record is both descriptive and cumulative. It is of course obvious that while such records are desirable, they are

not necessary. A clever teacher can do efficient follow-up work without them. The indispensable factor from the standpoint of teaching method is the impression made on the mind of the pupil, that the teacher is checking up on his actual performance—that health habits are not only something that one reads in a book, or recites about in class.

CHAPTER XII

VISUAL AIDS IN THE CLASSROOM

WILLIAM M. GREGORY

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

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I. Visual Aids and the Pupil.

The visual aid assists the pupil in learning as follows:

- 1. Gives concreteness to ideas
- 2. Connects words with objects
- 3. Visualizes factual conditions
- 4. Economizes time in understanding the facts
- 5. Interests pupils with objective materials
- 6. Gives a substitute for the excursion
- 7. Provides an approach to problems
- 8. Creates ideals
- 9. Stimulates imagination
- 10. Gives materials for a center of activities

II. Visual Aids to be of School Use Require Organization.

The mere purchase of visual aids will not accomplish the required educational results. A scientific adaptation of the various visual materials to educational purposes is the vital part of a modern educational program. Definite research will determine the type, place, and time for the use of each visual device. Results must be tested by definite standards. The cost per pupil must be compared with other instructional expenses. Visual materials should be purchased by funds for instructional supplies. Spasmodic purchases stimulated by high pressure salesmen delay the wider use of visual aids. The use of visual materials in class activities is a new vitalizing force in

education, but the results are meager unless the school executive organizes the visual work on a large scale with high educational standards.

III. The School Organization necessary for Definite Results with visual Aids.

In the use of visual materials in a small or large school system, four agencies must cooperate effectively. The school executive desirous of promoting and providing new stimulating materials for teachers and pupils finds each of the following agencies a vital factor in making visual materials a basic element in school activities:

1. *The modern curriculum must be organized about definite units of activities based upon visual materials.* The units must be skillfully organized and an experimental school used to test the illustrative materials for each unit. The results of the experimental school must become part of the course of study.
2. *Unit sets of illustrative materials must be prepared under the following conditions:*
 - a. Cost.

Costly visual novelties will retard progress in using the necessary visual aids. Regular expenditures, even in small amounts will give better results than a large purchase of unorganized material.

The teaching value should be determined by classroom tests before the purchase of any visual aid. Schools frequently purchase expensive projectors for motion pictures and neglect the larger field of exhibits, slides, pictures, maps, etc.

Visual materials become a source of waste if they are purchased without careful testing as to results in class instruction.

- b. Units prepared by experts vs. purchase of commercial stocks.

Each unit of study requires definite, up-to-date illustrative materials. Frequently commercial firms have organized sets that are extensive and out of date. School systems should have trained experts prepare unit sets of pictures, slides, exhibits, raw materials, etc.

The visual materials need constant repair and reorganization that can be done only by a trained expert for each system.

c. Graded Unit Sets.

Too much attention cannot be given to grading the different visual aids to the different phases of school activity. Lantern slides and pictures for a school system should be so graded that the beginners in reading have definite visual aids and, also, other units for the advanced studies in the higher grades.

d. The Visual Units must be listed in each course of study and cataloged.

The visual aids must be listed in the course of study in connection with each unit. This listing gives the teacher a definite idea of the material that is available. A catalog of visual aids should be issued listing all units and the grades to which they are adapted.

3. *Distribution of the units of visual aids at the opportune time to the school for the activities of pupils in regular classroom lessons.*

It is most vital that the means for distribution of visual aids be low in cost and effective. If the lantern slide or picture collection is kept in a case in the school building, the materials should be arranged in definite units that are ready for immediate class use. A teacher will not take the time to cull out pictures or slides from a large miscellaneous collection, but prefers to have each unit of pictures or slides ready for quick reference in the schoolroom.

In a large city collection of visual materials the units must be prepared for rapid distribution. Lantern slides, mounted pictures, raw materials, etc., should be arranged in unit sets that require a minimum of handling and checking. A regular delivery and collection route that brings to teachers the visual aid at the time needed is essential.

4. *The classroom use depends upon the teacher.*

- a. Visual aids will not function alone. It should always be the teacher and the pupils plus the materials.
- b. A definite technique is required to secure desired results.
- c. The use of visual aids in the classroom requires a knowledge of the materials and a new type of teaching skill. Each school system should have a training

course for teachers in the classroom use of visual aids. Demonstration classes should be organized for the benefit of the teachers that wish to learn.

- d. Definite standards of attainment and tests for measurement must be evolved for the teachers' use with each unit. Constructive work is needed to find by class experiments the visual materials best suited to each definite unit of study.
- e. The motion picture or any other visual aid when not closely related to the classroom activities should be excluded from the school, except when used for amusement.

IV. Illustrations of Course of Study Organization and Visual Aids.

The correlation of visual aids with the units of the modern course of study is generally done in one of two ways, that is, lists or visual aids incorporated as part of each study unit.

a. Lists.

The practice that is generally followed in large cities is to make lists or catalogs of the visual materials. The lists include lantern slides, mounted pictures, motion pictures, exhibits, charts, diagrams, mounted specimens, science materials, historical objects, etc. The lists are sent to the teachers who make their selection.

Many of these lists reveal why visual aids have not been more rapidly accepted in modern education. The motion pictures as listed in some of the cities and state universities contain about three quarters advertising film whose chief value is that of promoting a receptive attitude for the goods advertised. Their educational value is nil and the films are used largely because they are gratis. The lantern slide catalogs of city school systems contain many subjects that are quite unrelated to actual school activities. In a rapid survey of some ten catalogs of lantern slides, more than one half did not indicate any effort to adapt the slides to definite use in different grades or for distinct units of study. Listing visual aids in catalog form is only a beginning step to the scientific adaptation of visual aids in instruction. The teachers hesitate to use material about which there is an uncertainty as to its educational value. The temporary makeshift method of listing materials should be replaced as rapidly as possible by the listing of visual materials in the units of study in the different curricula. If catalogs are issued the

definite units and the appropriate grades for their use should be indicated.

b. How Visual Aids are made part of the Course of Study.

Two Cleveland courses of study are used to illustrate the attempt to improve the units of study by incorporating within each the necessary visual aids.

The preliminary courses of study were formulated by committees of teachers and experts. The courses consist of definite small units, each of which includes a statement of the visual materials to be used. This plan enables the teacher to use the visual materials that are adapted to each unit. This plan saves the time of the teacher and places the visual aid in a position where it may serve for stimulating interest or give facts upon which to base the lesson.

THE CLEVELAND COURSE OF STUDY IN GEOGRAPHY

This course for grades three to six has definite units for all subjects of each division of the different grades. Each unit consists of objectives, suggestions for class activities, visual aids, and references. In selecting short excerpts from the above course, the title of the unit and the visual aids are given and the objectives, all class activities, standards, map work, and references have been omitted. Space permits only a few examples of the relation of visual aids to the units of study.

FOURTH GRADE

NORTH AMERICA—THE LUMBERMAN

Visual aids

1. Mounted pictures
 - (a) Lumbering (North)
 - (b) Lumbering (South)
 - (c) Lumbering (Pacific)
2. Lantern slides
 - (a) Lumbering on the Pacific Coast
 - (b) Lumbering in the North Woods
 - (c) Lumbering in the South
3. Exhibits
 - (a) Hard woods
 - (b) Soft woods
 - (c) Tropical lumber

4. Moving Pictures
 - (a) Lumbering in the North Woods

NORTH AMERICA—THE HUNTER AND THE TRAPPER

Visual aids

1. Mounted pictures
 - (a) The Beaver
 - (b) The Fur Bearing Animals (N. A.)
 - (c) North American fur animals
 - (d) The Trapper
2. Exhibits
 - (a) Furs
 - (b) Work of the Beaver
3. Lantern slides
 - (a) North America Land Animals
 - (b) Fur Bearing Animals
 - (c) Trapper

FIFTH GRADE

CORN RAISING

Visual Aids

1. Lantern slides
 - (a) Corn
 - (b) Meat Packing
 - (c) Prairie Plains
2. Raw Materials
 - (a) Corn exhibit
 - (b) Packing house products
3. Mounted pictures
 - (a) Corn Cultivation
 - (b) Meat Packing
 - (c) Hog Production
 - (d) Illinois
 - (e) Iowa
4. Motion Pictures
 - (a) Meat Packing
5. Booklets
 - (a) Corn
 - (b) Hogs

COAL MINING

Visual Aids

1. Raw Materials
 - (a) Coal
 - (b) Coke
2. Mounted Pictures
 - (a) Anthracite coal
 - (b) Bituminous coal
3. Lantern Slides
 - (a) Coal Mining
4. Motion Pictures
 - (a) Anthracite Coal Mining

THE CLEVELAND ELEMENTARY SCIENCE COURSE

The Elementary Science Course for grades one to six presents definite small units for each grade. Each unit consists of objectives, activities, and visual materials. All objectives, activities, and references are omitted, and only the visual materials about which each unit is organized are shown in the following brief excerpts:

FIRST GRADE

THE COW

Visual Aids

1. Lantern Slides
 - (a) Cow
 - (b) Dairying
 - (c) Leather
2. Mounted Pictures
 - (a) Cow
 - (b) Dairy Industry
 - (c) Leather
3. Exhibits
 - (a) Leather

THE BLUE JAY

Visual Aids

1. Lantern Slides
 - (a) Permanent Bird Residents
 - (b) Blue Jay
2. Mounted Pictures
 - (a) The Blue Jay

3. Mounted Specimens
 - (a) The Blue Jay

SECOND GRADE

COCOONS

Visual Materials

1. Lantern Slides
 - (a) The Life of a Butterfly
 - (b) The Mounted Butterfly
 - (c) The Monarch Butterfly
 - (d) The Swallowtail
2. Mounted Pictures
 - (a) Butterflies
 - (b) Moths
3. Exhibits
 - (a) Mounted Butterfly
 - (b) Morning Cloak Butterfly
 - (c) Tiger Swallowtail Butterfly

FIFTH GRADE

THE HONEY BEE

Visual Aids

1. Lantern Slides
 - (a) The Honey Bee
 2. Mounted Pictures
 - (a) The Honey Bee and Its Work
 3. Exhibits
 - (a) The Honey Bee
 - (b) Strained Honey and Comb Honey
 - (c) Beeswax, etc.
 4. Motion Pictures
 - (a) The Honey Bee
- V. The Results of the Definite Placing of the Visual Aids in the Teaching Units of two courses of study in Cleveland.

The above brief excerpts from the two Cleveland courses illustrate very meagerly the attempt to adjust visual aids to the requirement of the school. It seems to be clear that visual materials must be collected and prepared for the school, otherwise the teacher will not have the time, opportunity, nor the inclination to use the necessary aids for class activities. The Cleveland plan needs refinement, but it is an attempt to use visual materials to secure definite educational results. The

different agencies cooperate in Cleveland to interweave the visual aids into the study units. The results have been a gradual growth in the use of vitalizing materials. The accompanying graph indicates a steady increase in the use of visual units.

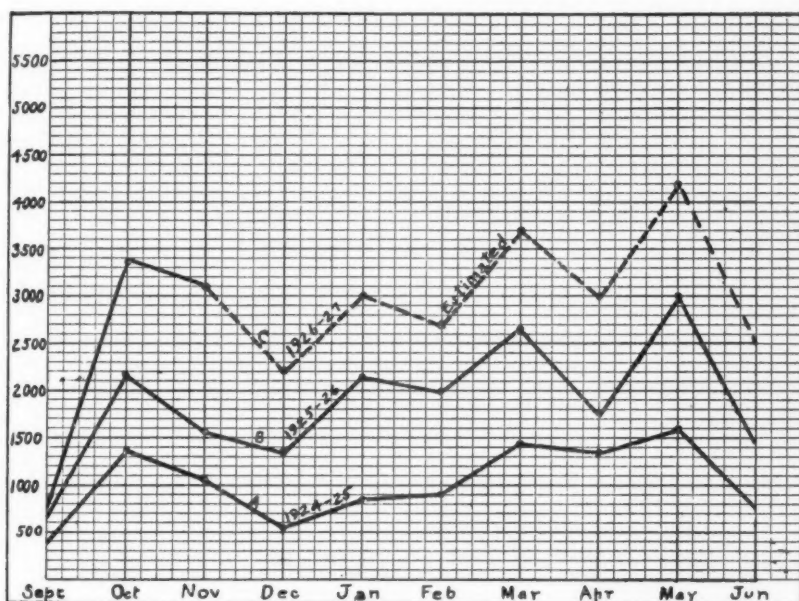


FIGURE 1.—The Growth in Use of Sets of Visual Aids in the Classrooms of Cleveland

A. In 1924-25 a new course of study in Geography was completed. This course has study units, each with its definite visual aids.

B. In 1925-26 a new course of study in Elementary Science was completed. The activities for the units are organized about definite visual aids.

C. The uniform increase in use of definite sets of visual aids is due to the organization of small study units into which are interwoven the definite visual materials.

VI. The Cost of Organized Visual Aids.

The cost is a prime factor in the use of visual materials. Wholesale purchases of untested materials results in waste and accumulation of unused aids. The purchase of expensive motion picture machines should be made only after there is an ample supply of other materials adapted for classroom lessons. The amount spent in Cleveland per pupil averages about fifteen cents each for the year. This includes a large capital investment in materials that will serve over a long time of years.

The following comparative statement gives an idea of expenditures for visual education in several of the large cities.

COMPARATIVE COST

(1925-'26)

	Cleveland	St. Louis	Chicago	Pittsburgh
Personnel	5	13	10	7
Total budget	\$25,000	\$31,000	\$64,000	
Salaries	\$14,000	\$25,000	\$24,000	
Number of Lantern Slides Owned	15,000	10,000	200,000	18,000
Number of Films Owned.....	120	300	200	94
Number of Mounted Pictures Owned	20,000	25,000	0	17,280
Number of Lantern Slides Circu- lated	154,000	79,450	607,182	519,703
Number of Mounted Pictures Circulated	216,000	253,000	0	7,690
Number of Exhibits Circulated	2,841	671,931	0	1,664
Number of Films Circulated....	933	2,544	1,307	5,888

CHAPTER XIII

A SPECIAL ROOM FOR PORTLAND SCHOOLS

T. J. GARY

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AN AUTOMOBILE out of adjustment may continue to run for a time but with lessened efficiency and high cost of operation. To secure best results, every part should be in perfect coordination. So with the school. If pupils are not fitted to work in harmony with others of their classes, there will be a waste of energy on the part of both teacher and pupils.

Every large school doubtless has one or more of the following classes of pupils: Those who have recently come from schools which have a different curriculum; those who have been absent from school for a considerable time; those who find one or two subjects especially hard; those who have been partially educated in foreign countries; those who have formed wrong habits of study; those who have exceptional ability and are marking time.

Many attempts have been made to solve this perplexing problem, such as having pupils come early in the morning or stay after school for special attention, or segregating such pupils and working with them while the others study, each of which taxes the energy of the teacher and lessens her efficiency.

Ungraded or opportunity rooms have been established with some measure of success but with serious defects. In Portland, Oregon, a plan which is proving successful has been in operation for two and one half years. The idea, which especially adapts itself to platoon schools, provides that the maladjusted pupils shall remain in and be a part of a class in all home room work, thus maintaining their identity as members of the class and partaking of the class spirit.

It is the duty and privilege of the home room teacher to report the pupil's needs to the adjustment teacher who arranges to take those who have common difficulties and work with them during the time of some of their special activities.

It is a definite rule, strictly adhered to, that no pupil is to have this privilege unless he manifests a strong desire to be so favored. There is no stigma attached to this room because only those go who are ambitious; inferiority complexes, therefore, are not developed.

The length of time spent in adjustment is determined wholly by the needs of the child. Some require a few days, while others (such

as foreigners and pupils who find certain subjects difficult) may consume weeks. In the opportunity room where children stay all the time only a few children receive the benefits, while in an adjustment room, several hundred are helped during the year. Accelerated pupils, instead of being "skipped," are permitted to take work in the adjustment room until they may be advanced without missing any of the essentials.

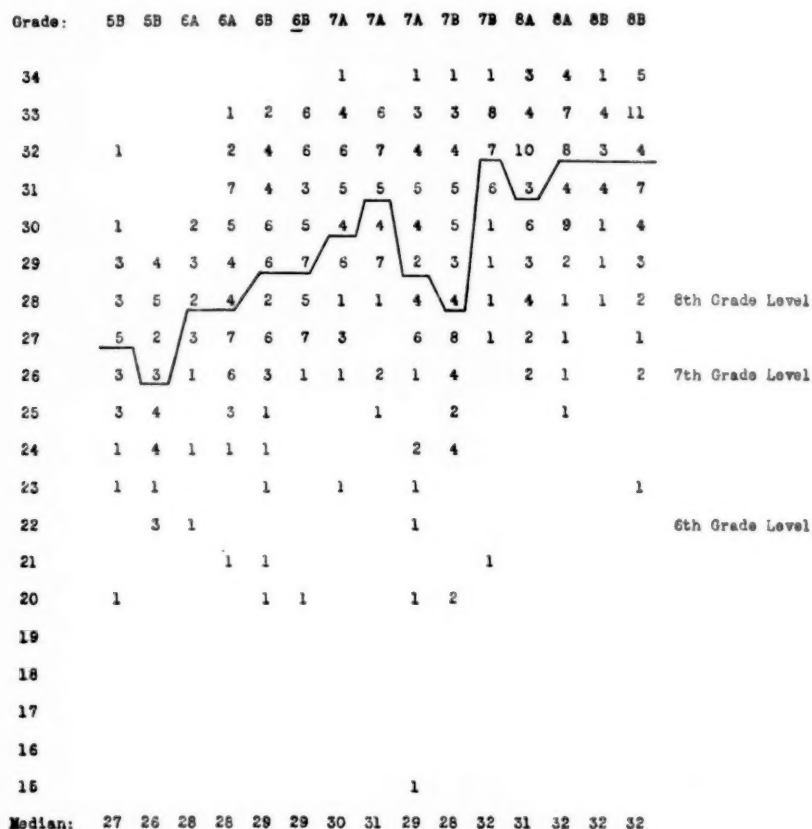


FIGURE 1.—WOODY-McCALL SURVEY, JANUARY, 1927

The method of procedure within the room varies from time to time as occasion demands. Tests are given to all problem cases to determine the I. Q. and the achievement quotient. Diagnostic tests are given to groups of children to determine the nature and extent of their difficulties. Best results are secured when the adjustment teacher and the home room teacher work in close cooperation. The adjustment teacher is of a very great help at promotion time because

she knows the weaknesses of the class and can immediately help start corrective work by issuing tests to those who need them.

Diagnostic tests are often given by the teacher of the class and the adjustment teacher to determine the relative position of pupils in the class and the rating of the class in comparison with fixed standards.

A graph is here given to show what has been achieved with fundamentals in arithmetic.

Many individual cases could be given to show what results are being achieved. Space will permit only one. When the room was established, four overgrown, overaged boys who had developed the feeling that there was no use trying because they would be failures anyway—you know the type—were made to feel that hard work and the help they would receive would bring success and graduation. All four graduated. Some are now in high school.

Our experience has taught us that the adjustment room is valuable because: It helps those who want help; it helps the class by eliminating the drags; it helps the teacher to do best quality mass instruction; it gives maladjusted children confidence; it prevents repeating; it permits special pupils to stay with and be a part of the class; it helps to properly place new pupils; and it changes the attitude of both pupil and teacher.

CHAPTER XIV

CLASSROOM ACTIVITIES AND THE SCHOOL LIBRARY

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A THIRD GRADE boy once said to his teacher, "You have taught me the most wonderful thing in the world—reading books." He did not mean the ability to interpret words on a printed page, some of that skill, at least, he had before he came to her, but he meant that through her help he had discovered that books were something for *him*, that between book covers, as his skill to read and power to choose grew, he could find that which spoke especially to his individual tastes and interests. And "you will perceive at once that what I mean here by 'reading' is the capacity for silent reading, taking a book apart and mastering it; and you will bear in mind . . . that great literature never condescends, that what yonder boy in a corner reads of a king is happening to him."¹

The most important factors in developing a taste for reading in children are good books and association with people who love them—the right teacher and half a dozen volumes of real literature suitable for boys and girls will go far toward making children love to read—but we have increasing testimony as the years go on that given the sympathetic and intelligent cooperation of the teachers, the library in the school used as a center where boys and girls can find books and other people who love books and an atmosphere that encourages them to lose themselves in a world of imagination, of history, of adventure and exploration, is a very real aid in making book users and book lovers.

While this side of the school library is the most difficult to describe, it is the most attractive and inspiring and for that reason we are apt to hear about it, rather than about the more utilitarian ways in which the school library helps the classroom. These more utilitarian ways, however, should have their due emphasis. The school library can aid the classroom activities of every grade in the elementary school, not excepting the first grade. In the first grade, of course, library activities will take chiefly the form of making the children feel at home in the library by a story hour, by a class visit

¹ Sir Arthur Quiller-Couch. *Children's Reading in On the Art of Reading*, Putnam, 1920, p. 54.

to look at special picture displays of interest to them, and by picture books loaned to the classroom.

Second grade children, as soon as their reading ability warrants it, may well become individual borrowers, choosing their books under close and careful guidance of librarian and teacher. This gives them a feeling of pleasure and personal interest in the library. When they add to the borrowing of books for home reading the experience of coming to the library to find the answer to such a question as, "What does a reaping machine look like?"; or, "What kind of houses do Eskimos build?"; they gain an early realization that the library can help them by supplying necessary information.

In the third grade more definite activities involving the use of the library may be planned. If the whole group is studying insects, for instance, or starting an aquarium, individual topics may be looked up in the library. Notified beforehand of the subjects on which information is desired, the librarian can collect the simplest material available and, when the class come to the library, teacher and librarian can give the necessary guidance in reading and note-taking.

The following list of topics was sent to the library by a third grade, in the form of letters from individual children to the librarian. "A book that would tell about making a siphon"; "how many times a week animals in an aquarium should be fed"; "how land turtles live and what they like to do best"; "about back swimmers"; "something about caddisfly cases"; "how dragonfly nymphs turn into dragonflies." Another third grade asked for the following: "a book about the Victoria Falls in Africa"; "a book telling what people make with the skins of animals"; "a book of animals, especially lions"; "a jungle book about animals"; "a book of lion adventures."

Of course the younger the group in question the more difficult it is to make hard and fast statements as to how the library may be used. Some classroom activities naturally lend themselves to library cooperation more readily than others and, obviously, the opportunities increase from grade to grade. The teacher, however, who asks third-grade John where he can find out what flags ships fly, when he tells her he wants to put his ship in full dress, and adds, "you go to the library to find out things like that," is giving John, early in his school life a feeling of power, by showing him that he has resources at his command in addition to those around him in his classroom.

In the fourth grade simple lessons in using library tools are a natural next step. During a study of salmon one fourth grade was first taught by the teacher how to use table of contents and index and thus find all the material in their geographies on this topic. The children then suggested what they thought might be additional

sources of information and the librarian, happening to come into the room just at that time, found the following list on the board; "other geographies, encyclopedia, World Book, library books on science and fish." A library lesson during their next library period was immediately proposed, and during the next two library periods the librarian explained where the World Book and Compton's Encyclopedia stand on the shelves, how the groups of letters on the backs of the volumes help in choosing the volume needed, how the books are arranged on the shelves in the library, and how the card catalog tells what books in the library contain something about salmon. It was several weeks later that one boy in this grade called the attention of the librarian to something he was reading. On inquiring how he had happened to find the reference in a book whose title did not indicate that it contained anything about salmon, she discovered that, without asking help of anyone, he had used the card catalog, found the book on the shelf and the place in the book. Most fourth grade children will need more help and supervision than he did, but to all of them comes at least a partial independence and some initiative in using the library.

This same fourth grade has a story hour every Friday when individual members of the class, who have given their names beforehand to the boy or girl who serves as chairman, read favorite stories or parts of favorite stories, or poems to the other. Nonsense verses became popular and, since nonsense anthologies are catholic in their inclusions, some of the selections were rather adult and sophisticated in tone. The teacher and librarian (the latter is present at these story hours whenever possible) arrived independently at the same conclusions as to what was needed. The result of their comparing notes was a list of really childlike nonsense verses posted in both classroom and library, and the books containing these verses brought together on a special shelf in the library in readiness for the grade's next visit. In addition certain suggestions were made by the teacher and by the children themselves as to what is necessary to make the reading of poetry and of verses containing unusual words enjoyable, and then there followed a story hour when boys and girls read verses by Lear, Lewis Carroll, Charles Carryl, and Nancy Byrd Turner, to the genuine enjoyment not only of themselves but of the rest of the class, the teacher, and the librarian.

Another fourth grade is learning in groups of two's and three's to find out if the library has books on definite topics, for example, "Are there books on toys and toy making?" or, "Is there any information to be had about the first factory in this country?", (this was better answered by the encyclopedia than by using the catalog to find books).

In these cases, and this should be emphasized, the teacher acted as advance scout, looking up the questions herself before the children were sent, to see what material the library actually had and if it were within the children's comprehension. To attempt to use the library in this way without such intelligent planning on the part of the teacher leads to disaster.

Fifth grade children cannot only find material in the library on a given topic but can learn also to make a simple record of where they have found it. Sixth grade children with the right kind of guidance learn to use the resources of a library with an ease that may well put high school pupils and even college students in some institutions to shame. A sixth grade, in a unit of work called "How Man Recorded His Activities," has used the following books from the library: Arnold, *Stories of Ancient Peoples*; Baikie, *Ancient Assyria*; Baikie, *Ancient Egypt*; Baikie, *Egyptian Papyri and Papyrus Hunting*; Beard and Bagley, *Our Old World Background*; Botsford, *Ancient History for Beginners*; Bradley, *Illuminated Manuscripts*; Breasted, *Ancient Times*; Bridges, *Book of Invention*; British Museum, *Guide to the Egyptian Collection*; Budge, *Egypt*; Bulfinch, *Age of Fable*; Butler, *Story of Paper Making*; Carter, *Invention of Printing in China*; Chase and Clow, *Stories of Industry*, vol. 1; Clodd, *Story of the Alphabet*; Clodd, *Story of Primitive Man*; Cockerell, *Book-binding*; Doubleday, Page and Company, *The Country Life Press*; Fay and Eaton, *Use of Books and Libraries*; Forman, *Stories of Useful Inventions*; Goodspeed, *History of the Ancient World*; Gress, *American Handbook of Printing*; Haaren, *Famous Men of the Middle Ages*; Hardin, *Story of the Middle Ages*; Hillyer, *Child's History of the World*; Hodgdon, *The Enchanted Past*; Holland, *Historic Inventions*; Ivins, *A Guide to an Exhibition of the Arts of the Book*, Metropolitan Museum of Art; Kipling, *Just So Stories* (for, *How the First Letter was Written and How the Alphabet was Made*); Madan, *Books in Manuscript*; Maddox, *Paper*; Marshall, *English Literature for Boys and Girls*; Mitchell, *About Old Story Tellers*; Morison and Holbrook, *Brief Survey of Printing*; Mowry, *American Inventions and Inventors*; Orcutt, *Author's Desk Book*; Ragozin, *History of the World*; Early Egypt; Rawlings, *Story of Books*; Rocheleau, *Great American Manufactures*; Smith, *History of Mathematics*, vol. 1; Smith, *Number Stories of Long Ago*; Stein, *Gabriel and the Hour Book*; *Stories of the Middle Ages Retold from St. Nicholas*; Stuart, *The Boy Through the Ages*; Tappan, *Makers of Many Things*; Towle, *Heroes and Martyrs of Invention*; Van Loon, *Ancient Man*; Van Loon, *History of Mankind*; Watt, *Art of Paper Making*; Wells, *How the Present Came from the Past*; Wells, H. G.,

Outline of History, vol. 1; West, *The Ancient World*; Wilson, *Living Pageant of the Nile*; Winship, *Gutenberg to Plantin*; Winslow, *Elementary Industrial Arts*.

These books are kept in the library on what are known as the sixth grade reference shelves; they are used in the library, or, in the classroom adjoining the library when group work is necessary, or, when more convenient, they are sent to the classroom itself. The record each child makes of information he has found results in a composite bibliography under such headings as picture writing; hieroglyphics; cuneiform writing; clay tablets; printing; manuscripts; alphabet; papyrus; etc. The following is a sample entry:

Clodd, Edward. The story of the alphabet. How the alphabet originated. pp. 189-200.

This grade has searched for and found illustrations in books, pictures in the library picture collection, descriptions in special reference books and encyclopedias, to help them in planning dramatizations of Egyptian myths and legends, and of "Gabriel and the Hour Book" (Stein), which grew out of their study of early records and of illuminated books and manuscripts. They visit, as a class, the children's room of the public library, to see if they can find there information which supplements what they have already found in their own library. Each child comes back able to show a record of the book they examined, its author, title, publisher, and date, and whether or not it seemed to them to contain material helpful for their purpose. Children have several times made intelligent suggestions as to books they think would be useful additions to the school library. It is unnecessary, perhaps, to give more examples of the type of classroom activity in which the library can cooperate, but it may be suggestive to enumerate certain general tools and helps which the library can provide. A picture collection is constantly useful. To do beautiful and elaborate mounting is usually beyond the limited time of a school librarian but pictures after they have been grouped by subjects can be placed in manila folders, a folder for each subject, and the folders then arranged alphabetically in a vertical file or box. When sent to a classroom the pictures may be slipped into celluloid picture holders.

Library assemblies may be used not only to call attention to interesting books and to stimulate reading but may serve as an outlet for various forms of creative activity, especially when planned by a library committee which enlists the interest and help of each grade. One of the book drives of the American Merchant Marine Library Association offered an opportunity for a library assembly which was followed up by a very businesslike and active campaign for books.

At the Assembly the librarian spoke of the purpose of the book drive which was to take place in the city, how the school could share in this, and described the need for books for the sailors and their use of them. From the Association headquarters we secured a number of printed notices so that every child in the elementary school could have one to take home. After the Assembly, the members of the Elementary School Council distributed these notices in the classrooms. Book Week aroused much interest. Book boxes and signs were planned in several of the grade rooms. In a fourth grade room the children, of their own initiative, arranged a table to receive the books and placed a poster over it. The poster was made by the member of the Library Committee from that grade and an assistant chosen by the class. The books collected in this grade were listed by two of the children and the list brought to the librarian. The Elementary School Library Committee collected the books from the classrooms and brought them to the library, except in the case of the fourth grade just mentioned, they had collected sixty-five books and magazines and asked to be allowed to bring them to the library themselves.

Good citizenship may be encouraged by means of the library for here is public property in the form of books, of tables and chairs and bookshelves, which children can feel a pride in taking care of. The following letter was sent to the librarian after the attention of the children had been called to the damage done to a volume of the encyclopedia which they had been using.

DEAR MISS ———

We are very sorry that the book was injured. We have talked it over and will help to fix it if you will show us how.

We shall keep the books away from our clothes so that the pages will not be torn. We will not mark up the pages or use pencils as bookmarks.

Sincerely yours,

FOURTH GRADE

A Library Committee (consisting of a fourth, a fifth, and a sixth grade child) proposed the following suggestions on "How to Use the Library," to be printed on a bookmark and distributed by the Elementary School Council.

HOW TO USE THE LIBRARY

We need quiet and order for working and reading in the Library, therefore

1. Come in and out quietly
2. Do not read aloud
3. If it is necessary to say more than a few words go outside the Library
4. Books like dictionaries and encyclopedias should be put back on the shelves after you have used them
5. Books should be returned promptly on the date stamped on the back of the book or before
6. Books should be returned in just as good condition as when they are taken out
7. Chairs should be left in place

A sixth grade has made library posters to call attention to the right way to treat books and use the library. These posters served as a means of connecting the work of the library and the work of the Art Department. Art teacher, librarian, and sixth grade teacher met with the sixth grade and discussed the various right and wrong ways of using books and the library. The class then made suggestions for posters which would call attention to overdue books, untidy library shelves, careless treatment of books, etc. Each child worked out his own idea and the completed posters were used in library and classrooms.

In short, given a real library, which implies not only books and a room but someone who has time and interest to make these books and this room function as a live part of the school, there is hardly a form of school and classroom activity which the school library cannot share and help.

CHAPTER XV

ORGANIZING A LIBRARY IN AN ELEMENTARY SCHOOL

CHARLES A. KENT
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I. THE PURPOSE STATED

- A. Reasons for the Faith.
 - 1. Interest the prime element in modern education.
 - 2. Wells's comment in "Sanderson of Oundel."
 - a. The new-type library a training ground.
 - b. A new name would remove the handicap of complication.
 - 3. Youth mirrors the future caste of the race.
 - a. Must prepare for adult citizenship.
 - b. School age a period as an "understudy."
 - 4. Earlier relations of youth to books.
 - a. Church mere textbooks only.
 - b. Libraries were largely "mausoleums."
 - 5. Progress of Science and Library work compared.
 - 6. The "tools" a library should have.
 - 7. Location of the library in the building.
 - a. The Art room near, and closely affiliated.
 - b. Quiet area, undisturbed by more "vocal" departments.
 - c. Artistic and home-like atmosphere.
 - 8. The library as a teacher of self-reliance.
- B. The Oxford-Cambridge examinations and the result.
 - 1. Library users rise above normal studies.
 - 2. Mentality, not memory.
 - 3. Effect of expert direction and encouraged decisions.

II. THE PROBLEM STATED

- I. Changed teaching methods
 - 1. Plurality of textbooks
 - 2. Abandonment of "deferred values" in seeking results
 - 3. Socialized method more complex
 - 4. The modern school a center of life-activity
- II. Uses of the school library
 - 1. Designed for pleasurable and recreatory reading
 - 2. Individual and class projects encouraged
 - 3. Class discussions of books and magazines
 - 4. Instruction in library organization and use
- III. Elementary school library objectives
 - 1. Supply life-equipment
 - 2. Skilful handling of library *tools*
 - 3. Encourage fair play, student spirit, etc.
 - 4. Teachers help to analyze pupil interests.
 - 5. Assemble wealth of pictures, posters, books, etc.
- IV. Place and Purpose
 - 1. Assists in holding power over pupils
 - 2. Children's choices studied

- V. Library organization—as a necessity in school life
- VI. Library support, financial, etc.
 - 1. Should be equal to any other department
 - 2. Special funds beyond and in addition to the regular budget.
- VII. Choosing a librarian
 - 1. Duly certificated, a good teacher, liking to work with young people.
 - 2. Choose assistant and student-helpers
- VIII. The library location
 - 1. In quiet section of the school building
 - 2. Enough shelving for books and seats for an entire class
 - 3. Future expansion provided for
- IX. Library technique, class use, etc.
- X. Book collections
- XI. Lessons on library technic
- XII. Curricular functions of the school library
 - 1. Guidance and exploration
 - 2. Pupil service, room representation, etc.
- XIII. The Library and Supervised Study
 - 1. Correlation with department needs and plans
 - 2. Testing room work in library
- XIV. Library extension, special days, etc.
 - 1. Posters, covers, bindings, etc.
 - 2. Cooperation with “auditorium” work, etc.
- XV. The library the functioning center of the school
- XVI. The library, and reading for pleasure and recreation

THE PURPOSE STATED

Interest—The prime element in all modern education is interest. We seek to cultivate the voluntary use of materials and courses set before children, and this purpose we cherish increasingly as the product of newer methods reveals their wisdom. What we would have children learn from the use of libraries is because they are interested in them. And that interest comes most freely through self-expression, operating in an atmosphere of activity, of seeking for knowledge, of achieving through one's own effort, and in fields that bring pleasure and encouragement to go ahead.

English comment—H. G. Wells, in a recent book, *Sanderson of Oundel* and his great English boys' school, finds that “the modern library must be a training ground as well as an arsenal.” And it is certain that the library of today is only in name the library of yesterday. It would be less handicap were the modern school library given a new name, one that would prevent our clinging to the ancient conception of a library as a depository or “mausoleum” of books rather than an active, live organism, functioning more and more widely in the organic program of the school.

Youth and the race—The teaching world is increasingly concerned these days with the preparation of youth to take its responsible place as useful citizens in the community. It is right to regard civilization as a phenomenon of flux and change, touching life at its adult

circumference as the actors pass and repass on the stage, but the great "under-study" world of boys and girls is a plastic, expectant group that mirrors the future tidal sweep of the race—and the welfare of world society hinges on his proper introduction to his task as an adult-to-be.

And the library movement shows a healthy alertness, and a soundness of policy, that foretokens much help to educational policy, where once it was deemed but a negligible adjunct.

Earlier relations of youth to books—Under earlier conditions, the average boy or girl gained no acquaintance with or love for books other than as educational evils of doubtful necessity, except where the home and the home library were particularly well stocked with books carefully chosen. Science, by its strong interest appeal reached the youth and his teachers, and grew in their favor, as shown in better housing, better laboratories, and better equipment. The possibilities of school libraries have long lain dormant and untried. Their ancient shelving held many a row of volumes of "free" endowment from unappreciative heirs of assiduous collectors of books, whose most worthy disposal of them found a way by willing them to the school: Presidents' messages, ancient biographies, cyclopedias "past the half-century mark," travels where fancy and guesswork played up the thrills, heavy works on logic, religious contention, and speculation on the limits of man's mind!

Progress of science affecting the library—With the great advance in science, came to the boy and girl a chance to use scientific instruments—test-tubes and machines. From meager and mixed accommodations the science side has seen better housing in our school systems, laboratories equipped, and a very wide and constructive use made of them.

The library must receive like equipment and be of like use. Broadly speaking, the library, to function as newer standards agree, must hold enough books, and of the right kind, and enough boys and girls at one time, at work to use them. There should be space for the entire class to work comfortably and uncrowded. To serve its purpose adequately the library of the school should be a carefully selected collection of books, periodicals, pamphlets, clippings, and illustrative material, chosen to meet the needs of the average student, organized according to modern library methods by a trained librarian who can devote his or her entire time to the work—and one who is interested in boys and girls.

Tools—No elementary school is properly equipped to meet the needs of youth through the critical intermediate years of school life

that is not provided with adequate library facilities. It must be maintained by adequate annual appropriations, and must be at the disposal of every department of the school, for information, for awakening or stimulating interest in the various school subjects, for extra-curricular activities and for individual guidance and exploration. The library's location, size, equipment, and furnishing should be on no less a scale than that of the senior high school, for, like the latter unit, the elementary school would carry the boy and girl through three years of training, years less mature and probably more critical, as affecting fundamental life-decisions.

Location—Foremost authorities on junior high school administration agree that the library should be the most attractive, the most home-like and inviting, the best appointed and the least "school-roomish" place in the entire building. It is not enough to install furniture, books, periodicals, supplementary aids of instruction, and the like—there must be the artistic and decorative atmosphere that lends itself to self-culture and self-respect, for every one entering its quiet environs. Not even the lure of the gymnasium, assembly hall, shops, arts, or social activities should prevent the library from wielding an influence for good, and affording a source of joy and companionship felt personally in the yearnings and ambitions of every elementary school girl and boy. Near at hand, if not a part of the library, proper, should be a room for art, where one could be able to find the pictorial masterpiece of any age studied, whether of persons, places, activities, or achievements. From such pictures or maps or charts much reinforcing detail would supplement careful reading and strengthen the impression.

Since three fourths of the school children never reach the high school, leaving at the end of the sixth, seventh, and eighth grades, they must depend for future self-education on the impetus they have gained while yet in school. If in that time they have learned how to turn of their own choosing to the printed page, to the book, for information, for recreation, for inspiration, they have had placed in their hands powerful tools with which to hew out life's future career.

Lessons from using the library—There should be many books that appeal to the years of adolescent irresolution and faith. The librarian should be of that sympathy which would understand this exceptionally difficult, but interesting age. Under a competent librarian, elementary school pupils are taught how to supplement their studies by the use of books other than their texts. The wise librarian will understand, however, that no child can accumulate while in school all the information he needs in life, as it would be a poor economy of time and effort. Far better be it to learn how to get information

when needed, to know where it may be found, and how to gain access to it quickly and with dispatch. Such training would enable a pupil: To use dictionary, handbook, yearbook, reader's guide, and card catalog; to find a reference, prove a point, or corroborate a statement made; to find data to add in problem solving; to use tables of contents, appendices, cross-references, and footnotes; to prepare bibliographies or problems or topics studied; to find collateral or illustrative material; to find and organize evidence bearing on validity of arguments; and to verify or validate conclusions drawn, by citing authorities.

Examinations—The first Oxford-Cambridge board of examinations of library-using pupils was held in 1920. It was shown therein that boys who were weak in the ordinary tests tended to rise above their normal standards, affording proof that by such means they read, thought, and arrived at original conclusions under directed library opportunity. Such encouragement appeals not to memory, but to mentality; not to a purely physical faculty, but that of analysis, creative and constructive criticism. It is not too much to believe that educational work is on the threshold of much more satisfactory achievement, having a trained expert to present knowledge in a form where the individual child may seek, linger over, ponder, and decide the solution of many questions he has hitherto been afforded scant or no time or advantage. By such process he learns to make decisions in an atmosphere where right decisions receive every encouragement.

II. THE PROBLEM STATED

Changed teaching methods call for refined equipment. Single textbook instruction no longer satisfactory in teaching most subjects. New children's interests call for wide use of books, pictures, lantern slides, films, and periodicals. Teaching is no longer done in terms of "deferred values; children are afforded in the school opportunity to live and develop in a normal way just as they do in the home, and later in other social environment. The socialized classroom and method of recitation, with its training in social experience calls for more complex needs, chief of which is a department where the materials of instruction may be assembled and distributed. Life-activity is far more concentrated within a modern school, where all the significant meanings and relationships of the social world are focussed, than without.

The uses of a school library are: To lead to the desire to read books for pleasure and recreation; to provide material for individual and class projects; to strengthen class discussions of books and maga-

zines; to stimulate wider reading that will bring culture and a zest for research; and to acquaint pupils in classes and individually with books as a definite factor in education, and to instruct in library organization and use.

Elementary school library objectives are: (1) To supply a child with a life equipment through which he may become an intelligent and appreciative user of books. (2) To establish habits of intellectual use of reference material, bibliographies, indexes, and tables of contents. (3) To provide a demonstration of student spirit and service in the library which will enhance such social virtues as consideration for others, fair play, and cooperative working together as a school. (4) To enable teachers and librarians to analyze pupil-interests, as reflected in their reading choices. (5) To assemble the wealth of picture, poster, photograph, diagram, and decorative print, with which skill and color in printing are beautifying homes and school-rooms in so increasing a degree.

Place and purpose—The elementary school library takes a place in the holding power of education, in the lives of boys and girls of its period, and it must be adequately equipped with books and other materials, and likewise be supplied with trained administrative talent that understands not only the technique of library methods, but the technique of good teaching, and who studies sympathetically the point of view of children.

If new purposes in education mean one thing more than another, we must realize this as a time when childhood is coming into its own. Their interests, their choices, their preferences are sought, analyzed, and acted upon as perhaps never before. And the school librarian, probably as much as any other agency in the school, is in position to build up in the ranks of both teachers and pupils a school spirit for better ideals.

Library organization—In former times, when the textbook was almost the only kind used, a school library may have been looked upon as associated with notions of luxury, but since teaching today is done so much with accessory materials, the library comes to be reckoned a necessity, and to fill a place a mere reference room or municipal library never did and never will. The general library should be for the adult and for the person of reading inclination who no longer goes to school. Moreover, if the school, through its library, builds up proper reading habits, the children will, on reaching adult age, demand community libraries, and pay for them.

Library appropriation—1. *Proportional support*—It should be sufficient, in addition to payment of salaries, to provide for the necessary correlation of library work with all other departments. The

annual increase should be in direct ratio to the library needs of each junior high school department, and should include budget amounts specifically levied for maintenance and operation. Incidental funds from entertainments or personal donations are acceptable to enrich the prospects and enlarge the library plans for the year, but the maintenance of the library should not depend on these alone.

2. *Floating funds*—An executive fund should be at the service of the librarian, with which fund she may take advantage of special book sales, to add to the library, or to secure new reference material required by the individual teachers on short notice, as such publications are announced.

3. *Minimum appropriation*—A sum should be provided for purchase of books, pictures, magazines, and newspapers, of a minimum of seventy-five cents per pupil each semester to meet the minimal needs of the library.

Selection of librarian—The library of an elementary school should be directed by a duly certificated librarian with successful teaching experience, a college degree, and previous experience in essential phases of library management. Her salary, and, in an elementary school of 2000 pupils or less, that of one assistant, should be paid by the board of education, and she should rank as a member of the school faculty. Adequate help should be provided her in addition to a regular assistant. To such purpose, certain privileges should be extended students in the junior high school classes, pupils of superior ability, character, and personality, from the upper class groups, and these, under the librarian's personal direction, may assist, and learn through assisting, the elements of library vocation.

The library room—a. *Location*—This department should be placed in the plan of the second floor, farthest from outer sounds, traffic on the streets, the gymnasium, the music room—thus assuring maximum quiet.

b. *Capacity*—Enough seats should be provided at tables, size 3 x 8 feet, six to a table, to seat forty-two pupils. It is counted that 25 square feet of floor space is adequate for each reader.

c. *Use*—The library should be strictly a reading- and consulting- room, where fairly quiet deportment is maintained at all times, and should never afford a meeting place where boisterous conversations or disputes disturb pupils at reading tables. Citations given, under the plan of supervised study, should be given out in home rooms, by teachers, and looked up in the library with a minimum of confusion or distraction. "Silence" is a good motto. Cork carpet will deaden annoyances of heavy or careless feet.

d. Future expansion—In a junior high school of 1200 pupils, shelving for from 8,000 to 12,000 books as an ultimate stock should be provided. A "repair and rebind" fund of perhaps 10 percent added to the annual appropriation should take care of books that become loose and damaged. Part of the instruction to assistants should be directing the care and salvaging of books of this nature.

School technic as applied to the library—Near to or a part of an elementary school library should be a library classroom, seated with chairs at tables instead of at stationary desks. Classes to be instructed in the use of the library, or groups permitted to go into the library, come usually from the schoolrooms—academic, shop, music—actuated by some belief that they will find help they want in the library. Successful and constructive use of the library must find its keynote in the pupils' purpose to read for information, for recreation, and for the pleasure in being permitted time and opportunity to do so. Groups are sent from classrooms to confer about dramatizing some historical incident, some program for a special occasion, about disputed points, a character to look up, a poem to quote from, etc. Such method has its advantages over bringing a whole class to the library as a school unit.

Book collections—Books on permanent deposit, periodicals and newspapers, should be purchased by the board of education; books of a circulatory nature should be supplied by the public municipal library, as well as slides, graphophone records, films, mounted picture collections, loose-leaf clippings, pamphlets, and other material of an ephemeral character, to be supplied by the elementary school or public library, or both, so far as it is consistent with the equipment for such work and the policy of each institution to do so.

Library book, study and service—1. To inform as to best handling of books as public property, series of lessons may be given by the librarian to small groups or large, in the library classroom, along the line of the proper "*esprit de corps*" to be maintained in care of books in one's possession and use, as follows:

a. History of bookbinding and printing—The art teacher or the librarian may take the pupils to study Alexander's *Evolution of a Book*, a series of six lunettes found on the walls of most high schools.

b. The make-up and binding of a book.

c. Cooperation in care of books; bookplates, book covers, reporting loose or missing sections or leaves of books.

d. Cooperation with public institutions and officials, in securing the greatest benefits from visiting large book, art, and museum collections in the city.

e. Visiting and examining rare or representative collections and exhibitions of books in the best and in ancient editions and bindings.

f. Appreciation of cost of library books and equipment.

g. Definite instruction, usually by the librarian, one day a week, for six or eight weeks, in 7th and 8th grades, offered in the school electives, or substituted for a day or week in some academic study, preferably English. The general theme could be library methods and cooperating procedure, use of library in concrete and progressive plan, with the notion of making the use of books easy and natural. Visits to the city library, to see its "stacks," its mosaic archways, to note its refinement, its decorum, should be planned for the more mature pupils of the school. A liking for good books will thereby be implanted in a manner boys and girls will like to be introduced to.

Curriculum purposes of the library—1. By its appeal through choice books, the "exploratory" function of the school is carried on. Pupils who snatch free moments through the day to look between book covers after a bit of assigned work is finished, frequently run into "finds" they wish to take home overnight. Such reading leads out into individual interests and creates the stimulus to study individual projects outside of all curricular limits, following particular "bents." Such spontaneous activity flourishes in the library atmosphere.

2. A within-the-school pupil service may be set up with a library "board," made up of one "librarian" chosen from each room, officers named, cooperation with the librarian pledged, and pupil-offenders in the matter of treatment of books and in borrowing-delinquency dealt with.

The elementary school library and supervised study—This may be carried on under the direction of the librarian, working with the room teacher, particularly, as has been advised above, in the English department; also in the social studies, health, science, and guidance. Specific study tasks should be designed to test pupils in (1) ability to get information from the printed page in response to questioning; (2) meaning of expressions found in book texts; (3) finding whether the pupil knows how to use a book; (4) ability to bring out important points in a paragraph, write intelligent questions about a paragraph, and collect information suggested by a simple outline; (5) use of chapter, section, and paragraph headings; and (6) proving statements by reference to textbooks.

Library extension—"Library Days" would prove interesting and profitable projects to work through: *a. Poster work*, largely the effort of art classes, where illustrated posters concerning titles or heroes of books figure prominently. Certain dramatic passages in literature,

the outgrowth of the use of the library by the English and "auditorium" teachers may be effectively shown in poster form.

b. Book covers and bindings—Since every month's book output is rich in artistic cover-suggestion, a mounted collection of these will attract the interest of many pupils. These may be grouped by historical periods, occupations, inventions, modes of travel, heroes, architecture, or fancy. Magazine covers also show an increasing attention to and encouragement of art through representation of social customs and activity-situations.

c. The library of the elementary school, through the "auditorium" and English departments, should function to an immeasurable degree, in supplying suggestions for programs, references to extended research in working up public assemblies, and in presenting dramatic setting for very much of the program-content offered throughout the school year. Cycles of hero stories, of great painters and their canvases, sculptors and their models, poets and their compositions, boy and girl life of times gone, and of children in all lands are a lasting theme and content in any library, and stimulate assembly work to a very satisfactory degree.

A few decades ago where the school library existed at all it was settled in some small, dark room, usually inconvenient of access, the shelving too high, volumes unclassified, shabby and covered with dust. No wonder children did not cherish or repeat visits to it, and small wonder that many a principal, looking back over years of administration would, in regretful mien, admit that he "never could make libraries go!" But, thanks to the insistence of library enthusiasts and school administrators who have ideas of their own, the school library is coming to be the functioning center of the teaching of the school. Library standards began to be set up, pointing to a better way, and their enthusiastic adoption by the National Education Association and the American Library Association, with ready cooperation by boards of education, architects, and publishers affords hopeful augury. Makers of furniture and office equipment, binders of books, and printers of cataloging accessories are joining in the movement to bring children to like to read books, and to bring books to the children through the agency of the schools.

The school today is not doing a complete work that has not in its arrangements a well-equipped, well-administered library, filled with active, busy children. School libraries once were regarded merely as reference rooms, and it was not till the fine social effects of recreational reading had been demonstrated that their place in educational procedure was recognized by teachers, children, and parents. Any

feeling that the library, though desirable, is not indispensable, comes from the traditional place the school library has occupied purely as a reference room.

In conclusion—If for no other reason, the school library has been found to be indispensable the moment reading for recreation, for appreciation, and for enjoyment were recognized as factors in the motivation of children's interests, their hopes, their desires. The child's "worthy use of leisure combines moral growth and behavior with true happiness, and this may be brought about by attaining right reading habits and choices on the part of the child himself. In it all the child must be encouraged to want to read, if reading, according to one writer, "offers the most pleasurable and profitable of all means for the enjoyment of leisure."

CHAPTER XVI

IMPROVEMENT OF TEACHERS IN SERVICE

LOUISE GRAF

Principal, 97th Street School, Los Angeles, California

ATTEMPTS have been made to improve learning activities through the following means:

1. Interviews with teachers following visits to classrooms together with a cooperative plan for improvement.
2. Professional reading of books and magazines.
3. Reorganization or grouping of children.
4. Meetings with groups of teachers having similar problems.
5. Demonstration lessons by supervisors, other teachers, or principal.
6. Intervisitation of teachers.
7. Visits to supervisors' office—principal sometimes accompanying teachers.
8. Supervisors' meetings—principal also attending.
9. Improvement of environment or physical condition of classroom.
10. Collection or reorganization of materials and equipment.
11. Exhibits.
12. Self-rating plans for teachers made partly by them, and by the principal, and by aid from superintendents' office.
13. Adaptation of Course of Study.
14. Tests and assistance of counselor in diagnosis of individual differences and attempting to correct defects.
15. Studies of special phases of work by a group of teachers.
16. Building up a philosophy of education.

In this article there will be an attempt to summarize only one of the methods mentioned.

One of the many ways in which teachers at work may be inspired to be of greater service to the whole school as well as to the individual classroom is by allowing them freedom for self-expression. As the modern teacher now diagnoses the various qualities and abilities of the pupils, so the principal should note the individual differences of teachers with a view of capitalizing such talents, not only for the satisfaction of the possessor, but for the good of the whole.

An elementary teacher, in attempting to teach all subjects, has little opportunity for specialization, but by the process of emphasizing some particular field, she can not only devote more time to the collection of materials, but also to planning and operating activities. A teacher so doing can profit by similar research activities of others in different fields of endeavor.

Usually a principal can observe through supervision what these special contributions on the part of teachers may be. However, it

sometimes happens that some can do almost everything in a superior manner, while others seem to have no outstanding qualities. By conferences and by questioning one can discover many admirable latent possibilities even in the retiring or excessively timid ones.

It was noted that one teacher had a particular love for out-of-door life and things in nature. She organized a Nature Club composed of children usually above the third grade that seemed especially gifted in this field. This small group met for one half hour per week, decided upon a tentative list of subjects, began collections, and made observations. Sometimes short excursions within easy walking distance of school were planned for one half hour or less in the morning, at noon, or after school to observe a humming bird's nest, a swallow's, or an interesting pet. In season a single wild flower of all possible varieties was placed in a vase on a table in the hall and properly labelled so that either teachers or pupils might enjoy and use them. Monday morning was usually especially interesting because all sorts of contributions by both teachers and pupils were to be expected as a result of week-end excursions.

Interesting posters were displayed in the halls announcing the meetings and activities of the club in order that such work might be properly known and recognized by all. The collections made were numerous and were placed on display in glass cases for the use of everyone. Later, a Mineral Club was formed, a Bird Club was developing so that the special tastes in the field of nature might be cared for. Pictures were mounted and books made which became a valuable asset in the field of visual education for the entire school. Children as well as teachers were "discovered" and some former cases of discipline ceased to exist. In addition to nearby excursions, there were others to the museums, parks, the zoo, the beach, the harbor—most of which occurred on Saturday. The teacher in charge with the cooperation of other teachers and supervisors soon had a rich collection, not only of nature materials and pictures, but also of books and magazines which pertained to her special field. She was constantly asked to identify everything and, if unable to do so, consulted experts in her field.

Another two o'clock teacher organized an Art Club selected in a manner similar to those in the Nature Club. On Friday afternoon from 2:30-3:00 this small group met in her room—a most beautiful spot—where there were easels and all sorts of art materials. The children were assisted to illustrate those things which interested them most and gained in joy, confidence, and technic. They made fascinating posters for all kinds of special holidays, weeks, or activities and were called upon by various teachers to assist in many ways.

One teacher planned the citizenship work for the school by noting the special needs of pupils, the community, and by suggestions from pupils and other teachers. A simple subject briefly outlined was placed on the bulletin board each week or two and teachers throughout the building worked out the idea according to their special needs and viewpoints. This work was carried on largely through pupil activities—simple plays, sand table work, booklets, or citizenship clubs. The results of this special contribution on the part of this teacher was not only seen but felt and pupils enjoyed working together on a specific problem for the good of the whole.

One teacher did similar work in personal cleanliness and hygiene. While this is a part of the citizenship activity, it was such an ever-present need in the locality that it seemed necessary to place it by itself. Nutrition was included and there was close cooperation between the teacher in charge of the cafeteria and this special subject. The needs in the home were studied and the children succeeded in educating their parents to a noticeable degree. Another teacher had charge of dramatics. One had a Library Club. Then there were glee clubs, an orchestra, Boy Scouts, and Camp Fire Girls. One teacher made a special study of visual material and posted notices regarding supplies to be had from the Visual Education Department and often sent in orders for them. She kept herself informed about what subjects were being or would be studied especially in the social studies and suggested materials to be used.

A library representative did similar work in her field and kept in touch not only with the school library but also with the public library and its branches. One teacher took charge of supplementary material in the building and attempted to keep it active and well cared for.

The teacher in charge of Thrift planned her drives at special times and kept the interest going in this field. One teacher planned contests in penmanship and attempted to improve the skill here. One teacher had charge of the school newspaper which was a single sheet of paper and was published at irregular intervals. This was mimeographed in the school office and thus could be distributed without cost. The various school activities received recognition and encouragement.

The work of the Safety Committee, in charge of a teacher, was felt in the increasing friendliness and safety of the pupils both in the school and in the community. This committee was on duty in basements, halls, and on the grounds under the supervision of teachers. Through the school newspaper this committee suggested to both pupils and parents the necessary safeguards in street crossings and in river approaches.

An Art Committee composed of teachers made tours through all schoolrooms and grounds and posted the findings and suggestions. These included ways of mounting and hanging pictures, subjects selected, renewing of material, and general order and cleanliness. This committee did most helpful work and the increasing attractiveness of rooms bore testimony to that fact. The committee was called in to pass judgment on the arrangement of art and browsing tables, as well as on pictures and furniture. Books on the subject were studied and the art supervisors gave most helpful suggestions and references.

It was the purpose of this plan to enlist each teacher's interest in some special activity for the good of the whole and resulted not only in mutual helpfulness and the saving of time but in a feeling of unity and a spirit of cooperation.

CHAPTER XVII

THE NEW JERSEY ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

LAWRENCE S. CHASE

Principal, Glenfield School, Montclair, New Jersey

THE ELEMENTARY school principal in New Jersey has in the last few years come into a new heritage as a person with a professional standing. He has evolved through the teacher, head-teacher, clerk, and supervisor to something akin to the manager of a plant. This development has for many years been unsteady in its progress and uneven geographically speaking. The situation in each locality is largely the result of the attitude of the community or the insight of the superintendent, rather than any definite standard for the principalship.

About seven years ago, along with the national movement, came a desire in New Jersey, among a few principals, to organize themselves for the general good. These farseeing ones, at a meeting of the State Teachers Association held at Atlantic City, formed themselves into an Elementary School Principals Association. This was before the actual beginning of the Department of Elementary School Principals. No plan for any activities during the year were made, except the meeting held yearly as a department of the State Teachers Association. The movement lacked enthusiastic leadership and nothing of importance was done during the year.

Some of the leaders felt that little could be done with a statewide organization, as the position of principal varied so between the rural on one extreme and the metropolitan areas on the other. The belief was expressed that the problems of a large city principal were so different from those of the small school that little could be done for each in the same organization. Whether this has proved true will be discussed later. In 1923, Dr. W. A. Messler, now principal of the Jersey City Training School, was elected president and under his leadership the Elementary School Principals Association began to feel the sap rising. A booster dinner was held at Newark and considerable enthusiasm for the organization was aroused. The following autumn the Association became a factor at the annual Teachers Association Meeting held that year in Newark. An excellent program and dinner were among the plans carried out, and in general the idea took root that the elementary school principals were alive.

At the Newark meeting new officers were elected, the constitution revised, and plans began to be agitated for more activities for the coming year. L. H. Dix, the new president, injected the idea that the group should stand for the scientific attitude in education, basing the policies and activities upon carefully prepared data, and a committee was appointed to begin the study of the testing movement in the schools of the state. The following spring a successful meeting was held at Rutgers College, New Brunswick, and the first committee report given. Many principals for the first time got a conception of the purpose of standard tests in the school, and some were surprised to learn that most of the schools of the state were still to try this new education tool.

At the annual meeting in 1924, further vigor and interest was manifested. Miss Olive Jones, of New York, addressed the group and along with Ide G. Sargeant and others spoke enthusiastically of the possibilities of a state association and its relation to the newly formed Department of Elementary School Principals. L. S. Chase reported that Editor Gist of the Elementary School Principals' Yearbook would be glad of the assistance of New Jersey people in preparing articles for the 1925 edition. Mr. Chase, Miss Ann Troy, and others advocated the desirability of linking the New Jersey Elementary School Principal activities with the national group. Later in the meeting plans were launched to hold sectional meetings about the state for the purpose of centralizing and crystallizing opinions among the principals as to the needs for professional growth.

Measured in results, the 1924 Atlantic City Meeting proved to be an important conference for the Elementary School Principals of New Jersey. Many apparently carried away the idea and the resolution to make their organization a force in the state for the improvement of the elementary school principal in service and indirectly the schools of the state.

The professionalization of the Elementary School Principal has thus become the slogan of the New Jersey members during the past two years. Early in 1925, representative principals came from all over the state to a meeting held at Newark and a morning was given to the discussion of problems of policy and organization. The general opinion seemed to prevail that important work needed to be done. Perhaps these statements would fairly well represent the conclusions of the meeting.

1. Elementary education is the foundation stone of our American school system.
2. The schools are constantly increasing in cost.
3. There is an increasing demand that schools pay well on the investment.

4. The elementary school in the main is just about as efficient as the principal in charge of it.

5. The elementary school principal must be ready for the task of professional and community leadership.

6. A vital state organization would provide the ways and means for the principals to aid one another in a campaign for improvement.

One principal said that reports taken back from the above meeting stimulated so much interest among the principals in her city that it might be said that the professional attitude of the principals became changed from that time. The report from this city among other things spoke of the enthusiasm for the group study of principals' problems as one of the manifestations. Such groups have been organized with programs published for the year as one of the features.

During the spring of 1925 the first sectional meetings were held and they created interest from the start. New Jersey is so constituted geographically that by dividing into three centers—northern, central, and southern—it is possible for most of the principals to attend one of these meetings without too great cost of both time or money. About two hundred attended the three meetings. Here is the program carried out at the Glassboro Conference, held at Glassboro State Normal School.

PROGRAM

Ten-thirty.

Chairman: Edgar E. Bunce, Supervising Principal, Mount Holly.

Greetings: Dr. John J. Savitz, Principal, Glassboro State Normal.

"What the Elementary Principals Association is Trying to Do": President Lawrence S. Chase, Montclair.

"A National View of the Principalship": Ide G. Sargeant, Secretary, Department of Elementary School Principals.

"Aims of the Round-Table Meetings": Edgar E. Bunce.

Business Meeting 11.30-11.45.

ROUND-TABLE DISCUSSIONS

Group No. 1 "For Non-Teaching Principals."

Leader, Martha B. Lummis, Principal of Cassady School, Camden.

Group No. 2 "The Principals Who Teach Part of the Time."

Leader: Martha Sayre, Principal of School No. 9, Morristown.

Group No. 3 "For Principals Who Teach All of the Time."

Leader: Caroline Le Coney, Helping Teacher of Burlington County.

Cafeteria Luncheon 1.15 o'clock.

That this program created interest and favor is evidenced by the fact that the following year over two hundred attended this meeting alone. As Glassboro is in a rural section many of the principals were from small schools and came considerable distance to the Conference. It will be noted that in some of the programs attention is given to problems both of the large school executive and the small school

principal. They have much in common and have points of divergence, but at no time has it been impossible to interest both groups in the same meeting. Many schools are neither large nor small, and the principal has problems common to both small and large schools. There is no sharp line of cleavage.

The results of the first sectional meetings were gratifying. The principals about the center began for the first time the process of getting acquainted with one another and with some of the principals' common problems. Many had never attended a meeting devoted to the elementary school principal. Others for the first time made the acquaintance of prominent state officials and other leaders in the educational field. The president and some of the other principals attended all of the meetings and were thus able to get a statewide view of the principals' problems and also to become acquainted with sectional leaders.

Out of these activities has come a rather remarkable growth in two years, of what may be called morale and of group consciousness among the principals. So many proofs of this are at hand that these results cannot be doubted. The election of officers and other proceedings of the Annual Meeting at Atlantic City in 1925 were given large publicity by the press of the state, and the meetings, including a dinner, were well attended. The Commissioner of Education and other educational leaders accepted the invitation to the dinner and praised the work of the Association.

During this past year the Association has apparently gained much ground. Four sectional meetings were conducted and all created interest, some of which bordered upon enthusiasm. A new center was established at Trenton and at the request of principals about that region. One of the programs of the 1926 season was as follows:

AFTERNOON SESSION

- Chairman, Alexander J. Glennie, Miller Street School, Newark
"Why We Need a Strong Elementary School Principals' Association"
Edward H. Dutcher, Eastern and Stockton Schools, East Orange
"Present Activities and Aims of the Association"
President Lawrence S. Chase

ROUND TABLE

- A. "The Platoon School: Discussions of Its Virtues and Evils." Chairman, James R. Floyd, Jefferson School, Plainfield
I. Fifteen-minute papers:
1. Stanley H. Rolfe, Hawkins Street School, Newark
2. Dr. George I. Brinkerhoff, Webster Street School, Newark
B. "Teacher Training: What Are the Essential Elements in Normal Training." Chairman, Julia C. Harney, Elementary Supervisor, Jersey City

II. Fifteen-minute papers:

"Viewpoint of the Normal School"

Adele Cazin, Supervisor of Practice, Montclair State Normal School

"Viewpoint of the Elementary School Principal"

Alexander J. Glennie

General Discussion

"The Teaching or Rural Principal: His Problems"

Chairman, Roy P. Stillwell, Supervising Principal, Morris Township

Fifteen-minute papers:

Lilla E. Payne, Helping Teacher, Essex County

Thomas E. Hutton, Pompton Lakes

General Discussion

DINNER

Down Town Club, Kinney Building, Newark 6.30 o'clock.

Lawrence S. Chase, Presiding

Musical Numbers—In Charge of John P. Herron, Newark

Address—"Teacher Training"—Roscoe L. West, Assistant Commissioner of Education of New Jersey

"Training for the Principalship"—Ide G. Sargeant, President, Department of Elementary School Principals

Following these conferences, the Association published a bulletin in May, 1926, containing information about the organization; its membership, now grown to well over three hundred; the result of study made by a committee of principals; and an address made at one of the meetings. The bulletin was mailed to members, state, county, and city school officials, and city superintendents. It has also been mailed upon request to any others interested.

At the suggestion of the State Department a report, several pages in length, was published in the State Bulletin for June, 1926, giving some outstanding features of the past year activities of the Association. This bulletin reaches practically every school in the state, so it may be said that the reports given out by this Association and State Department have quite fully informed the principals of the state as to the activities of their own group.

In October, 1926, the principals undertook an additional activity. Upon the invitation of Principal Harry Sprague, an all day program was planned for a school day at the Montclair State Normal School. the program, largely the work of Principal Sprague, was carried out jointly by the school and Principals Association, and proved a success in every way. In fact, it may be said to have been one of the most significant educational meetings held in this state in recent years. Over two hundred principals were in attendance and many of the leading superintendents came along with their principals as special guests. The Normal School, faculty and students made every effort to make the occasion a notable one and the visitors went away with a feeling that the day spent in observation of the teaching-training

group, model school classes, and conferences, was one of the most profitable possible.

Some interesting results came immediately from the meeting. First, the appointment of a committee by the Principals Association, at the request of the Normal School Principal, to advise with him upon normal school problems, especially of curriculum. Such a significant liason between the elementary school principal of the state and the normal school may have occurred before, but the writer is inclined to believe it is one of the first of its kind.

Another outcome of the meeting was to increase the belief that the state normal schools are among the best places to hold conferences of elementary school principals. It seems quite likely that normal schools will also find that elementary school principals are valuable allies as well as employers of the normal school output.

In November, 1926, at the annual Teachers Association meetings, the elementary school principals conducted a conference which nearly filled the large auditorium of the Atlantic City High School. The principals had for their speaker Superintendent Washburne of Winnetka and it is estimated nearly three thousand heard his two addresses. Professor Kulp, of Columbia, spoke at the annual dinner held later in the day on "What Has the Sociologist to Say to the Elementary School Principal?" These two meetings led several New Jersey school men to say to the writer that the meetings of the Elementary School Principals had become among the most significant of any held at the Atlantic City Conference of the State Teachers Association.

This short history of the State Association of Elementary School Principals will serve to give those interested an account of the growth of this organization over its brief but active years. Just what place it has obtained, or is likely to obtain, for itself in the state cannot be judged so early. These are encouraging signs that the elementary school principals can have a place in the councils of community and state if they are capable and properly organized.

RELATION WITH THE STATE DEPARTMENT OF EDUCATION

As expressed above the State Department has shown a very helpful interest in the Elementary School Principals Association. At the request of the Association, courses for elementary school principals have been instituted at all the state summer schools, and the response has been good. Higher qualifications for the principalship has always been the subject up for discussion, and some kind of a policy will probably be suggested during the coming year. The purpose of these statements is not to emphasize the influence of the principals, but

rather to point out the willingness of the State Department of Education to work with any well-organized, professional-minded group. The State Commissioner has been a guest of the Association on more than one occasion and he has shown a desire for cooperation, while the Assistant-Commissioner in charge of elementary education has attended practically all of the meetings during the past year, both sectional and general, and has addressed most of these gatherings. As mentioned before, the State Department published in its monthly bulletin a report of the activities of the Association for the year 1925-26.

THE RELATION WITH CITY SUPERINTENDENTS

When the elementary school principals were first getting under way they did not have much to offer the superintendents in the way of cooperation. They were lacking in a safe, sane, forward-going policy. Some superintendents even looked with suspicion upon any such organization. This has now largely changed and a new era of cooperation between principals and superintendents seems at hand. As stated above, most of the principals were excused for a day to attend the October, 1926, meeting, and many of the superintendents came with their principals. At the annual meeting of this year of the State Teachers Association, the chairman of the superintendents' section especially invited some of the principals to hear the address and discussion upon "The Elementary School Principal The Potential Superintendent."

This perhaps more nearly represents the attitude of the superintendents of the new school. There are, of course, still some of the others who place principals in charge of large school plants and then proceed to treat them with a lack of confidence bordering upon suspicion. Verily such superintendents shall have their reward in poor principals and schools without morale. The impression is abroad that the superintendent of the future is going to give his principals authority to run their own schools and then look to them for results.

This attitude of our educational leaders is but one proof that the elementary school principals are giving the impression of performing in the business-like and professional manner which invites confidence. The increased faith of the principals in their own possibilities is perhaps more significant than anything else. At the annual meeting in November, the Association voted, with little discussion, to raise their annual dues from one to two dollars. The Executive Committee did not officially recommend the change, but brought before the Association the idea that a change might be necessary in a year or so. The

decisive manner in which it was settled suggested the confidence the members had that an extra dollar might be a good investment. Much more evidence could be noted to support the thesis that the elementary school principal has his face toward the dawn.

It would be misleading, however, to give the impression that this movement has gained headway or will continue to gain except by hard work and patient planning. During the past year members of the Executive Committee have been present at every meeting, unless prevented by some worthy reason, and often attendance was possible only at considerable sacrifice. In no case, during the past year, has any principal fallen down upon any assigned task connected with the Association's work.

These things and many others lead the writer to believe that the elementary school principal can have a place of importance in our educational scheme, as yet not altogether realized.

CHAPTER XVIII

ANALYSES OF SKILLS INVOLVED IN WORK READING ACTIVITIES

BERNICE NEWELL

Principal, Logan School, Minneapolis, Minnesota

AS A PART of its constructive program in the field of curriculum revision and improvement of teaching the Minneapolis Public Schools have been actively engaged in the improvement of instruction in the field of reading. Results in citywide testing in reading from time to time have shown the Minneapolis children as ranking high in the abilities required in the Monroe narrative reading tests and the Burgess direction tests; but, since reading abilities are specific instead of general Minneapolis children were experiencing difficulty in preparing their lessons in the field of social studies. It was because of their inability to participate effectively in social science work that Minneapolis undertook a study leading to improvement in work reading skills. Minneapolis accepted as a definition of work reading the statement in the Twenty-Fourth Yearbook, "Whenever reading is not merely cursory, but is done for a conscious purpose it is study. Every subject requires intensive reading, etc."¹

Preliminary to the introduction of the work reading problem to the teachers in grades 3, 4, 5, and 6, a survey of existing conditions in this field was made by the principals under the direction of the Superintendent and the Instructional Research Bureau of the Minneapolis Public Schools. Each principal received a detailed analysis of the following large objectives² in work reading:

- I. Ability to locate material quickly
- II. Ability to comprehend quickly
- III. Ability to select and evaluate material
- IV. Ability to organize what is read
- V. Ability to remember what is read

Specific abilities necessary to the development of these large objectives were indicated under each. The specific abilities noted as

¹ The Twenty-Fourth Yearbook of the National Society for the Study of Education: Part I; Report of the National Committee on Reading.

² Horn and McBroom, A Survey of the Course of Study in Reading, University of Iowa.

necessary to the development of the large objective "ability to organize what is read" were:

A. Ability to organize what is read requires:

1. Practice in picking out central idea, which suggests:
 - a. Reading an article and telling in one sentence what it is about.
 - b. Reading an article and giving it a title.
2. Practice in selecting main topics, which suggests:
 - a. Reading a series of paragraphs and giving a topic sentence for each paragraph.
 - b. Selecting everything that bears upon a certain topic.
3. Practice in outlining, which suggests:
 - a. Arranging in proper sequence a series of topics selected by the teacher from a given lesson.
 - b. Outlining a short thought unit or an entire lesson.
4. Practice in summarizing, which suggests:
 - a. Reading articles of varying length and telling in one or more sentences what each is about.

Similar specific abilities were noted under the other major objectives.

With this summary in the hands of the principals a study was made of actual procedures in the classrooms. It is worth while to note that 53 percent of the lessons consisted of training lessons in four specific abilities, namely, ability to skim, practice in selecting main topics, practice in outlining, and acquiring a vocabulary of accurate meanings, the last largely in the form of answers to specific questions. Detailed descriptions of lessons revealed further valuable information. Classes were being introduced in a series of training lessons to a needed study ability with great disregard for the complexity of the particular specific ability. A training lesson in the outlining of a chapter or unit in the material of history and geography, undertaken with no thought of preliminary training in the skills necessary to effective outlining of these units, was not at all uncommon.

In keeping with the policy of the Minneapolis Public Schools to solicit the services of members of the teaching force for intensive curriculum study, the writer undertook an extensive analysis of certain specific abilities in work reading. It was disclosed that for each specific ability there was a series of graded skills, ranging from the very simple or mechanical skills of the primary grades to the more complex skills required in the content subjects of the higher grades. It was also discovered that the fixing of each skill was necessary to the effective use of the further skills advancing in complexity; and that, finally, the entire series of skills were essential to the effective use of the specific ability, as "ability to outline," "use of table of contents," etc.

The analysis, "Skills Involved in Ability to Make and Use an Outline," which is given below, is typical of analyses worked out for several other specific abilities in the work reading field.

SKILLS INVOLVED IN ABILITY TO MAKE AND USE AN OUTLINE

- I. Knowledge of purposes served by the outline:
 - A. As a tool to aid recall or memorization in the study of the content subjects
 - B. As an aid in selecting main characters and incidents in material of recreational nature; such aid to serve a definite purpose, as:
 - 1. Report on a library book
 - 2. Preparation of a story for dramatization, determining the settings, scenes, and events
 - C. As an aid in oral and written composition:
 - 1. Planning of a short composition with each sentence contributing to the whole
 - 2. Planning of a longer unit, the outline with main topics and subtopics furnishing a "skeleton" or tool with which the composition is planned
- II. Knowledge of the structure of an outline involves:
 - A. Ability to select in a given unit of content the main topics and supporting details
 - B. Ability to state topics in concise, summary form
 - C. Ability to arrange topics in order of sequence
 - D. Ability to use outline form:
 - Roman numerals representing main topics, capital letters the subtopics, Arabic numerals the sub-headings
 - I.
 - A.
 - 1.
 - 2.
- I. Early skills involved in Ability to Outline (Primary Grades):
 - A. Mechanical skills
 - 1. Skills previously acquired
 - a. Ability to read and write Arabic and Roman numerals
 - b. Ability to read and write capital and small letters of the alphabet
 - 2. Familiarity with outline form; main topic and subtopic arrangement

B. Use and making of outline

1. Selecting main characters of a selection
2. Selecting main events of a selection, *i. e.*, name the things which happen in the story, and give them in the order in which they happen
3. Selecting main characters, events, places, and time in a selection, *i. e.*, in the story of Cinderella, at children's direction, list the following:

Who	Where	What	When
Cinderella	kitchen	Cinderella helps sisters	daytime

II. Later skills in Ability to Outline

A. The use and the making of an outline

1. Selecting main topic of paragraph; given series of main topics to select one which matches the paragraph

Illustrative approach:

Material: "Learn to Study II": Horn and McBroom;¹ "Learning to Give Subject of Paragraph," p. 119; "Something to Do," p. 163

2. Ability to *use* an outline, consisting of main topics only, requires following skills:
 - a. Match reading content with main topics
 - b. Become acquainted with first steps in outline form; the use of Roman numerals for main topics

Illustrative approach:

Material: "Geography for Beginners": Shepherd,² "Lumber," p. 11

Procedure: After reading the article find paragraphs which describe:

Cutting the trees
Hauling the logs
Sawing the logs
Shipping the lumber

These phrases give in a few words the important or main thoughts in this article. They are called the main topics.

If we were to report on this article we would give as our first report "Hauling the trees." This is the first main topic. We write the Roman numeral I

¹ Published by Ginn & Co.

² Published by Rand McNally & Co.

before this topic to show that it is the first main topic. Will you write the Roman numeral II before the second topic, etc.

3. Ability to select main topic of *paragraph* and arrange in outline form, requires the following important skills:
 - a. Determine main topics of paragraph
 - b. Use of Roman numerals for main topic divisions

Illustrative approach:

Material: "Lincoln Reader, Book IV": Anderson & Davidson;¹ "The Monarch Butterfly," p. 3

Procedure: After reading the entire article, direct class to determine main topics for *paragraph* giving each in brief, concise statements

"What brief statement or phrase can we form to give the main thought of the second paragraph?"

It would be expected to have given such responses, as:

How the Monarch looks

The Appearance of the Monarch

4. Ability to select main topics of selection and arrange in outline form requires the following important skills:
 - a. Determine main topics of a complete reading unit
 - b. Arrange main topics as to sequence of topics
 - c. Use of Roman numerals

Illustrative approach:

Material: "Around the World with the Children": Carpenter;² "The Homes of Japan," p. 48

Procedure:

In their journeys in distant lands, class is securing much information which they may wish to give to others. This necessitates reports which require a plan for preparing material for oral reports.

Directing reading:

Read this article to get as much information as you can about the Japanese home. You will be asked to report on one topic and give as much information as is possible about this one topic.

¹ Published by Laurel Book Company.

² Published by American Book Company.

Outlining skills:

As reports are given teacher lists information in concise form on board, as; no chairs, no beds, etc. At conclusion of reports, she questions as to the possibility of combining such topics, as "no chairs," "no beds" under one main topic given in brief form. It would be expected with teacher's guidance to secure a main topic, "How the home is furnished." Further effort will result in combining other points resulting in main topics somewhat similar to these:

JAPANESE HOME

How lighted
How heated
How furnished
How built

The next step will be to arrange these topics in the sequence of the description given in the reading unit, assigning to each main topic its Roman numeral indicating its place in the outline.

Application of skill:

Using the outline report on topics as you would if you were reporting to children in another class.

5. Ability to use an outline consisting of main topics and subtopics requiring following important skills:
 - a. Match subtopics with material given in unit
 - b. Become acquainted with the next step in outline form, the capital letter to indicate subtopics

Illustrative approach:

Material: "Essentials of Geography, Book I":
Brigham and McFarlane; ¹ p. 39, par. 49 through 51

Procedure:

Need:

In a report yesterday on different means of transportation in the United States much information was given but it was not well organized. First; there was mention of transportation by rail, and air transportation, then further mention of rail transportation. Let us develop an outline which will organize this report.

¹ Published by American Book Company.

Question:

What information does our geography text give on topic of different means of transportation as related to commerce?

Using this outline which I have on the blackboard to guide your reading, find information on these three main topics:

- I. Transportation by rail
 - A. Electric railway
 - B. Steam railway
- II. Transportation by air
 - A. Aeroplane
 - B. Balloon
- III. Transportation by water
 - A. Steamship
 - B. Canals and locks

Do you agree with this outline that two kinds of rail transportation are discussed?

We call these topics about the main topics, *subtopics*. Note that subtopics are indented; also the use of capital letters to show the subtopic divisions of the outline.

Read titles of subtopics under the main topic "Transportation by air." Skim the article to be able to discuss this second main topic with its subtopics.

Application of outline skills:

Using this outline, report on topics as you would if you were giving a report on different means of transportation.

6. Ability to select subtopics to be arranged in outline form requiring following important skills:
 - a. Fill in subtopic heads
 - b. Further acquaintance with subtopic divisions in outline form

Illustrative approach:

Material: "Lincoln Fifth Reader": Anderson and Davidson; "Rubber," p. 78

Procedure:**Need:**

In the previous lesson we said that it was necessary to select the important details or subtopics which explain the main points. In this lesson we shall select

and state these subtopics that they will tell us briefly the points we wish to use.

Directions:

After careful reading of entire selection, direct class to look for the two or three subtopics under each main topic and fill them in in brief form.

RUBBER

- I. Where supply comes from
 - A.
 - B.
- II. Regions where rubber is grown
 - A.
 - B.
- III. How rubber is made
 - A.
 - B.
 - C.

Application of skills in use of outline:

Use this outline to report on topic of rubber.

7. Ability to select main topics and subtopics of selections and place them in a skeleton outline

Illustrative approach:

Materials: "Lincoln Sixth Reader": Anderson and Davidson; "Fruit is King," p. 8 "Human Geography, Book Two": Smith;¹ p. 109

Procedure:

Need:

Our work in geography, history, nature study, and hygiene calls frequently for special reports. Special reports are not as enjoyable to an audience if they are read. An audience does not get a clear understanding of a report if the important points are not made to stand out and are not explained with important details. If important main topics and subtopics are not in order there is further misunderstanding. Therefore, there is a great need for well organized plan of report and the outline supplies this need.

Using the skeleton outline given on the blackboard for the selection "Fruit is King," fill in the four important main topics and the two or three subtopics under each.

¹ Published by John C. Winston Company.

FRUIT IS KING

- I.
 - A.
 - B.
 - C.
- II.
 - A.
 - B.
 - C.
- III.
 - A.
 - B.
 - C.
- IV.
 - A.
 - B.

Application of use of outline:

Using this outline, report on topic, "Fruit is King."

8. Ability to make an outline requiring formulations of main topics, subtopics, and arrangement in outline form

Illustrative approach:

Material: "Human Geography, Book II": Smith;
"Coal," p. 130

Procedure:

Need:

We have been discussing coal as an important factor in the industrial progress of the United States. You will wish to have the information as given in your "Human Geography" and will find an outline very valuable. You will select and state your main topics and subtopics under each main topic. It will be interesting to compare our outlines to see if we have selected the same number of main topics and subtopics.

Application:

Use your outline to report on topic of "Coal."

9. Recognition of table of contents as an outline of material contained in book.

CHAPTER XIX

AN EXPERIMENT IN CHARACTER TRAINING

AGNESS BOYSEN

Principal, Lyndale School, Minneapolis, Minnesota

DURING the past years there has been a growing desire to include character training in our school curriculum. This desire has come from the fact that many of our school graduates are not making a success in the home or in the business world. In fact, some seem to be absolute failures.

Many people have blamed the home which of course must bear the large burden of this responsibility, and there is no question that there are many homes needing a complete transformation; but what is to become of the boys and girls who come from homes where a transformation is impossible due to the inherent lack of ability, or to the lack of desire? And we must not forget that education in its fullest sense goes on unceasingly and is quite as active during the hours when the child is not in his home as when he is.

As teachers, we used to say that if the home would not assume the responsibility of building character, we certainly should not, but today we say that if the homes do not or cannot assume this responsibility, we must.

How often we hear the remark that the future of this great democracy lies in the hands of the public school teacher, and more and more are we realizing the truth of this statement.

It has become evident to the majority of educators that one of the reasons for failures among our young people is the fact that tradition has taught us that education for life consists in the mastery of arithmetic, geography, reading, and writing, and other academic subjects, and that to be successful one needs a thorough knowledge of the fundamentals.

This brings us to the definition of success, the understanding of which should be the foundation of education. The majority of thinking people today, I believe, unite in the opinion that success means service and an adequate appreciation of the value of the best things that life has to offer.

Unfortunately, we find in our penitentiaries many men who are experts in mathematics. This leads us to the conclusion that a knowledge of mathematics in itself does not necessarily fit one to live

correctly, and that there is something much more valuable to be gleaned from that study than mere accuracy and speed.

A man may have a widespread knowledge of geography, but if he has not gained a deep sympathy and understanding of the problems of the other nations of the world and their relation to his own needs and experiences, his geography will be of little value.

He may be a great student of civics, but if he has not yet learned to be considerate of his neighbor's rights, if he does not see a necessity for conforming to and upholding the law, if he has not yet learned what real service to his country includes, his knowledge of civics will not especially benefit the world. In fact, we have heard from educators continually that the mere gaining of facts and information, as such, is valueless as far as preparing one for life.

However, pupils, teachers, and parents continue to work for marks in academic subject matter. Their mind and heart and soul have been fixed on the desire that the boy or girl must stand "high" in the four fundamentals. This was largely due to the fact that school systems laid much greater stress on advance in the acquisition of subject matter than in anything else.

Something needed to be done to change the standards of both the parents and those in charge of the school curriculum. Good teachers have constantly worked for character growth when time permitted, but when standards were set up that a certain amount of academic work must be covered and sometimes pressure in various ways was employed to accomplish this, it was deemed wise to sacrifice many ideals for the demands at hand. So it was necessary that some situation must be created for the teachers which would make it possible for them to turn their eyes from the desired gain in academic subjects to the realization that there was a greater and more desirable field to be covered.

In an experiment of the kind which we have worked out at the Lyndale School every teacher in the building must be in hearty cooperation and sympathy with such a movement. In fact, I can only use one expression which will cover it, they must be "completely sold," otherwise the desirable results will not follow as they should.

For two years in our various conferences, our group at the Lyndale discussed the needs of education before we took any definite action. We considered, first, the business world. We interviewed many prominent business men, asking their opinions concerning the reasons that boys and girls were not making good. The following statements were among their answers. "They lack in responsibility." "When they finish a job they expect some one to give them another, rather than being alert and finding one for themselves." "They want to be told

what to do and when to do it." "It seems necessary for someone to stand over them continually so that they will not waste time." Another reason given by practically all was "They do not cooperate. If someone criticises them, they are disagreeable for the rest of the day. They object to taking orders and argue with the people who are directing their work." Still another general criticism was "They are not punctual. They walk in five or ten minutes late and begin to watch the clock at 4.30. They are very much afraid that they may work a minute over time." Several remarked that they had no feeling of loyalty toward their employers and that they could not be depended upon; that if they were offered 50 cents a week more they would accept it at once, and often telephone in the morning that they would not return. I asked if they ever dismissed a boy because he was poor in arithmetic, spelling, or writing. They all smiled at this and shook their heads and asserted that if "the boy was on the job and pleasant and not afraid to work, they were willing to take care of the other things." One man gave a specific instance of a boy who could not spell a word correctly, but said that because he was "always willing, always ready, helped everyone who needed him, tackled the work of the people who were absent, arrived before anyone in the morning and was the last to go, he made himself so valuable that they could not get along without him."

After many such conversations we were convinced that the boy or girl going into the business world needed something more than a mastery of academic subject matter.

We then discussed the home situation; we selected traits which we believed would make a harmonious, well managed home. We decided that these were a few of the necessary qualifications: the ability to organize and systematize, a knowledge of thrift; a love of the beautiful; the ability to get along with people at all times and under all circumstances; the ability to direct others reasonably and sensibly; an understanding of one's duties and responsibilities; and a constant desire to fulfill these efficiently. In fact, we discovered that a home may be very happy and successful even though its makers do not have a thorough understanding of the four fundamentals.

At about this time, the teachers began to ask if it would be possible to add character traits to the report cards. I was glad to have them experiment. We added responsibility, service, courtesy, and leadership. These additions helped the children. The majority of parents, however, were still uninterested in the marks of these qualifications. This was not the first time that I had seen this tried without success. We saw that something drastic must be done to change the standards of us all.

I opened the question of a report card with no marks in academic subjects and all marks in character traits. The teachers were of one mind and desirous of trying out this experiment at once. When school opened in the fall of 1925, they immediately expressed a desire to try out this type of report card.

Knowing how thoroughly our superintendent believes in character training, I did not hesitate to lay my project before him. I wish to express my appreciation of his encouragement and support. He made many helpful suggestions as did also our assistant superintendent with whom I worked out several of the details. Their advice proved to be most beneficial.

After receiving permission to go ahead, we began to make definite plans. At a building meeting we listed every desirable character trait and finally grouped them under the ten headings: Reliability, obedience, industry, self control, social attitudes, judgment, punctuality, initiative, personal habits, thrift. I then divided the teachers into groups to form committees to define these character traits in terms which the children would understand.

These requirements were taken off with the mimeograph and each child as far down as the second grade made a booklet. Each page in this booklet is headed with a character trait and below are listed the ways of expressing it. For instance, the page on reliability begins with the notation, "I must learn to think honestly" and continues with eleven other requirements for expressing reliability. The page on judgment contains these sentences. "I must exercise careful judgment in crossing the streets. I must wear the proper wraps when needed without being told." There are fifteen other requirements for good judgment. No character trait has helped more in teaching pupils how to think and to take care of themselves than judgment. Dr. Frank McMurry in "How to Study and Teaching How to Study" states, "There are few circumstances in life that can be properly treated by rule of thumb. Good judgment is called for at every turn." The first sentence under industry is "I must begin work promptly upon arriving at school." There are thirteen other requirements under industry. Under thrift is listed "I must not waste time. I must never waste paper or any other material." Under initiative, "I must ask questions that are worth while. I must try to think of original problems that will help our work."

The kindergarten and the first and second grades have their individual booklets which they use as a basis for reading, language, and general work.

After we had taken these preliminary steps, we called the parents together for the first Parent-Teachers' Association meeting of the

year and explained to them what we had planned to do. There were about three hundred fifty parents present and, as you may well imagine, they were much interested in the plan. A large majority were delighted, a few were dubious, and a very few were antagonistic.

I asked them to cooperate with us for at least one term, and as usual they were willing to give me their cordial support. I gave them as many details that evening as I thought necessary and outlined situations which might puzzle them. One thing I emphasized was that they must not expect too much of the children. I asked them to consider whether or not they, themselves, could be marked "A" in all of the character traits. I told them that I was sure that I could not be, and told them that it was unreasonable to expect children to do more than we could do. I suggested that they go over the booklets carefully with the children helping them to understand how to express these qualities, and when a child came home with a low mark instead of upbraiding him, to check up on the character trait, see where the difficulty was, and find ways to correct it.

The children had been learning for some time about growth in character and so the subject was not new to them . . . Nevertheless, I had assemblies to discuss it and talked with the individual rooms in order to exchange ideas. I told the pupils that they might be asked many questions concerning this work and that they must be able to answer all inquiries intelligently and with conviction if they really were convinced that it was the proper system of marking. This, of course, was at the beginning of the project before they had their individual reasons. Today they would have no trouble in convincing anyone.

At that time they told me that men were great and fine and successful because of strong characters. They said that Lincoln was great because of his courage, perseverance, fearlessness, and sympathy and not because of his knowledge of arithmetic and spelling, etc. I asked them if he had acquired a mastery of these subjects, and they said "yes," but that it was his industry and perseverance that made this mastery possible. They told that if one gains the desirable character traits everything else will follow. We found then that all great men do not possess all desirable character traits, but that the development of certain qualities have made their lives what they were. This started an interest in the lives of some of the great people and many interesting projects grew out of it.

The day came when we sent out our first report cards. The teachers had stated previously that it would be impossible to mark these cards out of school hours as they had heretofore as they desired to mark them with the help of the children. I felt that this was a decided step

in advance. The teachers took at least two half days having individual conferences with the children. I wish I had space to tell you some of the desirable outcomes of these conferences. One teacher who was reluctant to break her program to do this work came to me and said that in all her years of teaching she had never become so well acquainted with the problems of her boys and girls and that she had no idea of the difficulties that they had to meet.

For two weeks after the first report cards were issued, we did nothing but talk to parents. We had the pleasure of meeting some that we had never seen before. When a boy gets an "F" in arithmetic his father regrets it, but an "F" in reliability is quite another matter. He is either annoyed at the boy, or resentful at the one who gave the mark. In either case it produced some very satisfactory conferences. It would take too long to tell you the many happy results of these conferences.

One man was quite upset because his daughter had an "F" in initiative. In fact, he was so greatly upset that he lost his temper and made several disagreeable remarks to the teacher. Fortunately, we had decided that there might be some such situations to be handled and that during this period we should have an excellent opportunity to express some of our own character traits. This particular father remarked that he had an M. A. degree and that he knew all there was to know about educational methods. The teacher explained carefully that the little girl was retiring and timid, that she never expressed a new idea, that she was pleased to follow but refused to lead, and she told him that we felt it would be of great benefit to her if she would be willing to take certain steps herself. He was finally convinced and admitted that she was that way at home and that he would be glad if we could do anything in school to help her overcome this. He then apologized for losing his temper, said that it had been his bugbear all his life, that it had handicapped him in various ways, and that he had never been able to handle it. We concluded from this conference that there are some things lacking even in the acquiring of an M. A. degree. This man today is one of our most sincere advocates. If you could see his daughter, you would know the reason. She was one of last term's graduates. She took the leading part in the little class play which they had written and directed the other characters. She has learned that she, herself, has many splendid ideas, and now she thoroughly enjoys giving them to others.

As the report cards continued to be issued, we began to have the results of our labors in quite another way. Complaints grew less, and encouraging comments began to pour in. The comments which pleased us most were those which stated that the children had improved

greatly at home. This we felt and continue to feel is the most satisfactory outcome of it all. It is not difficult to get children to do the right thing in a school building where a score of people are continually advising and directing. The real test is the conduct of boys and girls on the street, in the corner store, and at home. If the ideals we are teaching in the public schools can carry into these places, then we are indeed making a contribution.

Parents stated that children were asking if they were reliable at home and were requesting to know ways in which they might express it. They were playing with brothers and sisters and neighbors harmoniously because their social attitude must be right. Those who had always refused vegetables were asking for them because it showed good judgment. They were insisting upon going to bed at 8.00 for the same reason. These are not a few detached cases. It began to be general over the entire building because we were giving just as much credit for work outside, as in school. Fathers asked for extra booklets to take on the road with them in order to study them and many said to me, "These are just as good for business as school work," which was the exact comment we were delighted to have.

One boy came to me one morning with a little elephant cut from a cake of laundry soap. It was so perfect that I expressed great admiration and asked when he had done it. His answer was, "Oh, my mark in initiative is low and I had to do something to bring it up, so last night at home I looked around to see what I could find." The marking of industry has done wonders for the pupils who would not work. Boys and girls whom we had decided were retarded mentally suddenly surprised us by jumping to the head of the class. We discovered that most of these cases were not stupidity but idleness. Another group of pupils we reached were those who were bright and had managed to slip through the grades with a "C," who suddenly realized that it was their working habits more than their 100's that made their progress. We found in that way a group of unusually bright boys and girls.

No doubt some will be interested in what occurred in scholarship, and I am glad to say that the Lyndale advanced in scholarship beyond anything that it had ever done in the old system of marking. We were all so thoroughly convinced that growth in character would produce growth in scholarship that we were not surprised when this occurred.

The children all keep individual grafts of their work that they may see their improvement. Room grafts are kept also not only in subject matter but in character traits. They enjoy noting how consistently their studies progress in proportion to their growth in character.

It is not an uncommon thing for a boy to look in the office door and say, "You should see how I have grown in self-control," or, "I have no more trouble in social attitudes. I can play with anybody," or, "Don't you think I am looking better? I am trying to bring up my mark in personal habits." You may think that this system makes children too introspective, but I know this is not true if handled right, for I have never seen a more normal group of children, and one may only read their little essays to see how they feel in regard to it. Here are a few typical ones:

Character training has helped me to know right from wrong. It has taught me to be honest and truthful. It has taught me to do my duties at home and school and not to try to slip out of any work anywhere. It has helped me to learn to be kind and generous, to be punctual in handling my lessons and to be on time at school. The growth in my school subjects is proof that character training has helped me.—ROBERT BRANHAM, Lyndale School.

Since we have used this marking system I have tried to have more consideration for others. I have learned to criticize myself more and others less. The habits that I am forming now will follow me all through life. It is very necessary that they are good ones. I hardly think it would be possible for anyone to visit our school without realizing how happy we are, all because of our new marking system.—SALLY SPARKS, Lyndale School.

When I came to the Lyndale School I heard about the character trait system. I became more and more interested in it. The character marking has helped me most in judgment. It has helped me in initiative so that I am looking for things to bring in from outside of school. I am more industrious, and take more interest in my work. It has helped me to be considerate of others. In other words it has made me want to be as fine a woman as possible.—MARGARET WIKLUND, Lyndale School.

Acquisition of subject matter is necessary but it must be the means to the end and not the end in itself. Dr. McMurry in "Elementary Standards" states, "In instruction in the higher plane, facts are comprehended, remembered; they cannot be neglected because they are the raw material with which instruction deals. But they are mainly the means, not the end in themselves. Efficiency on the part of the pupils is the goal; and facts are selected and presented with the object of making the pupils energetic and high-minded, judicious, forceful, self-reliant."

During the past month I have had three mothers come into the office and say that the Lyndale marking system has completely changed their homes. One mother wept because her little girl was leaving. I then explained to her that this system does not need to be limited to the Lyndale. Conscientious teachers with a vision have always believed in developing character and that all we have done is to give it first place instead of second and that she as a mother can continue to do the same thing in her home. She explained that children of that age are not so susceptible to the influence of parents as of teachers and she feels that it is quite out of the question for the parents to do this

work alone. This home is one of the best homes in the district and yet this mother expresses the need of this cooperation from the school. I am convinced more and more in my conversation with the mothers and fathers of the outstanding influence of the school in the lives of these children.

We have had letters from every state in the union, also from China, India, and Egypt, showing that all educators are becoming more and more interested in finding ways and means to teach character building in the schools.

The question is sometimes asked, "Do you have a special period for teaching character training?" It is quite as impossible to have one period for teaching character training as it would be to have one period to express it. It must be taught and expressed every minute of the day.

It has ceased to be an experiment with us. Results have been far too accurate to be in doubt any longer. Teachers sometimes express the fear that they may ever have to go back to the other system of marking as they feel it would be impossible. I agree with them. It would indeed be a difficult task to give subject matter its former importance.

Educators in all ages have emphasized this need in education. Horace Mann wrote "A man is not educated because he buys a book; he is not educated because he reads a book, though it should be the very best book that ever was written, and should enumerate and unfold all the law of God. He only is educated who practices according to the laws of God."

We are glad to quote this statement from John Ruskin's writings. "I am weary of seeing this subject of education always treated as if 'education' only meant teaching children to write or to cipher or to repeat the catechism. Real education, the education which alone should be compulsory, means nothing of the kind. It means teaching children to be clean, active, honest, and useful."

And the greatest teacher of all time said, "Seek ye first the kingdom of God and His righteousness and all these things shall be added unto you," a statement as applicable to our present day needs as it was nineteen centuries ago.

CHAPTER XX

THE AUDITORIUM AS A SOCIALIZING FACTOR IN THE PLATOON SCHOOL

C. R. HOLLOWAY

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I SHALL ATTEMPT, in so far as I am able, to confine this paper to the subject assigned. There is a great temptation to launch into a defense of or apology for the work-study-play or, as we call it, the platoon type of school. As administrators, we are of course interested in an organization plan which can, in a city the size of Portland, save \$10,000,000 in our immediate building program. We are, as principals, however, more concerned with the educational aspect of the plan with its enriched curriculum and with the handling of the activities assigned to those who by special fitness or training are best able to conduct them.

It is understood that I make no claim that the things I say represent the body of principals of the city. I limit my remarks and their specific application to the school with which I am connected, concerning which I feel that I may speak with some assurance. What we are doing in the auditorium of the Lents school may not be at all the thing to do in other of the city schools; in fact I am certain that the time we allow for some parts of our program would be a mistake in some other communities. Particularly I have in mind the time and emphasis we give to music. I wish to go into our reasons for such emphasis later.

We regard the auditorium as the center and focal point of the school's life. We believe that in the semi-departmentalized organization which we have in the platoon school such an unifying influence is desirable and probably necessary. One of the objections usually raised to departmentalization is that there is danger of the child's experiences becoming isolated—unrelated—his day made up of a set of happenings without connection—far from the coherent, harmonious development which is the process we call education. We find in the proper use of the auditorium the opportunity for bringing together most of the activities of the school in a way that gives the child a new viewpoint toward them. We think that all children in the school should appear regularly in the auditorium. The frequency with which they should appear seems to be the subject of considerable difference of

opinion in school administrators in cities which are using this plan. We are inclined to the notion that each child should go to the auditorium each day. With our forty minute period and eight period day, however, this is not possible unless we drop from our curriculum some subjects. I am not at all sure that this latter alternative is desirable. The thirty minute period with a twelve period day would solve our trouble.

In speaking of the fact that we think that each child in the school should appear in the auditorium, I think I might well pause to say a word concerning general organization. We are now starting our fifth term as a platoon school, having started one term later than the two pioneer schools of the city. The plan of school organization that we now have is the third that we have used. During our first term, the lower seven primary rooms were left as they were and the remainder of the school divided into a sixteen section group. This hybrid organization proved unsatisfactory. Parents of primary children began to request that their children be given the advantage of the new plan. Still suffering from the misapprehension that it would never do to include the primary children with the upper group, we condensed, in the next term, our seven primary rooms into a special primary platoon of six sections and continued our upper sixteen section group. Each group carried on all the activities of a platoon school but there were no contacts whatever between groups. This plan was likewise unsatisfactory, largely, in my opinion, because of lack of unity and for the reason that too many teachers were dividing the special subjects. We were scattering our efforts. We were not securing the expertness in the special subjects to which we had looked forward. A year ago we organized the school as a single unit. We wish now that we had done it in the beginning. To those of you who are contemplating this change in organization, I wish to add that those teachers who were most positive that the primary children would be lost completely when required to find various recitation rooms about the building are now the ones who would least consider returning to their former plan. I say this because I am reasonably certain that you will encounter this objection in your own buildings.

We were fortunate in having in our corps at the time we started our platoon school a teacher who was eager to undertake the direction of the auditorium. She had caught enough of the vision of its possibilities to know that in it she could do the things that she most wanted to do. Since the beginning the other teachers have been encouraged to cooperate and to work with and through the auditorium. We wasted some time in the beginning in learning what we could best do in establishing some ideals. We have tried some experiments that we

have discontinued. We have added things from time to time. We expect to continue to do just those things—drop some activities and add others. I think that all who are conversant with auditorium work will agree that practise therein should not be standardized. When its program loses its elasticity and spontaneity has departed from its work, I shall not want it longer. It then becomes to the child's mind and in reality just another class to attend.

The course by Miss Harter from the Gary schools given here last year during the summer session of the University of Oregon has in a large way created a finer conception of and understanding of the possibilities of the auditorium. She has left with us many time-tested programs and suggestions that will enable us to avoid the wasteful experimentation into which our inexperience might easily lead us. We feel that the auditorium program deserves careful planning and thoughtful care in its preparation. Some teachers seem to think that the work should not be definitely planned for more than a few weeks ahead. Our notion is to have the program for the whole term completely arranged before the beginning of the term—sufficiently elastic in its intimate structure to permit deviation as occasion may require. Teachers are asked to submit lists of poems and stories which they wish their groups to use. Conferences as to the content of the material for the term extend to special and homeroom teachers alike. Related auditorium activities are made to keep pace with the progress of subjects in other classes as closely as possible. Particularly is this true in the visual education aids in the form of slides, still films, and motion pictures. A rather general analysis of the time distribution is taken from the program in use in our school during the past term:

	Percent
Reading, Language, and Literature.....	12
Geography	6
Nature Study	4
Civics and Health.....	6
History	6
Section programs	8
Miscellaneous	8
Music and Music Appreciation.....	50

The amount of time we devote to music and related activities may appear too large. I feel that it would surely be so in many communities. However, most of the children in our school come from homes with little in the way of cultural background. Most of them know something of modern jazz. Our syncopated radio programs have seen to that. Such ability as they get in the understanding and appreciation of good music they will get from us in the school. We believe that such understanding and appreciation is a necessary part

of that training for the spending of the leisure hours of adult life that is now a vital duty of the schools and will become more so. The trend of today is toward the shorter working day. In many industries we have even now the five-day week. In greater and greater degree it becomes our duty to fit our children to the means of profitable spending of leisure time. Music is of course only one of the means at our disposal. Literature, nature, organized athletics are taken care of elsewhere in our organization. I can never pass the poolrooms and cardrooms of our north end without realizing that the men and boys gathered there have had no such training. That emphasis on music has produced some measurable results is shown in the fact that on the occasion of the last two Saturday morning concerts of the Portland Symphony Orchestra more student tickets were disposed of in our school than in any other in the city, according to word to us from the secretary of the orchestra. I mention this because, as you know, we are far from the center of the city and in many of the homes in the district carfare is a matter of considerable importance. I should also explain how this music time is employed. During half of each auditorium period the music teacher and the auditorium teacher exchange places. The training teacher's time with the class in the music room may be occupied in any one of several ways. There may be an effort at correction of speech defects or a group drill on better articulation. The time may be spent in training for a program to be given later in the auditorium. In the auditorium during this time the music teacher with the assistance of the auditorium director carries on group singing, teaches rhythm and time and with the use of the phonograph acquaints the children with selections from the standard operas. They are brought to know the great composers and to identify selections from their works. A forecast of musical events in the city is given and the children are encouraged to attend. We have, of course, carried on a more complete correlation in our music than is either possible or desirable in other branches.

It may be interesting, and, I trust of some value to show specifically how the auditorium correlates the work of the various departments of the school. I shall attempt no more than a brief outline, following the order previously used in setting out the time distribution:

I. Language—Reading—Literature.

We use the stories and poems as selected by teachers as readings, memory recitations or in dramatizations. The best of the book reports are brought in from the library. Conferences are held with teachers concerning pupils exhibiting marked deficiencies in oral language.

II. Geography.

The use of the visual education aids; the bringing in of outside speakers with stories of foreign lands which they have visited; very interesting dramatizations showing products, occupations, and racial customs.

III. Nature Study.

The use of the visual education aids; dramatizations; pet animal shows; Audubon clubs; bird house and other contests; speakers from the various governmental agencies which have to do with outdoor life.

IV. Civics and Health.

The use of the visual education aids; health and hygiene propaganda initiated by city, state, and national agencies; talks by the health and dental nurses of the school; humane education; the organization of each group into a club with parliamentary rules and practise.

V. History.

The use of the visual education aids; American hero programs; dramatizations.

VI. Section Programs.

These are programs arranged through or by teachers, each of whom selects a section for which she is responsible for one program per term. Training for this may be done by her in her room, or, if she prefers, may be done by auditorium teachers during the auditorium periods in the training room. From this source we have had programs of wide variety and interest—language games—dramatizations of all sorts—recitations—gymnastic displays—instrumental concerts—craft exhibits, etc.

VII. Miscellaneous.

Patriotic days; various weeks to be observed; thrift and savings propaganda; talks by the principal on school matters; outside speakers on Near East Relief, Community Chest, etc.

VIII. Music.

Rhythm and time understanding for the primary grades; group singing, music appreciation and identification for all grades; study of the famous operas; visiting musicians.

I doubt the necessity of writing much concerning the great value to be derived from the use of dramatization. There have been instances in which efforts in this direction have been carried to what in my mind amounts to absurdity; probably most of you have witnessed examples of its misuse. However properly adapted to the subject matter involved there seems to me nothing else that can so well command the child's interest and attention. I have in mind specific

	ENGLISH DAY								ADMINIS		
	MONDAY								T		
Period	I	II	III	IV	V	VI	VII	VIII	I	II	III
Section	2 4 6	16 18	1 3 5	15 17	8 10	12	7 9 11	21	2 4 6	12 20 22	1 3 5
Oct 4-8	Story	Eng.	Story	Eng.	Story	Story	Story	Eng. <i>The Muscov.</i>	Aud.	Aud.	Aud.
11-15	Story	Eng.	Story	Eng.	Story	Story	Story	Eng.	Col'bus Day	Col'bus Day	Col'bus Day
18-22	Story	Eng.	Story	Eng.	Story	Story	Story	Eng.	Aud.	Aud.	Aud.
25-29	Story	Eng.	Story	Eng.	Story	Story	Story	Eng.	Mr. Holloway	Mr. Holloway	Mr. Holloway
Nov 1-5	Story	Eng.	Story	Eng.	Story	Story	Story	Eng.	Aud.	Aud.	Aud.
8-12	Story	Eng.	Story	Eng.	Story	Story	Story	Eng.	Aud.	Aud.	Aud.
15-19	Story	Eng.	Story	Eng.	Story	Story	Story	Eng.	Aud.	Aud.	Aud.
22-26	Story	Eng.	Story	Eng.	Story	Story	Story	Eng.	Mr. Holloway	Mr. Holloway	Mr. Holloway
Nov. 29 Dec 3	Story	Eng.	Story	Eng.	Story	Story	Story	Eng.	Mark Twain	Mark Twain	Mark Twain
6-10	Story	Eng.	Story	Eng.	Story	Story	Story	Eng.	Amnasser	Amnasser	Amnasser
13-17	Story	Eng.	Story	Eng.	Story	Story	Story	Eng.	Mr. Holloway	Mr. Holloway	Mr. Holloway
20-24	Clara Barton	Eng.	Clara Barton	Eng.	Clara Barton	Eng.	Clara Barton	Eng.	Aud.	Aud.	Aud.
Jan 3-7	Story	Eng.	Story	Eng.	Story	Story	Story	Eng.	Aud.	Aud.	Aud.
11-15	Story	Eng.	Story	Eng.	Story	Story	Story	Eng.	Mr. Holloway	Mr. Holloway	Mr. Holloway
18-22	Franklin	Eng.	Franklin	Eng.	Franklin	Story	Franklin	Eng.	Aud.	Aud.	Aud.
25-29	Story	Eng.	Story	Eng.	Story	Story	Story	Eng.	Aud.	Aud.	Aud.

DAY			ADMINISTRATION DAY										
			TUESDAY										
VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	
12	7 9 11	21	2 4 6	12 20 22	1 3 5	7 9	8 10	14 16	11 15	17 21	2 4 6	18 20	
Story	Story	Eng. <i>The Muscat.</i>	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Visual Ed.	Visual Ed.	
Story	Story	Eng.	Colbus Day	Colbus Day	Colbus Day	Colbus Day	Colbus Day	Colbus Day	Colbus Day	Colbus Day	Visual Ed.	Visual Ed.	
Story	Story	Eng.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Visual Ed.	Visual Ed.	
Story	Story	Eng.	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Roosevelt	Roosevelt	
Story	Story	Eng.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Visual Ed.	Visual Ed.	
Story	Story	Eng.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Armistice Day	Armistice Day	
Story	Story	Eng.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Visual Ed.	Visual Ed.	
Story	Story	Eng.	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Thanks- giving	Thanks- giving	
Story	Story	Eng.	Mark Twain	Mark Twain	Mark Twain	Mark Twain	Mark Twain	Mark Twain	Mark Twain	Mark Twain	Visual Ed.	Visual Ed.	
Story	Story	Eng.	Amundsen	Amundsen	Amundsen	Amundsen	Amundsen	Amundsen	Amundsen	Amundsen	Visual Ed.	Visual Ed.	
Story	Story	Eng.	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Visual Ed.	Visual Ed.	
Eng.	Clara Barton	Eng.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Visual Ed.	Visual Ed.	
Story	Story	Eng.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Visual Ed.	Visual Ed.	
Story	Story	Eng.	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Mr. Holloway	Visual Ed.	Visual Ed.	
Story	Franklin	Eng.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Visual Ed.	Visual Ed.	
Story	Story	Eng.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Aud.	Visual Ed.	Visual Ed.	

VISUAL EDUCATION.

ACADEMIC DAY

WEDNESDAY

THURSDAY

I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
2 4 6	18 20	1 3 5	7 9	8 10	22 14	13 15	19	2 4 6	20 22	1 3 5	7 9	14 16 18	8 10 12	1	
Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Riley Day	Riley Day	Riley Day	Riley Day	Riley Day	Riley Day	Riley Day	Riley Day
Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Miss Pringle	T. T. Pringle	Miss Pringle	Miss Pringle	T. T. Pringle	Miss Pringle	Miss Pringle	Miss Pringle
Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Mrs. Hartman	Miss Pringle	Mrs. Hartman	Mrs. Hartman	Miss Pringle	Mrs. Hartman	Mrs. Hartman	Mrs. Hartman
Roosevelt	Roosevelt	Roosevelt	Roosevelt	Roosevelt	Roosevelt	Roosevelt	Roosevelt	Willard Day	Willard Day	Willard Day	Willard Day	Willard Day	Willard Day	Willard Day	Willard Day
Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Mrs. Smyth	Miss Coleman	Mrs. Smyth	Mrs. Smyth	Miss Coleman	Mrs. Smyth	Mrs. Smyth	Mrs. Smyth
Armistice Day	Armistice Day	Armistice Day	Armistice Day	Armistice Day	Armistice Day	Armistice Day	Armistice Day	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)
Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Miss Bowland	Miss Dickey	Miss Bowland	Miss Bowland	Miss Dickey	Miss Bowland	Miss Bowland	Miss Bowland
Thanks- giving	Thanks- giving	Thanks- giving	Thanks- giving	Thanks- giving	Thanks- giving	Thanks- giving	Thanks- giving	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)
Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Mrs. Darnall	Miss Train	Mrs. Darnall	Mrs. Darnall	Miss Train	Mrs. Darnall	Mrs. Darnall	Mrs. Darnall
Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Miss Moore	Mrs. Randall	Miss Moore	Miss Moore	Mrs. Randall	Miss Moore	Mrs. Randall	Mrs. Randall
Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Mr. LaPine	Mr. LaPine	Mr. LaPine	Mr. LaPine	Mr. LaPine	Mr. LaPine	Mr. LaPine	Mr. LaPine
Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Miss Everts	Miss Wildes	Miss Everts	Miss Everts	Miss Wildes	Miss Everts	Miss Wildes	Miss Everts
Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Mrs. Bennett	Miss Harvey	Mrs. Bennett	Mrs. Bennett	Miss Harvey	Mrs. Bennett	Mrs. Bennett	Mrs. Bennett
Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Miss Vaughan	Miss Matheson	Miss Vaughan	Miss Vaughan	Miss Matheson	Miss Vaughan	Miss Matheson	Miss Vaughan
Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Miss Sloan	Miss Sloan	Miss Sloan	Miss Sloan	Miss Sloan	Miss Sloan	Miss Sloan	Miss Sloan
Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Visual Ed.	Miss Wiley	Mrs. Absher	Miss Wiley	Miss Wiley	Mrs. Absher	Miss Wiley	Mrs. Absher	Miss Wiley

George Ochikubo.

Mrs

EDUCATION.				ACADEMIC DAY									
DAY				THURSDAY									
V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	
10	22 14	13 15	19	2 4 6	20 22	1 3 5	7 9	14 16 18	8 10 12	11 13	19 21	2 4 6	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Riley Day	Riley Day	Riley Day	Riley Day	Riley Day	Riley Day	Riley Day	Riley Day	Fire Prev.	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Miss Pringle	T. T.	Miss Pringle	Miss Pringle	T. T.	Miss Pringle	Miss Pringle	Aud.	Eng.	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Mrs. Hartman	Miss Pringle	Mrs. Hartman	Mrs. Hartman	Miss Pringle	Mrs. Hartman	Miss Pringle	Miss Pringle	Eng.	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Willard Day	Willard Day	Willard Day	Willard Day	Willard Day	Willard Day	Willard Day	Willard Day	Holloway	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Mrs. Smyth	Miss Coleman	Mrs. Smyth	Mrs. Smyth	Miss Coleman	Mrs. Smyth	Miss Coleman	Miss Coleman	Eng.	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	Good Book	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Miss Bowland	Miss Dickey	Miss Bowland	Miss Bowland	Miss Dickey	Miss Bowland	Miss Dickey	Miss Dickey	Ed Prog.	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Mrs. Darnall	Miss Train	Mrs. Darnall	Mrs. Darnall	Miss Train	Mrs. Darnall	Miss Train	Miss Train	Eng.	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Miss Moore	Mrs. Radford	Miss Moore	Miss Moore	Mrs. Radford	Miss Moore	Mrs. Radford	Miss Radford	Mail Early	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Mr. LaPine	Mr. LaPine	Mr. LaPine	Mr. LaPine	Mr. LaPine	Mr. LaPine	Mr. LaPine	Mr. LaPine	Eng.	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Miss Everts	Miss Wildes	Miss Everts	Miss Everts	Miss Wildes	Miss Everts	Miss Wildes	Miss Wildes	(H)	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Mrs. Bennett	Miss Harvey	Mrs. Bennett	Mrs. Bennett	Miss Harvey	Mrs. Bennett	Miss Harvey	Miss Harvey	Eng.	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Miss Vaughan	Miss Matheson	Miss Vaughan	Miss Vaughan	Miss Matheson	Miss Vaughan	Miss Matheson	Miss Matheson	Eng.	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Miss Sloan	Miss Sloan	Miss Sloan	Miss Sloan	Miss Sloan	Miss Sloan	Miss Sloan	Miss Sloan	Thriff	
Visual Ed	Visual Ed	Visual Ed	Visual Ed	Miss Wiley	Mrs. Absher	Miss Wiley	Miss Wiley	Mrs. Absher	Miss Wiley	Mrs. Absher	Mrs. Absher	Eng.	

George Ochikubo.

Benson To

Mrs Bovingdon. Lents School.

AUDITORIUM LEAGUE DAY								
FRIDAY								
III	I	II	III	IV	V	VI	VII	VIII
	2	12	1	7	8	14	15	11
	4	18	3	9	22	16	19	13
	6	20	5				21	17
Key	Fire	Fire	Fire	Fire	Fire	Fire	Fire	Fire
Day	Prev.	Prev.	Prev.	Prev.	Prev.	Prev.	Prev.	Prev.
ud.	Eng.	Club	Eng.	Eng.	Club	Club	Club	Club
ss	Eng.	Club	Eng.	Eng.	Club	Club	Club	Club
ngle								
ard	Halloween	Halloween	Halloween	Halloween	Halloween	Halloween	Halloween	Halloween
Day								
ss	Eng.	Club	Eng.	Eng.	Club	Club	Club	Club
eman								
H	Good	Good	Good	Good	Good	Good	Good	Good
	Book	Book	Book	Book	Book	Book	Book	Book
ss	Ed.	Ed.	Ed.	Ed.	Ed.	Ed.	Ed.	Ed.
key	Prog.	Prog.	Prog.	Prog.	Prog.	Prog.	Prog.	Prog.
H	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)
ss	Eng.	Club	Eng.	Eng.	Club	Club	Club	Club.
rain								
ss	Mail	Mail	Mail	Mail	Mail	Mail	Mail	Mail
land	Early	Early	Early	Early	Early	Early	Early	Early
r.	Eng.	Club	Eng.	Eng.	Club	Club	Club	Club
fine								
ss	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)
ldes								
ss	Eng.	Club	Eng.	Eng.	Club	Club	Club	Club
rey								
ss	Eng.	Club	Eng.	Eng.	Club	Club	Club	Club
eson								
ss	Thrift	Thrift	Thrift	Thrift	Thrift	Thrift	Thrift	Thrift
oon								
s.	Eng.	Club	Eng.	Eng.	Club	Club	Club	Club
sher								

Benson Tech. Drawing Department.

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instances in which participation in dramatizations have marked definitely the turning point toward better things of boys who had been disciplinary problems. The outline that I have given is, as I promised, brief. I regret that the space at my disposal makes it impossible for me to go into greater detail. In the early days of the platoon school here, the auditorium undoubtedly presented the problem with which we were most concerned. No one knew just what it was about, what should be presented in it and, I am sure, in some instances teachers found themselves at a loss in the matter of material selection and disposal. Those of us who have been using the auditorium for several terms have learned that the difficulty is not in finding material to present. The problem we have had to meet is the selection of the most valuable and suitable from the wealth of material available.

A few of the factors that will make for success in the administration of the platoon school auditorium include:

1. A teacher—director of agreeable and forceful personality—able and willing to cooperate with the rest of the corps.
2. A definite program—each period's work as carefully planned as any in the school.
3. An acceptance of the value of the audience factor. Our best auditorium sessions are those in which the group consists of three or four sections.
4. A conscious effort to prevent growing up in the auditorium the old classroom attitude. Nothing could well be more harmful to its success.

On page 16 of the magazine¹ "The Platoon School," the first copy of which I received this week, is a drawing. The life of the school is shown flowing into and out of the auditorium. The other departments of the school are depicted as contributing to it and it to them. It presents in a concrete manner the things I have attempted to say.

¹Published by National Platoon Organization, Alice Barrows, United States Bureau of Education, Secretary.

CHAPTER XXI

JUVENILE DELINQUENCY

E. H. KNOCH

Principal, Hazelwood School, Pittsburgh, Pennsylvania

JUVENILE DELINQUENCY is not indigenous to Allegheny County, although a careful survey reveals the startling fact that there are between 3000 and 6000 boys and girls in the county on parole, who have at some time or other been before the Juvenile Court of Allegheny County, charged with some infraction of the law.

Whether we accept 3000 or 6000 as the number of paroled boys and girls, this fact is patent: there are at present too many cases of juvenile delinquency. So rapidly are the cases coming to the Juvenile Court that it is becoming increasingly more difficult for the court to handle them in a satisfactory manner, within the time now allotted it.

To keep the docket clear, cases are pushed too rapidly through the court and too often there is a miscarriage of justice. It is imperative, then, that something be done to check this alarming increase in delinquency among the youth of this country. How may the school, then, as a starting point, materially help to prevent juvenile delinquency? Has the school exhausted all its resources in solving the problem?

It seems clear from evidence obtained during this investigation that some principals of schools are too prone to pass cases of discipline on to the Juvenile Court. Too many trivial and petty cases thus find their way into Juvenile Court and clog the wheels of justice. To expedite matters and clean up the docket, the judges are too prone to pass over quickly all cases and to throw back upon the schools, on parole, offenders of all kinds. This procedure only aggravates a condition that is bad, and one which eventually becomes intolerable.

To avoid, so far as the schools are concerned, the sending of so many cases into court, teachers should continue to be alert and attentive to their duties and more careful in the training of children in right habits of conduct and deportment. Principals of schools should refer to the Juvenile Court only such cases as involve viciousness, immorality, and the breaking of the Criminal Code. In other words only institutional cases should be sent to Juvenile Court. There are at present in most schools too many of these institutional cases and

a general clean-up is badly needed. In this general clean-up the court must lend assistance.

In these days of apartment homes, where the home life is more or less confined to a place for eating and sleeping, the danger for young people is greatly multiplied. True, we cannot prevent families from living in apartments, but society needs to recognize the defects in this mode of living. Hence the need of more convenient public playgrounds, settlement houses, branch libraries, social centers, etc. Society must now provide what the home lacks in places of wholesome amusement and play for the children. Conditions have changed and we have changed our modes of living from rural life to city life. Over half our population is now living in what might be termed congested city districts. Our great mass of foreign population came from rural sections of Europe. They flock to the great industrial centers for work. They are not accustomed to close confinement, and as a result home life never assumes its proper place in their modes of living. Children are simply running wild and soon find their way into mischief and thence into court. A general realignment in discipline and conduct on the part of parents, principals, and teachers will help somewhat to prevent delinquency. Not only must these agencies more carefully consider this problem, but more especially must the state and its agencies take a decided stand in handling delinquency. In fact we are sure that if the state did its part as it should, there would not be so much juvenile delinquency.

The question of the frequency of probation is one which naturally suggests itself at this time. There are at present (Nov. 1924) 17 probation officers in the county, covering 756 square miles or about 45 square miles per officer. According to a statement given out by the Home Finding Department of the Juvenile Court, during the month of November, there were 1036 visits made to children, and 486 visits designated as professional visits, or a total of 1522 visits. This represents about 90 visits per officer per month, or a trifle over three visits per day, which would not appear to be at all burdensome. Of course it is not to be presumed that this constitutes all of the work done by the probation officer as any one at all familiar with the work of the Juvenile Court knows, that the officer is always expected to investigate for the court each case arising within the territory allotted to this officer. A further study of this report (Nov. 1924) reveals the fact that only 38 new cases were added to the Home Finding Department and 16 discharged, making a net gain of 22 cases. November is one of the peak months of the year and it rightly represents an increase. It, however, could not be construed as excessive or burdensome.

Our investigation extended to the cities of Milwaukee, Kansas City, Los Angeles, Detroit, Cincinnati, Cleveland, and St. Paul. On the question of probation, perhaps the report from Milwaukee suggests one of the practical ways of meeting the issue. A child given probation in the city or county of Milwaukee must report in person each Saturday morning to the court to render an account of himself or herself, accompanied by a report from the principal or teacher of the school which he or she attends. In Milwaukee the burden is placed upon the delinquent, in Pittsburgh upon the court. No moral uplift or reformation will ever take place without effort. Therefore, it seems that the proper time and place to make this effort upon the part of the delinquent would be during his probation period. Mrs. Boyle, of the kidnapping fame of Billie Whitla, after being released from the penitentiary on probation has for a period of five years, although living in Chicago, made a monthly report to the proper authorities of Pennsylvania. Why are juvenile delinquents not required to work out their reformation? Perhaps the method pursued in Milwaukee explains why Milwaukee only disposed of 45 cases, while Pittsburgh and Allegheny County numbers the cases by the thousands. The same system, having the juvenile delinquent make a personal report, prevails in Kansas City.

One of the fundamental weaknesses of our Juvenile Court and all juvenile courts in our state, where the population is so large as to provide for more than one judge in a county, is the practice of assigning to the Juvenile Court one of their number for a limited period of time. No judge can successfully deal with the problem of juvenile delinquency without giving the matter the most serious thought and study. A successful juvenile judge, such as Judge Lindsey of Denver, would do better work in his second year than in his first year. Knowledge of the type of people in a given district, of the frequency with which certain families are brought into court, of the environments surrounding certain neighborhoods, these and many others we might mention, are the background upon which a successful juvenile judge must rely in his decision. It is, therefore, imperative that we should have a separate judge for the Juvenile Court, one who could devote his whole time to this work. He would be able to direct his own probation officers, obtain his information first hand, devote as much time as he desired in the investigation of each case. The seriousness of the problem demands the whole time of the judge. Reduce juvenile delinquency and you naturally reduce adult criminality as surely as day follows night. It may be necessary to change our laws or amend our Constitution, but whatever steps are necessary to provide this court with a separate judge for a period of ten years,

let it be done. The problem demands the best talent, the best thought, and the largest heart that the county affords.

For the past few years the frequency with which changes have been made in the judge presiding over our Juvenile Court has worked havoc with the system of probation. A child probated by one judge appeared again in court the next month before another judge and was treated again in the same kindly manner as a first offense case. Speed up the change of judges and theoretically we might never have a second offense case. All this makes probation a farce, justice a liar, and sends boys and girls to perdition instead of saving them for God and Country.

In dealing with the question of delinquency, one frequently meets the argument of cost. "It costs too much money to look after these truants, these delinquents." To all such there is but one reply, "Read the history of the Jukes family." One truant or loafer through his descendants cost the State of New York during five generations, in pauperism and crime, more than \$1,250,000. (From a study by Richard L. Dugdale.)

Mr. Dugdale, in his study of the Jukes family consisting of over 1200 names, sums up his facts as follows:

- 310 of 1200 were professional paupers, these were in poorhouses or its equivalent 2300 years.
- 300 out of 1200 died in infancy from neglect.
- 50 were bad women who had lived lives of debauchery.
- 400 were physical wrecks by their own wickedness.
- 7 were murderers.
- 60 were habitual thieves.
- 130 criminals.

What a picture this study presents to any one seriously interested in the study of juvenile delinquency. Why quibble about costs? The Commonwealth of Pennsylvania is too rich to ever quibble about the cost of saving a child. The only question to be considered is, what is best for the child? Surely our great statesman and economist, Benjamin Franklin, was right when he said, "A stitch in time saves nine." If any fault were to be found in his accredited statement, we would say he was too modest. The investigation of your committee further brought out the fact that Morals Court should confine its activities to Domestic Relations and allow Juvenile Court to handle all the juvenile cases.

The reasons for making this suggestion are:

1. That Morals Court has no standing to enforce its findings. It can only recommend that certain things be done, but cannot go further than to turn the cases over to the Juvenile Court where the case has to be gone over again from its beginning. Cases needing

prompt and energetic treatment are frequently lost sight of and contempt for law is bred in the mind of the delinquent boy or girl.

2. There is no follow-up work provided for by Morals Court and this is a fatal defect. The orders of any court are useless unless the court sees to it that they are carried out to the letter. Juvenile Court on the other hand has its probation officers to see that its decisions are made effective.

When a child is sent home on its promise to be good and knows that no notice is taken by the court, he gets an idea that all courts are a joke and laws are made to be broken.

The need of closer cooperation of the Attendance Department and the Juvenile Court is evident. The problem of what to do with the widow's son who has become a truant while the widow is engaged in providing him with food and clothing is entirely too common in occurrence to be passed on as exceptional. Humanity decries the practice of assessing fines against the widow who is now overburdened with the whole care of a fatherless family of children, because of the truancy of this boy. The Juvenile Court must assume its just share of this problem. On the other hand, the court has a right to demand that school authorities have used every reasonable means at their command before bringing the child into court. The practice or custom in some instances of assessing but one fine a year upon a parent whose children are habitual truants needs to be carefully considered. Fines should be made so severe and frequent that no one could long afford to pay them. A wholesome respect for the Compulsory Attendance Laws needs to be instilled in all parents. That will only be done by a strict and impartial enforcement of the law.

The selling of papers on the streets by children of tender years needs careful supervision. The employment of children by shoeshine merchants and other irresponsible persons, without regard to the employment, needs more than a friendly warning. In too many instances it only means the firing of one boy and the hiring of another until the school authorities again complain.

We realize the tremendous amount of responsibility and work involved in this undertaking. The need of care and supervision never ceases. It is because we realize the need of this help that we are asking for closer cooperation of the Juvenile Court and the Attendance Department. The object and purpose of each is the saving of the child for a useful life. Why should there not be the most cordial and sympathetic cooperation?

Not only should there be closer cooperation between the probation officers and the attendance officers, but all agencies dealing with children should mutually cooperate one with the other. This will include

schools, various societies for helping the poor, Social Service Agencies, Mothers' Assistance Fund, etc. Since the school is located in the center of the homes affected and deals more hours with the children than any other agency, it is a logical clearing-house for all agencies, and should therefore be ready to assist any and all agencies working for the betterment of the homes and lives of children.

In view of all the foregoing and in light of the study we have made of other cities, and in behalf of the delinquent child, your committee begs to make the following recommendations:

1. We ask all teachers, principals, and school administrators to consider carefully the need of a gradual realignment of the discipline in our schools, with the purpose and aim of preventing juvenile delinquency; to consider carefully the question of a readjustment of our curricula to meet better, if possible, the needs of the child; to provide in some way for a more systematic training in morals and manners; finally, to be faithful, earnest, alert at all times so that the child may profit not only by precept but by example as well. This is not to be construed as a criticism of the schools but because of the weaknesses of our modern homes a greater burden is placed upon the schools, and until such time as society will readjust itself we must strain every effort to meet this additional burden.

2. We commend to the careful consideration of all thinking people, the need of sustaining those ancient landmarks of our ancestral homes; a family council, not a family row; an evening hour for all children in the home, no members excepted; a certain definite responsibility for each child in the home so that, early in life, they may be trained into useful members of a family as a real preparation for useful citizens of city and of nation.

3. We commend for careful consideration to His Honor, Judge Snee, the practice of some of our Juvenile Courts, of having each probationer appear at stated times before him or some one designated by him, for the purpose of learning just how well the probationer is living up to the promises made to the court. We unhesitatingly pledge the heartiest cooperation of all school principals and teachers in furnishing the court with whatever form of report he may desire from the schools.

4. We command for careful consideration to His Honor, Gifford Pinchot, Governor of the Commonwealth of Pennsylvania, and to the Legislature of the same, now assembled, the question of providing first-class districts in the state with a separate judge for Juvenile Court, and the possible extension of the jurisdiction of this court to include all cases relating to family life, such as desertion

and non-support cases, delinquent and dependent children, etc., to provide for this court an adequate salary and for full time service.

5. We wish to commend the County Commissioners of Allegheny County for expressing a desire to provide a separate home for delinquent girls along similar lines now provided for boys at Thorn Hill. We trust that they will prosecute this desire with such vigor that a home for girls will be built at an early date.

6. We firmly believe in the good work done for boys at Thorn Hill but believe results would be more permanent and effective if a careful system of supervision or follow-up work were maintained.

7. We believe all agencies dealing with children should mutually cooperate in order to conserve their forces and thus prevent duplication of effort and useless expenditure of money. We, therefore, recommend that all such agencies carefully study this problem in order to see how they may more fully cooperate than they have in the past.

8. We recommend the elimination of all juvenile cases from Morals Court. That no children be taken to Morals Court except in so far as they may be required as witnesses on cases involving Domestic Relations.

9. Your committee further recommends that in case this report meets with the approval of the club and is adopted, that it be printed and copies of same be sent to Superintendent William M. Davidson and the members of the Board of Public Education; to His Honor, Gifford Pinchot, Governor of Pennsylvania, and the members of the Legislature from Allegheny County; to His Honor, Judge Snee, of the Juvenile Court; to Charles Reisfar, Jr., Director of Compulsory Attendance; to the Honorable Commissioners of Allegheny County, Messrs. Joseph Armstrong, Addison C. Gumbert, and James Houlihan; to His Honor, William A. Magee, Mayor of Pittsburgh, and to the Honorable Daniel Winters, President of Council.

The above report was prepared by a special committee of the Pittsburgh Principals' Club and presented to the club which unanimously approved and adopted the report. The committee is as follows: F. E. Fickinger, Langley High School; W. H. Weiss, Franklin School; W. G. Gans, Humboldt School; (Miss) Alma Bartels, Larimer School; E. H. Knoch, Hazelwood School.

CHAPTER XXII

WHERE GOES THE ELEMENTARY SCHOOL IN AMERICA?

JACKSON GALLUP

Principal, Concord School No. 18, Rochester, New York

AMERICA has seen the passing of the spinning wheel in the making of cloth and the flail in the threshing of grain. It has also seen the virtual passing of "the little red school" of a generation ago as the trend of population is cityward from the farms. Has the passing of the picturesque school of a generation ago, about which there are so many fanciful memories, made place for one that has grown to meet the needs that civilization of 1927 places upon it? That it has grown in size is without dispute; that it has grown in other respects is also apparent; but has this growth been a more or less trial and error method of evolution, or is it the product of efforts to attain specific objectives that educators believe to be desirable in elementary education and practical in school administration?

Abraham Lincoln is credited with this story: He was asked, "How long should a man's legs be?" His reply was, "Long enough to reach the ground." Likewise, when the question of how large the elementary school in America should be, no better answer could be given than, of such size that it guarantee freedom to give a maximum of educational opportunity to the children enrolled under conditions practical for the communities in which these schools are located to maintain. Educational opportunity is regarded in its widest sense.

This article is devoted largely to what the educators in the field of elementary education of America are doing and what they think are ideal conditions. Data here presented are drawn from a nationwide survey, through questionnaires answered by superintendents of schools, deans of schools of education in universities, and principals of elementary schools.

This study might have been undertaken from either of two angles, both of which should receive consideration. One would be to determine what exists in the American elementary school and what conditions those in the field consider ideal. The other, growing partially from the first and supplementing it, might well be the setting up of ideal conditions in elementary schools of varying enrolment; presenting the attendant advantages and disadvantages; and their personnel.

To undertake the first seemed the wiser course and to recommend that plans be made at once to present the second in the yearbook of 1928.

In general, the information sought in the questionnaires sent to superintendents, deans of schools of education, and elementary school principals was similar. Variation entered in those questions mainly where theory on the part of one group and practice on the part of another might furnish differing information. This was particularly true in schools of education in universities where it was assumed that theory might predominate quite naturally. Principals were asked in addition the enrolment of their present schools and deans of schools of education to describe briefly how their theory on size was developed.

The questionnaire to superintendents is presented as typical:

SUPERINTENDENT'S REPORT

- City State Superintendent
- What grades should be included in the ideal elementary school?
Kindergarten 1 2 3 4 5 6 7 8 9 (Circle proper grades)
 - What number of pupils would be most desirable for this school to enrol?.....
 - How many of each of the following persons should be on the staff of this school?

	Regular	Full-time
Principals.....	Vice-principals.....	Teachers.....
		Clerks.....
 - Check the educational advantages which a school of this size would offer:
 Better classification of pupils
 Better segregation of pupils
 More educational opportunities for pupils
 More opportunities for development of the individual child
 More efficient principals because of greater remuneration in larger schools....
 More stabilizing of the elementary school principalship
 Better means of departmentalizing some of the work
 More office assistance, thus freeing the principal for important supervisory duties
 Other advantages
 - What are the disadvantages of a school of this size?
 - What is the pupil enrolment of your largest elementary school?.....
 - What is the average pupil enrolment of your elementary schools?.....
 - Remarks:

Questionnaires were sent to superintendents in all cities of over 30,000 and to a selected list under that figure. Approximately 425 inquiries were sent of which 320 were returned. The highest maximum usable was 316, or 74 percent of answers to inquiries sent.

Less success was achieved with 102 deans of schools of education throughout the country. It failed to secure the opinion of specific colleges because the blank was frequently turned over to a visiting professor for an answer and because several colleges sent in an answer from three or four individuals. Therefore, the opinion of this group

must be taken as simply representative of a random selection of college professors.

Out of approximately 2000 principals who are members of the Department of Elementary School Principals of the National Education Association some 1120, or 56 percent, replied. Of these replies 1114 were useful.

The data collected were grouped by geographic sections, represented roughly as New England, Middle Atlantic, East North Central, West North Central, Mountain, and Pacific. No specific presentation by section will be made unless radical differences of opinion seem to be confined to a particular section. Variations do exist because of differing experience in urban and rural communities.

Instead of presenting graphs and tables for each group, deductions will be drawn which indicate general trends of opinion. Many points of interest and individual comments must be omitted because of necessary brevity.

TABLE 1.—WHAT GRADES SHOULD BE INCLUDED IN THE IDEAL ELEMENTARY SCHOOL?

	Number reporting	Kgn. - 6th		Kgn. - 7th		Kgn. - 8th		1 - 6th		1 - 7th		1 - 8th	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Superintendents ...	315	155	49+	7	2+	8	2.5	117	40	5	1.5	8	2.5
Universities	56	30	53.5	0	0	0	0	24	42.8	0	0	0	0
Principals	1114	518	44.7	39	3.4	127	11.4	247	22.	24	2.	97	8.7

Interpreting the table, it is evident that in all three groups, the organization consisting of kindergarten through 6th grade is the most popular. Some confusion arose from the direction, "circle proper grades." The word "grades" was interpreted by some to exclude kindergarten, therefore, the majority favoring an organization of kindergarten through the 6th grade was reduced somewhat. It is plainly evident, nevertheless, that this type of elementary school ranks first by a wide margin.

Some believe that a kindergarten should not be included in every elementary school building but instead establish kindergarten centers to take care of children of more than one school district. Just how practical this may be is a question.

TABLE 2.—WHAT NUMBER OF PUPILS WOULD BE MOST DESIRABLE FOR IDEAL SCHOOL TO ENROL?

	Number reporting	Under 300	300 to 499	500 to 699	700 to 899	900 to 1099	1100 to 1299	1300 to 1999	over 2000
Superintendents	316	8	35	50	67	98	41	16	1
Universities	56	3	11	16	6	10	6	4	0
Principals	1092	11	57	163	212	305	166	140	38

The mode shows a school of about 1000 pupils is favored except in universities, where about 600 is selected. A glance at Table 2 will show that the mode in every case represents the opinion of less than one third of those reporting. It would seem that more favor schools smaller than 1000 rather than those of larger enrolment. Examination of replies reveal that schools of 1000 or more are in the minority in America. Perhaps it is not at all peculiar when observation reveals the tendency of a superintendent or principal to report favorably the size of school with which he is familiar that larger schools receive a minority endorsement. The majority sentiment of superintendents and deans reporting favor schools of less than 900. The reports from principals show a marked trend toward a larger school. It is significant that schools of less than 1000 pupils greatly outnumber all others and that the principals of such schools desire larger enrolment because of advantages which they believe are afforded. Nobody should assume from this statement that there are not those who believe that the larger school of 1100 is evil and that the evils increase at least if not more rapidly as size above that figure is permitted. Principals of large schools (1300-2000) favor in the main their schools where conditions are right. This matter of right conditions will receive attention later.

QUESTION 3.—HOW MANY OF EACH OF THE FOLLOWING PERSONS SHOULD BE ON THE STAFF OF THE SCHOOL?

That there should be but one principal was unanimous.

There was some tendency among superintendents to favor one vice-principal in schools enrolling about 1000, with little question about the desirability in larger schools. Deans of schools of education and principals are agreed to the need of assistance in supervision in larger schools, one assistant in schools of 1000 and a proportional increase as enrolment ascends. Schools of 1400 to 2000 should have two or more assistants or vice-principals.

The number of teachers for the school was based generally on an average of about 35 pupils per grade group. Extra teachers for special work are to be provided and not considered in determining average per teacher per grade.

Full-time clerks prove to be most desirable. The consensus of opinion is for one such clerk, at least, in schools under 1000 and increased assistance above that size. Some seem to feel that there should be a clerk for every unit of 500-600 pupils. Probably the placing of service on a pupil unit basis should be considered with the assistants who deal with supervision rather than with clerks. Perhaps that was the intent of the persons replying.

QUESTION 4.—CHECK THE EDUCATIONAL ADVANTAGES WHICH A
SCHOOL OF THIS SIZE WOULD OFFER

This question seems to favor plainly a large school. Replies are interesting in that whatever the size of school chosen, most replies show that advantages mentioned are inherent. Just what should be inferred is problematical, although it is firmly believed that small schools permit acquaintance of principal with individual child, also that small schools do not permit flexibility afforded by larger enrolment. All groups are pretty firmly grounded in their opinions. Many mentioned economy in cost of building maintenance and operation as an added advantage favoring the large school.

QUESTION 5.—WHAT ARE THE DISADVANTAGES OF A SCHOOL OF
THIS SIZE?

Practically all believed that their ideal school has few disadvantages except within larger schools in thinly populated areas which would necessitate long distances to be traveled by young children.

Questions 6 and 7 have been covered in substance in previous statements.

Deans of schools of education in answer to the question asked of them in particular, "How was your theory on size of school developed?" disclosed in the main that their institutions have no theories as such but that the opinion noted was personal with the one reporting. It has been developed generally from the individual's own experience and through contact with students in the field.

Something should be said in the way of general summary and comment. All who replied have shown a genuine spirit of hopefulness that something worthwhile may come from this nationwide effort to secure opinion concerning the elementary school. It is quite natural that there be a divergence of opinion because a school of standard size would not be practical in all situations but most desirable elements in organization and educational opportunities must be afforded in schools of a particular size. To venture the opinion that the replies to many questions were the result of guess and experience with a school of one size only may be quite unfair. Nevertheless, the time has come when leaders in education see certain values in the smaller school not inherent in the larger one and other values inherent in the larger school that are impossible in small schools. This points to the need of definite study and research on specific problems and that there be an end to further conjecture.

The writer might be accused of favoring a large school, but is it fair to question the validity of the idea that opportunity for indi-

vidual pupil attention is possible in desirable form in small schools only? There seems to be something egotistical, if not overmodest, in the prevalent idea that the principal of the school should be responsible personally for the supervision of all instruction that goes on within the school. May it not be possible that others, perhaps better acquainted with a given field of instruction, might supervise with the cooperation of the principal more advantageously than the principal himself? There is no inference in this statement that the responsibility of a principal for supervision be reduced, but if the desirable features of the large school cannot be had in a small school and if they are really desirable, concerted action should be taken in the attempt to strike a compromise between the inefficiency of the small school and the unwieldy character of most larger ones.

It is likely that the elementary school evolving as the fruit of specific research and practice in attempting desirable specific objectives will demand a type of principal trained for his job and not one promoted from the teaching ranks because of outstanding classroom teaching ability. The school will be built to serve particular purposes and of such a type of construction that units may be added to it to provide for increasing growth without cramping the functions to be carried on within it. It will be possible to convert it for commercial and factory purposes if the inroads of business cut down the population of a district until the school is no longer needed in a particular location.

It is unfair to say in conclusion that we as a group—superintendents, deans of schools of education, and principals—do not handle the job of elementary education in such a way that we are ready to state that there are specific ends which every elementary school should serve and that the great majority of them can be attained through one or several types and sizes of school. Let us together meet the challenge, if there is one, during the coming school year. It might be desirable for the officers of this department to set up specific objectives and through the quarterly bulletin present the method of their attainment. The presentation of the large school by its proponents and the small school by its proponents would be a fruitful field for constructive discussion.

If this article should pave the way for some crystallization of opinion, those persons whose attitude is now that of hopelessness may feel repaid.

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 an *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 Cooperation 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 committee, 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 Cooperation with Civic Bodies—The Committee on Cooperation with Civic Bodies shall enlist the support and cooperation 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' CLUBS¹

Akron, Ohio—Women Principals' Club

President, Neonetta Gladwin, Grace School

Secretary, Nellie B. Haymaker, Forest Hill School

Baltimore, Maryland—White Principals' Association of the Baltimore Public Schools

President, M. Blanche Reindollar, Homewood Apartments, Charles and 31st Sts.

Secretary, Judson Hunt, 3210 N. Calvert St.

Baltimore Colored Principals' Association

President, John W. Woodhouse, 537 Presstman St.

Secretary, Henry W. Ebb, 1539 Argyle Ave.

Battle Creek, Michigan—Battle Creek Principals' Club

President, Eva N. Palmer, Library Building

Secretary, Pearl Payette, N. 5 School

Beaumont, Texas—Elementary Principals' Club

President, Effie Piland, Millard School

Secretary, Louise Hobby, Ogden School

Berkeley, California—Principals' Organization

President, D. L. Hennessey, 1009 Oxford St.

Secretary, Mrs. Clara M. Partridge, 2413 Milvia St.

Binghamton, New York—Executive Council

A group composed of all principals and directors and the superintendent

Birmingham, Alabama—Elementary Principals' Association

President, James V. Pogue, 5104 First Ave.

Secretary, E. M. Meadows, 5420 Sixth Court South

Boston, Massachusetts—Boston Principals' Association

President, John F. McGrath, 478 Jamaicaaway, Jamaica Plain

Secretary, Frederick A. Guindon, 15 Wilcox Rd., Dorchester

Buffalo, New York—Elementary School Principals' Association of Buffalo

President, Eli A. Rhodes, 432 Crescent Ave.

Secretary, Charlotte A. Darmstadter, 562 Humboldt Parkway

Butte, Montana—Butte Principals' Club

President, Ada F. Madden, 652 Phoenix Building

Camden, New Jersey—Principals' Association

President, Martha B. Lummis, Cassady School, Third and State

Secretary, Bessie D. Snyder, McKinley School, 35th and Mickel

Canton, Ohio—Canton Women Principals' Club

President, Lina Ritterspaugh, 600 Fifth St. S. W.

Secretary, Mrs. Katharine Mansfield, 3126 Tuscarawas St., W.

Cedar Rapids, Iowa—Principals' and Supervisors' Club

President, Ruby M. Byers, 385 S. 15th St., E.

Secretary, Inga B. Tapper, 348 Forrest Drive

¹ Compiled by the Research Division of the National Education Association.

- Charleston, South Carolina—Principals' Club**
 President, F. W. Wamsley, Simonton School
 Secretary, Simon Fogarty, Crafts School
- Charlotte, North Carolina—Charlotte Principals' Association**
 President, John M. Dunlap, 304 Kingston Ave.
 Secretary, Florence Jamison, 904 W. Fourth St.
- Chicago, Illinois—Chicago Principals' Club**
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 Secretary, Walter J. Harrower, Harper Junior High School, 6520 S. Wood St.
- Cicero, Illinois—Departmental Principals' Club**
 No officers
- Cincinnati, Ohio—The Elementary Principals' Club**
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 Secretary, Margaret Daly, Roosevelt School
- Cleveland, Ohio—The Principals' Club**
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- Council Bluffs, Iowa—Principals' Club**
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 Secretary, J. O. Mitchell, 1371 E. Ninth
 Club includes both high and elementary school principals
- Detroit, Michigan—Detroit Women Principals' Club**
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 Secretary, Lillian Morley, Ives School, 1146 Philip Ave.
- Duluth, Minnesota—Duluth Principals' Club**
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- Everett, Massachusetts—Everett Principals' Association**
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 Secretary, Katherine E. Burns, 37 Chestnut St.
- Fall River, Massachusetts—Grammar School Principals' Association**
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Secretary, Annie Fisher, Henry Barnard School

Haverhill, Massachusetts—Haverhill Principals' Club

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Holyoke, Massachusetts—Women Principals' Club

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Secretary, Anna F. Sheehan, 177 Beech St.

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Secretary, J. C. Perkins, Woodland School

Indianapolis, Indiana—Principals' Club

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Secretary, Ella Robinson, 821 New Jersey

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Secretary, Elizabeth Turner, 1642 Isabella Ave.

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Secretary, Inez E. Halladay, 414 W. Barnes

Lincoln, Nebraska—Lincoln Principals' Club

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Secretary, Maude Rousseau, Randolph School

Little Rock, Arkansas—Principals' Round Table

President, Emmie DeNeler, 3101 West 11th St.
Secretary, Annie Ledwidge, 1414 Louisiana St.

Long Beach, California—Principals' Club

President, John W. Wilson, 2149 Florida St.
Secretary, D. O. Robinson, 211 Argonne Ave.

Los Angeles, California—Elementary Principals' Club of Los Angeles

President, M. E. Peterson, 1353 E. 20th St.
Secretary, Jessamine Crapser, 1758 West 35th Place

Louisville, Kentucky—Louisville Principals' Club

President, Eva T. Mason, Cortlandt Hotel
Secretary, Georgia M. Brown, 426 E. Oak St.

Lynchburg, Virginia—Lynchburg Principals' Club

President, E. C. Glass
Secretary, Helen D. Urquhart

Milwaukee, Wisconsin—Milwaukee Principals' Association

President, Frank Kroening, Scott Street School, 26th Ave. and Scott St.
Secretary, William Koepke, Island Avenue School, Corner Harmon St.

Minneapolis, Minnesota—Principals' Forum

President, Louis G. Cook, 2402 Johnson, N. E.
 Secretary, Gertrude Sutton, 1907 Lyndale Ave.

Mobile, Alabama—Mobile County Elementary School Principals' Club

President, Leonore Jones, 1606 Monterey Place
 Secretary, Ora V. Cowan, 204 Dexter Ave.
 Includes members from both the city and county of Mobile.

Mt. Vernon, New York—Principals' Discussion Club

President, Hugh H. Stewart, 40 Rich Ave.

Muncie, Indiana—Administrative Club

President, Mrs. Erma Christy
 Secretary, Miss Fern Mitchell

Muskegon, Michigan—Principals' Club

President, Mrs. Mary E. Crane, 1267 Ransom St.
 Secretary, Margaret Cooper, 858 Terrace St.

Nashville, Tennessee—Principals' Association

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 Secretary, J. O. McKee, Edenwold, Tennessee

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 Secretary, Harry F. Stauffer, Franklin School

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 Secretary, Emma L. Gartland, 9 Washington St., New Bedford

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President, Joseph A. Fitzgerald, Ivy Street School, Ivy St. and Winchester Ave.
 Secretary, Elton Knight, Lincoln School, Gregory St.

New Jersey—New Jersey State Principals' Association

Secretary, Alberta Johnson, Monterey Ave. School

New Orleans, Louisiana—New Orleans Principals' Association

President, Virginia V. Leclere, P. O. Box 159, Metairie Ridge
 Secretary, Eva A. Brandao, 5207 Magazine

Newport News, Virginia—Newport News Teachers' Association: Group I, Principals and Supervisors

President, Lamar Stanley
 Secretary, Marnetta Sanders

New York City, New York—Brooklyn Principals' Council

President, Albert E. King, P. S. 3, Hancock St. near Bedford Ave., Brooklyn
 Secretary, Augustus Ludwig, P. S. 164, 14th Ave. and 42d St., Brooklyn

New York City—Brooklyn Women Principals' Association

President, Mrs. Minnie Q. Ledwith, P. S. 140, 60th St., west of Fourth Ave., Brooklyn
 Secretary, Susie A. Griffin, P. S. 84 G, Stone Ave. and Watkins St., Brooklyn

New York City—High School Principals' Association

President, Michael H. Lucey, Julia Richman High School, 68th St. and Second Ave., New York City
 Secretary, John M. Avent, Curtis High School, Hamilton Ave. and St. Mark's Place, New Brighton, N. Y.

New York City—Male Principals' Association of Borough of Queens

President, Matthew D. Quinn, P. S. 5, Academy St., near Grand Ave., Long Island City, N. Y.
 Secretary, Martin Joyce, P. S. 97, 85th and Shipley Sts., Woodhaven, L. I., N. Y.

New York City—Men Principals' Association, Manhattan and the Bronx

President, William Rabenort, P. S. 55, St. Paul's Place and Washington Ave., Bronx, New York City
 Secretary, Abraham Smith, P. S. 70, 75th St. east of Third Ave., New York City

New York City—New York City Association of Men Principals

President, William Rabenort, P. S. 55, St. Paul's Place and Washington Ave.,
Bronx, New York City

Secretary, Abraham Smith, P. S. 70, 75th St. east of Third Ave., New York City

New York City—New York City Association of Women Principals

President, Olive M. Jones, P. S. 120, 187 Broome St., New York City

Secretary, Mrs. Josephine H. Sherwin, 78 27th St., Jackson Heights, New York

Norfolk, Virginia—Norfolk Principals' Association

President, A. P. S. Robinson, 1230 Westover Ave.

Secretary, Lucy Mason Holt, 121 W. 28th St.

Oakland, California—Oakland Principals' Club

President, Elizabeth Sherman, 1425 Harrison St.

Secretary, Ray O. Diether, 87 Linda Ave.

Ogden, Utah—Ogden City Principals' Club

President, Ina E. Craven, 2561 Fowler Ave.

Secretary, Florence G. Brown, Farnsworth Apts.

Omaha, Nebraska—Elementary Schools Principals' Club of Omaha

President, Mrs. Cora S. Anderson, Park School, 29th and Woolworth Ave.

Secretary, Edith Isakson, South Central School, 25th and L Sts.

Oshkosh, Wisconsin—Oshkosh Principals' Conference

President, C. I. Yule, 110 Grand Ave.

Secretary, D. H. Wright, 469 Jackson Drive

Paterson, New Jersey—Paterson Principals' Association

President, William H. Wilson, School No. 15

Secretary, Eleanor J. Mombert, School No. 14

Perth Amboy, New Jersey—Perth Amboy Principals' Club

President, R. L. Predmore, Fords, N. J.

Secretary, Ingaborg Oksen, 67 Catalpa Ave., Perth Amboy

Philadelphia, Pennsylvania—Elementary Principals' Section of the Philadelphia Teachers' Association

President, Thomas J. Dobbins, 510 Midvale Ave.

Secretary, Frances Bowers, 1906 W. Tioga St.

Pittsburgh, Pennsylvania—Pittsburgh Principals' Club

President, H. G. Masters, Allen School, Allen and Excelsior

Secretary, Bertha V. Law, Glenwood School, Second Ave. and Alluvian St.

Portland, Oregon—Portland Principals' Association

President, T. J. Gary, 89 E. 18th St.

Secretary, Mrs. B. M. Buchanan, 495 Greenwood

Providence, Rhode Island—Primary Principals' Association

President, Mary D. Phillips, 104 Daboll St.

Secretary, Francesca deS. Cosgrove, 258 Doyle Ave.

Providence Grammar Masters

Secretary, Victor Frazee, Point Street Grammar School

Quincy, Illinois—School Masters' Club

President, W. E. Nelson, Quincy High School

Secretary, R. O. Gibbons, Dewey School

Quincy, Massachusetts—Parker Round Table

President, David H. Goodspeed, 202 Taylor St., Wollaston, Mass.

Racine, Wisconsin—Principals' Sub-Council

President, F. S. McCall, 1239 Arthur Ave.

Secretary, J. G. Walvoord, 309 West Boulevard

Rhode Island—Rhode Island Grammar Masters' Club

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Secretary, Herbert A. Wisbey, 62 Community St., Auburn, R. I.

Richmond, Virginia—Richmond Principals' Club

President, Algar Woolfolk, 1215 Laburnum Ave.

Secretary, Alvin L. Thoms, 1315 Nottoway Ave.

Roanoke, Virginia—Roanoke Principals' Organization

President, O. L. Huffman, Park School
Secretary, Bertha Starritt, Crystal Spring School

Rochester, New York—Rochester Council of Elementary School Principals

President, George D. Taylor, No. 27 School, Central Park
Secretary, Olive Paine, No. 29 School, Moran St.

San Antonio, Texas—Elementary Principals' Association

President, Sarah King, 441 Delgado St.
Secretary, Mary Belle McKenzie, 478 E. French Place

San Diego, California—San Diego Principals' and Supervisors' Club

President, Glen O. Perkins, San Diego High School
Secretary, Mrs. M. Ellen Barber, Balboa School

San Francisco, California—San Francisco Principals' Association

President, T. H. Rhodes, Francisco Junior High School
Secretary, Susie A. Ward, Guadalupe School

San Jose, California—San Jose Principals' Club

President, W. P. Cramsie, Office of Supt. of Schools
Secretary, Anne Darling, Office of Supt. of Schools

Seattle, Washington—Seattle Principals' Association

President, Charles Potter, Rainier School
Secretary, Charlotte Graham, E. C. Hughes School

Sioux City, Iowa—Administration Club

President, Harry J. Ludgate, Longfellow School
Secretary, H. H. Foster, Everett School

Somerville, Massachusetts—Somerville Schoolmasters' Club

President, Arthur L. Doe, Western Junior High School
Secretary, Charles E. Brainard, Prescott School

South Bend, Indiana—St. Joseph County's Principals' Club

President, Edythe Brown, Kaley School
Secretary, Elmo Swarm, Mishawaka, Ind.

Spokane, Washington—Elementary Principals' Association

President, Margaret Richardson, Avalon Hotel
Secretary, Florence Meyer, S. 1323 Browne St.

Springfield, Missouri—Springfield Elementary Principals' Club

President, S. Nannie Tracey, 704 E. Grand St.
Secretary, May Devereux, 225 W. Lynn

St. Joseph, Missouri—Elementary School Principals' Association

President, Mabel A. White, 1955 Clay St.
Secretary, Lillie B. Polk, 1804 Faraon St.

St. Louis, Missouri—Principals' Club

President, Geo. L. Hawkins, 459 Fairview Ave., Webster Groves, Mo.
Secretary, Walter E. Wilcox, 3971 Juniata St., St. Louis

St. Paul, Minnesota—Principals' Club of St. Paul

President, Josephine L. Driscoll, Lafayette School, Kentucky and Fenton St.
Secretary, Lulu R. Converse, Gorman School, Western Ave. and Forest St.

Superior, Wisconsin—Superior Principals' Club

President, Agnes Burry, Bryant School
Secretary, W. G. Campbell, Franklin School

Syracuse, New York—Syracuse Principals' Association

President, F. F. Dunham, Madison Junior High School
Secretary, A. S. Knapp, Porter Junior High School

Tacoma, Washington—Administrative Group of the Tacoma Public Schools

President, Jennie M. French, 1132 North Oakes St.
Secretary, John A. Arnold, Steilacoom, Wash.

Toledo, Ohio—Principals' and Supervisors Club

President, Jean Marcellus, 845 W. Woodruff Ave.
Secretary, Jean Chinn, 2020 Glenwood Ave.

Topeka, Kansas—Principals' Club

President, Nellie M. Langford, 612 Polk St.

Secretary, V. R. Mellenbruch, 2415 Buchanan St.

Utica, New York—Principals' and Supervisors' Club

President, Mary E. O'Connor, Mary St. School

Secretary, Harry H. Buxton, 13 Elizabeth St.

Washington, D. C.—Administrative Principals' Association

President, M. Gertrude Young, Peabody-Hilton School, Fifth and C Sts., N. E.

Secretary, Charles A. Johnson, Henry D. Cooke School, 17th St. between Euclid and Fuller Sts., N. W.

Washington, D. C.—Elementary Grade Principals' Association

President, Mary A. Dilger, Gales-Arthur School, Massachusetts Ave. and G St., N. W.

Secretary, Viola Offutt, Eaton School, 34th St. and Lowell Place, N. W.

Wheeling, West Virginia—Principals' Club of Northern West Virginia

President, Levering Bonar, Follanbee, West Virginia

Secretary, Opal Dietz, Cameron, West Virginia

Wichita Falls, Texas—Principals' Club

President, Bessie Stewart, 1109 Burnett St.

Secretary, J. T. Rundel, 1630 Pearl St.

Wilmington, Delaware—Elementary Principals' Association

President, Ellen Samworth, 1502 Lancaster Ave.

Secretary, Sarah S. Devine, 421 W. 22d St.

Winston-Salem, North Carolina—Winston-Salem Principals' Club

Chairman of Steering Committee, W. B. Clinard, City Public Schools

Worcester, Massachusetts—Worcester Principals' Club

President, Alice H. Belding, 110 Elm St.

Secretary, Julia A. Butler, 76 Paine St.

LIST OF MEMBERS THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

FOR THE YEAR 1926-27, CORRECTED TO MARCH 31, 1927

Unless otherwise indicated those listed are elementary school principals.

- Aarvig, Bertha O., 1102 Fifth Ave., N., Fort Dodge, Iowa.
- Abbott, Annette, 1220 A St., Lincoln, Nebr.
- Abbott, Carlotta G., 1624 Grant St., Denver, Colo.
- Abbott, Robert B., 1137 Bremer Ave., Fresno, Calif.
- Abel, B. L., School No. 45, Auburn Ave., Buffalo, N. Y.
- Ackerman, Martha B., 238 W. Tenth St., Claremont, Calif.
- Adams, A. Virginia, E. Landis Ave., Vine-land, N. J.
- Adams, Ruby M., 714 S. Kline St., Aberdeen, S. Dak.
- Adamson, Belle, 116 Spring St., Marietta, Ohio.
- Addicott, Irwin Oliver, Box 1017, Madera, Calif.
- Adel, Mrs. Edna P., 25 N. 21st St., Columbus, Ohio.
- Adsit, Margery, Pomeroy School, Burlington, Vt.
- Adsit, Ruth, Supvr., Elem. Tr. Sch., Col. of Educ., University of Wyoming, Laramie, Wyo.
- Afferbach, Calvin E., Rural Supvr., State Dept. of Public Instruction, Court House, Georgetown, Del.
- Ager, H. W., 1947 Hawthorne Ave., Portland, Ore.
- Abistrom, Mabel, Franklin School, Eveleth, Minn.
- Ainspauagh, George E., 1923 S. Throop St., Chicago, Ill.
- Aitkens, Emma C., 1108 Napoleon Ave., New Orleans, La.
- Alton, Maude E., Americanization School, Tenth and H Sts., Washington, D. C.
- Akin, Wayne M., Sargent School, Monte Vista, Colo.
- Albright, Hilda M., 25 Second Ave., S., Oelwein, Iowa.
- Alderman, Etta L., 42 Bliss St., West Springfield, Mass.
- Alexander, Mrs. Alevia, 410 E. 55th St., Portland, Ore.
- Alexander, Carter, Asso. Prof. of Educ. and Research Asso., Div. of Field Stud., Tchrs. Col., Columbia University, New York, N. Y.
- Alexander, Hattie, 124 E. Morehead St., Charlotte, N. C.
- Alexander, J. A., Supt. of Sch., Windsor, Ill.
- Alexander, K. U., 1512 Swann St., N. W., Washington, D. C.
- Allen, Amelia S., 440 Eastern Ave., East Lynn, Mass.
- Allen, Mrs. Anna B., 1309 11th St., Aurora, Nebr.
- Allen, Mrs. Charles D., Teague School, Herndon, Calif.
- Allen, Cora F., 872 S. Champion Ave., Columbus, Ohio.
- Allen, Grace A., 25 Bacheller St., East Lynn, Mass.
- Allen, Lillie E., Bache School, 22d and Brown Sts., Philadelphia, Pa.
- Allen, Lora, 99 W. Kansas, Pittsburg, Kansas.
- Allen, Nell B., Box 35, Hoquiam, Wash.
- Allen, Pattie, 904 Ash Ave., Duncan, Okla.
- Allen, Rhoda E., 2327 E. Fourth Place, Tulsa, Okla.
- Allen, Zella E., Harrison School, Seattle, Wash.
- Allmendinger, Walter H., 17501 Brush St., Detroit, Mich.
- Allsop, Clara M., Harrison School, Trenton, N. J.
- Almy, Shirley D., Lapham School, 1432 E. Dayton St., Madison, Wis.
- Alsterlund, Mabel A., 1843 13th St., Moline, Ill.
- Alt, Mary A., 1120 S. Beaumont, Detroit, Mich.
- Altamer, W. H., College Hill School, Cincinnati, Ohio.
- Alter, Harvey E., Thomas Street School, Rome, N. Y.
- Alter, Lillian V., 7719 Abbott St., Pittsburgh, Pa.
- Altstetter, Mrs. M. L., 721 W. Colonial Drive, Orlando, Fla.
- Alvarez, Mabel L., 300 N. Lafayette St., Mobile, Ala.
- Alworth, Jessie, Apt 12, Oakland Court, Council Bluffs, Iowa.
- Amerman, Nona L., 35 Collings Place, Houston, Texas.
- Ames, Rena, Lafayette School, Calumet and Sibley Sts., Hammond, Ind.
- Amundson, Minnie, Box 290, Bozeman, Mont.
- Anderson, Anna, 5482 Blackstone Ave., Chicago, Ill.
- Anderson, Mrs. Cora S., 106 S. 25th St., Omaha, Nebr.
- Anderson, Elizabeth N., Kane School, 26th and Jefferson, Philadelphia, Pa.
- Anderson, Ellen R., 81 Main St., Potsdam, N. Y.
- Anderson, Emma C., 419 W. 76th St., Los Angeles, Calif.
- Anderson, Florence, 720 Indiana Ave., South Haven, Mich.
- Anderson, J. H., Route 4, Greenville, S. C.
- Anderson, Jennie, Oak Grove Club, Flint, Mich.
- Anderson, Lena C., 131 Hudson Ave., Red Bank, N. J.
- Anderson, Nellie, 110 Austin, Brownwood, Texas.
- Anderson, O. A., Box 459, Vernonia, Ore.
- Anderson, Robert S., 16 N. Rigby Ave., Lansdowne, Pa.
- Andrew, Ellen B., Asst. Prin., Kilgour School, Herschel Ave., Cincinnati, Ohio.
- Andrews, Alice L., 40 Roselawn Ave., Warren, Ohio.
- Andrews, F. E., 1415 N. Garrison St., Louis, Mo.
- Andrews, Frank A., 47 Clark St., Worcester, Mass.

- Andrews, J., Sec.-Treas., Eastland Business College, Eastland, Texas.
 Andrews, J. O., 2825 May St., Fort Worth, Texas.
 Andrews, John H., Itasca Station, Superior, Wis.
 Andrews, Mary A., 810 S. Ross St., Santa Ana, Calif.
 Andries, Ida K., 2000 Edison Ave., Detroit, Mich.
 Angland, Helen, School No. 7, Ramsay St., Paterson, N. J.
 Angus, Myra W., 2534 Lower Manoa Road, Honolulu, Hawaii.
 Ansley, Foster, Barrett School, Birmingham, Ala.
 Anspach, Charles J., 4713 Pabst Ave., Milwaukee, Wis.
 Arce, Mrs. A. V., Legarda Elementary School, Lealtad, Sampaloc, Manila, P. I.
 Archer, Ina, Public School 155, 1355 Herkimer St., Brooklyn, N. Y.
 Arehart, Claud A., Fulton School, 412 N. 29th St., Portland, Ore.
 Arguelles, Ethel, Box 400, 413 E. Howard Ave., Biloxi, Miss.
 Armbruster, Bertha S., 4152 West End Ave., Chicago, Ill.
 Armstrong, Cora, 319 McKinley Ave., S. W., Canton, Ohio.
 Armstrong, J. J., 715 Elm St., Youngstown, Ohio.
 Armstrong, Mrs. Mary F., 1346 Wealthy St. S. E., Grand Rapids, Mich.
 Armstrong, Nano E., 554 25th Ave., Milwaukee, Wis.
 Arnold, David Ray, Signal Hill Elementary School, Long Beach, Calif.
 Arnold, E. G., Alcott School, W. 41st and Tennyson, Denver, Colo.
 Arnold, Frank J., 622 Mansfield Place, Brooklyn, N. Y.
 Arnold, John A., Oakland School, Tacoma, Wash.
 Arnold, L. G., 419 Q St., N. W., Washington, D. C.
 Arnot, Lida A., School No. 19, James St., Paterson, N. J.
 Arnsen, Harriet, Third Street School, Niagara Falls, N. Y.
 Arrington, Mrs. Empress, 1122 N. El Paso St., El Paso, Texas.
 Ashton, Robert H., 723 Girard St., N. W., Washington, D. C.
 Askin, Bessie D., 362 Stratford Ave., Pittsburgh, Pa.
 Assmann, E. C., Washington School, West Allis, Wis.
 Atkins, George F. B., Box 568, Bessemer, Mich.
 Atkins, Robert S., Thomas N. Hart School, South Boston, Mass.
 Atkinson, F. H., Henry Ford School, Second and Midland Ave., Highland Park, Mich.
 Atwater, Jane S., 6824 Harper Ave., Chicago, Ill.
 Atwell, Lottie E., Shady Park School, North Braddock, Pa.
 Ault, J. W., State Teachers College, San Diego, Calif.
 Aultman, Mrs. Lela W., 6811 Leland Way, Hollywood, Calif.
 Auner, Cella R., 205 Michigan St., Winfield, Kansas.
 Austin, George R., 3648 Burke Ave., Seattle, Wash.
 Austin, M. J., 1468 Harvard St., N. W., Washington, D. C.
 Austin, Mary N., Miller Park School, Omaha, Nebr.
 Austin, W. L., Morse School, 25th and Sarah, Pittsburgh, Pa.
 Averill, W. A., Research Bureau, Ginn and Co., 15 Ashburton Place, Boston, Mass.
 Axtell, Annie D., Lowell School, Madison, Wis.
 Ayres, Alice M., 210 N. Oxford St., Hartford, Conn.
 Ayson, H. F., Resident Commissioner, Rarotonga, Cook Islands.
 Babbington, K., 78 I St., N. W., Washington, D. C.
 Bache, Ada G., George Washington School, 118 N. Cabel, Louisville, Ky.
 Bachmann, Sophie, Majeske School, 2139 Trombly, Detroit, Mich.
 Bacon, Margaret E., 404 Sterling Place, Brooklyn, N. Y.
 Bacon, Meda, 731 Lafayette Ave., S. E., Grand Rapids, Mich.
 Bacon, Vivian, 1136 Union Ave., Chicago Heights, Ill.
 Badanes, Saul, 32 Cameron Ave., Babylon, L. I., N. Y.
 Bader, Edith M., High School, Ann Arbor, Mich.
 Badger, Abner A., 2234 Lavell Drive, Los Angeles, Calif.
 Baer, Mrs. Alice Hogge, Kohn School, 10414 S. State St., Chicago, Ill.
 Baer, Schanette, Whittier School, Toledo, Ohio.
 Bailey, C. S., 121 Main St., West Orange, N. J.
 Baird, James, 4725 Martin Ave., Detroit, Mich.
 Baird, Sadie, 1219 S. 26th St., Lincoln, Nebr.
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 Baker, Helen T., 3322 Carter, Detroit, Mich.
 Baker, L. L., 1378 Tabor Court, Portland, Ore.
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 Baldwin, Alice G., 206 E. Tenth St., Wilmington, Del.
 Baldwin, C. W., 2614 Kuahine Drive, Honolulu, Hawaii.
 Baldwin, Mrs. Jessie G., 4922 Worth St., Dallas, Texas.
 Baldwin, Paul, Baker School, Evansville, Ind.
 Bales, Howard R., 314 W. Hubbard St., Mineral Wells, Texas.
 Ballard, Willa E., 1421 Fair Oaks Ave., South Pasadena, Calif.
 Ballenger, Lou E., 1801 16th St., N. W., Washington, D. C.
 Bamberger, Morris, Bergen Street School, Newark, N. J.
 Bancroft, C. A., 1414 E. Eighth Ave., Olympia, Wash.
 Bangs, Athlyn V., Washington School, Iron Mountain, Mich.
 Bankes, W. J., Dean, Teachers College, University of Akron, Akron, Ohio.
 Banta, Fay M., 2618 N. Alabama St., Indianapolis, Ind.
 Barber, E. Olive, 110 N. Main St., Gloversville, N. Y.
 Barber, Elton L., Basking Ridge, N. J.
 Barber, Gertrude L., McKinley School, 1026 W. Fourth St., Coffeyville, Kansas.
 Barclay, Mary, 131 Franklin Ave., Morton, Pa.
 Barker, Mary C., 685 Myrtle St., N. E., Atlanta, Ga.
 Barley, Ida L., 3638 Summit, Kansas City, Mo.

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- Barnard, Margaret, 716 W. Commonwealth Ave., Alhambra, Calif.
- Barnes, Mrs. Abbie C., Ernst School, St. Joseph, Mo.
- Barnes, Harold, Supvg. Prin., Elem. Educ., Girard College, Philadelphia, Pa.
- Barnes, Jessie Baldwin, 419 E. State St., Long Beach, Calif.
- Barnes, Percival S., Supt. of Schools, East Hartford, Conn.
- Barnes, Thomas L., 39 New St., East Orange, N. J.
- Barnhart, Nat G., Meadowview Public School, Meadowview, Va.
- Barnum, Mrs. W. A., Prin., Oregon Normal Training School, Independence, Ore.
- Barr, Gertrude, 38 Elizabeth Apt., Chattanooga, Tenn.
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- Barrett, Ellen T., 4026 Baudin, New Orleans, La.
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- Barrows, Howard F., Box 85, East Falmouth, Mass.
- Barry, A. P., Twin Peaks School, Corbett and Iron Ave., San Francisco, Calif.
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- Barthold, Harold J., 636 Main St., Bethlehem, Pa.
- Bartholf, Harriet, 842 Prospect Ave., Shreveport, La.
- Bartine, Helen W., Cramp School, Howard and Ontario Sts., Philadelphia, Pa.
- Barton, Lulu E., 679 Lorena Ave., Wood River, Ill.
- Barton, Ruby, 1030 Cherry, Springfield, Mo.
- Bash, Eugene H., Henry C. Kumpf School, 45th and Wabash, Kansas City, Mo.
- Baskett, Mrs. Fannie, 2917 Douglas, Dallas, Texas.
- Baskin, Mildred, 724 Baltimore Ave., San Antonio, Texas.
- Bassett, A. F., Route B., Box 174, Sanger, Calif.
- Bassler, H. J., 58 McKinley Ave., Steger, Ill.
- Bastian, Mamie S., 812 Bell Ave., Houston, Texas.
- Batchelder, Marion E., Riverside, N. J.
- Bateman, Grace N., 2721 Gladstone Ave., Detroit, Mich.
- Bates, E. D., 329 Pioneer St., Akron, Ohio.
- Bates, Elizabeth, 365 S. Highland Ave., Los Angeles, Calif.
- Bates, Guy, Davison School, 2800 E. Davison Ave., Detroit, Mich.
- Bates, Warner J., Whitney School, Hamtramck, Mich.
- Bates, William Lester, 74 Putnam St., West Newton, Mass.
- Batman, Anna C., 1426 D St., Lincoln, Nebr.
- Battle, Mrs. J. A., 605 Delaware, Bartlesville, Okla.
- Bauerle, Martha M., 5559 W. Adams St., Chicago, Ill.
- Baughman, W. L., Jefferson School, East St. Louis, Ill.
- Baum, Millicent, Public School 101, 151 E. 111th St., New York, N. Y.
- Baur, Florence L., 441 S. Maple Ave., Glen Rock, N. J.
- Bauserman, Nellie K., Franklin School, Denver, Colo.
- Baxter, Bernice, 2558 Pleasant St., Oakland, Calif.
- Baylies, Stella H., 80 Hanover St., Fall River, Mass.
- Beach, Julia, 3440 Grand Ave., Des Moines, Iowa.
- Beal, Mamie G., 4510 S. 20th St., Omaha, Nebr.
- Beall, Ross H., Supt. of Schools, Bellevue, Iowa.
- Beam, Mary H., 188 Greenfield St., Tiffin, Ohio.
- Beaman, Mrs. Blanche C., Route 504, Box 41, Royal Oak, Mich.
- Bean, Albert M., Junior High School, Camden, N. J.
- Bean, Florence Ordway, 11 Wellman St., Brookline, Mass.
- Beard, C. E., Parker School, Fort Smith, Ark.
- Beardsley, Inez, 1412 Tenth St., Greeley, Colo.
- Beardsley, Oda Mae, 4313 Budlong Ave., Los Angeles, Calif.
- Beattie, Grace E., 503 Medbury Ave., Detroit, Mich.
- Beattie, Merle, 421 S. 15th St., Lincoln, Nebr.
- Beavers, Sallie L., 601 Duke St., Durham, N. C.
- Beebe, Grant, 1225 Sedgwick St., Chicago, Ill.
- Becher, William O., 925 Grove St., Milwaukee, Wis.
- Beckmann, Albertina, Twelfth District School, Eighth and Melvin Sts., Cincinnati, Ohio.
- Beck, Julia F., 704 Reservoir St., Baltimore, Md.
- Beck, Paul H., 706 S. Lombard Ave., Oak Park, Ill.
- Beckham, Blanche, 2721 M St., N. W., Washington, D. C.
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- Bedillion, J. C., 113 Cherry Ave., Houston, Pa.
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- Bednar, Christine, 132 W. Marquette Road, Chicago, Ill.
- Beeby, Daniel J., 7646 S. Green St., Chicago, Ill.
- Beers, George A., 3250 W. Adams St., Chicago, Ill.
- Beggs, V. L., 941 S. Grove Ave., Oak Park, Ill.
- Belding, Alice H., Greendale School, Worcester, Mass.
- Bell, Nellie, 623 Vine St., Chattanooga, Tenn.
- Bell, R. J., 121 S. 41st, Louisville, Ky.
- Bellamy, W. S., 902 Stewart Drive, Dallas, Texas.
- Bellows, Mrs. Mabel Hutchings, Kensington School, Grand Rapids, Mich.
- Belser, Birdie, 103 Lewis, Montgomery, Ala.
- Bender, Cora F., Washington School, Bakersfield, Calif.
- Benedict, Myrtle L., 1236 Westlake Ave., Lakewood, Ohio.
- Benfer, Mabel C., 417 Osage Ave., Bartlesville, Okla.
- Benner, W. A., 1670 Grand Ave., Piedmont, Calif.
- Bennert, Lewis A., 825 Madison Ave., Paterson, N. J.
- Bennett, Birdenla, 37 Barton Ave., Terre Haute, Ind.
- Bennett, John C., 1322 Rush, Houston, Texas.
- Bennett, Marie, 209 W. Locust St., Aurora, Mo.

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- Benthack, Emil, Supt. of School, Arnold, Nebr.
- Bentley, Jessie, Junior High School, Litchapoka, Ala.
- Benton, George W., 100 Washington Square, New York, N. Y.
- Berard, Elvina L., Com. Sloat School, Ocean Ave. and Sloat Blvd., San Francisco, Calif.
- Berghane, Frederick A., 9 Bayley Ave., Yonkers, N. Y.
- Berkaw, George R., 2211 Virginia Park, Detroit, Mich.
- Berman, Samuel, William S. Peirce School, 24th and Christian Sts., Philadelphia, Pa.
- Berns, Karl H., 400 Ninth St., N. W., Canton, Ohio.
- Beskov, Mrs. Mary, 418 N. Pleasant St., Hillsboro, Texas.
- Bestick, Grace V., 229 Wells St., Bridgeport, Conn.
- Bethany, C. M., P. O. Box 443, Bryan, Texas.
- Betten, I. N., 920 Wright St., Milwaukee, Wis.
- Betton, Florence, Askew School, 27th and Topping, Kansas City, Mo.
- Betta, Mary T., 2847 Madison Road, Cincinnati, Ohio.
- Bick, Anna, Wilkinson School, 7124 Canterbury Ave., St. Louis, Mo.
- Bickler, Peter, 133 28th St., Milwaukee, Wis.
- Biffer, Mary C., 1253 W. Fifth, Los Angeles, Calif.
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- Billings, Myra C., Rogers School, 1247 W. 13th St., Chicago, Ill.
- Bingham, H. Beth, 215 E. Third St., Mishawaka, Ind.
- Birdsall, D. P., 544 51st St., Milwaukee, Wis.
- Birkam, George, 4875 Greenway Ave., Detroit, Mich.
- Birkenbauer, Louise, 3304 Wabash Ave., Kansas City, Mo.
- Birch, Marcla, 611 N. McKinley, Sand Springs, Okla.
- Bisset, Mary C., 2519 S. Garnet St., Philadelphia, Pa.
- Blawanger, Wilhelmina A., Alex Wilson School, 46th and Woodland Ave., Philadelphia, Pa.
- Bjorklund, Ethel M., 205 Third Ave., S., Oelwein, Iowa.
- Blackburn, Lulu, Benjamin Harrison School, Wallace and Independence Road, Kansas City, Mo.
- Blackburn, Mrs. R. E., Grade School, International Falls, Minn.
- Blackler, R. C., 924 E. Everett St., Portland, Ore.
- Blackmore, Ida, Monmouth Park School, 33rd and Ames, Omaha, Nebr.
- Blackmun, R. M., 3617 Clarke St., Milwaukee, Wis.
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- Blake, Katherine D., 101 W. 85th St., New York, N. Y.
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- Blankenship, Ursula, 1210 S. Boulevard, Charlotte, N. C.
- Blanton, J. H., Route D., Box 236, San Antonio, Texas.
- Blessing, Louise, 4837 Lytle St., Pittsburgh, Pa.
- Bligh, Anna M., Parkland School, Louisville, Ky.
- Blish, Elizabeth, Holmes School, 5525 S. Morgan St., Chicago, Ill.
- Bliss, Carrie W., 233 Arnold St., New Bedford, Mass.
- Blood, Benita, R., Fuller School, 48th and Harriet Ave., Minneapolis, Minn.
- Blough, H. B., 321 E. 22d St., Portland, Ore.
- Blumb, Joseph L., 1916 Woolsey St., Berkeley, Calif.
- Bockius, Susan A., 50 W. Penn St., Germantown, Philadelphia, Pa.
- Boecker, Alexander, Public School 100, Coney Island, Brooklyn, N. Y.
- Boehncke, Frieda C., 1320 N. Wilton, Hollywood, Calif.
- Bogan, L. E., Supt., Consolidated Schools, Okon, Okla.
- Boland, Mary Frances, Mary W. French School, Decatur, Ill.
- Bolen, Elizabeth, South Park School, St. Joseph, Mo.
- Bolenbaugh, George B., Fairview School, Cincinnati, Ohio.
- Boley, Arthur William, 700 Williams, Kewanee, Ill.
- Bolton, Belle, 1581 Dexter Place, Cleveland, Ohio.
- Bomford, Mrs. Margaret A., 2413 Sunset Drive, Tampa, Fla.
- Bond, Elizabeth, 1437 Sigsbee Ave., Salt Lake City, Utah.
- Bond, J. C., Franklin School, 14th and Washington, Kansas City, Mo.
- Bond, Mary E., 1860 Columbia Road, Washington, D. C.
- Bonfield, Q. Louise, 1208 Melbourne Road, East Cleveland, Ohio.
- Bonfield, Susan, Douglas School, 3200 Calumet Ave., Chicago, Ill.
- Bonner, Nettie O., 212 N. 30th St., Corsicana, Texas.
- Bonner, W. M., McClellanville, S. C.
- Book, Clara B., Y. M. C. A., New Castle, Pa.
- Booker, Mrs. W., 348 Kenilworth, Toledo, Ohio.
- Boon, Sallie K., Rollins School, 41st and Main St., Kansas City, Mo.
- Boone, Mamie, 132 E. 12th St., Dallas, Texas.
- Boone, W. V., 1217 Lawrence St., Tyler, Texas.
- Booz, Mary Convery, Columbus School, Brunswick Ave., Trenton, N. J.
- Bopst, M., Columbia Street School, Cumberland, Md.
- Borden, Nellie G., 715 N. Van Ness, Fresno, Calif.
- Borklund, C. Arthur, Public School 10, Manhattan, 242 E. 202d St., New York, N. Y.
- Bortle, Helen, 254 S. Monroe Ave., Apt. 7, Columbus, Ohio.
- Bostian, Annie E., Henderson School, Salisbury, N. C.
- Botkin, Ethel, 102 E. 17th, Hutchinson, Kansas.
- Bott, Helen, 12027 Pinchurst, Detroit, Mich.
- Boukofsky, Rebecca M., 605 Tenth Ave., San Francisco, Calif.

- Boutet, George H., Public School No. 3, Buffalo, N. Y.
- Bovee, Earl E., 1710 S. Palmetto St., Sioux City, Iowa.
- Bowen, D. C., 434 Colonial St., Detroit, Mich.
- Bowen, Warren R., 20 Pleasant St., Salem, Mass.
- Bowen, Wayne F., Box 84, Compton, Calif.
- Bowers, Frances L., 1906 W. Tioga St., Philadelphia, Pa.
- Bowers, Jacob, Northwood School, Columbus, Ohio.
- Bowman, C. P., Minor School, Palmer Terrace, Ensley, Ala.
- Bowman, Calvin, 29 S. Linwood Ave., Crafton, Pa.
- Bowman, Samuel H., 6917 Converse Ave., Los Angeles, Calif.
- Bowring, H. P., 133 High St., Modesto, Calif.
- Bowyer, Vernon, 1070 W. Jackson Blvd., Chicago, Ill.
- Boyce, Thomas W., Cass Street Rotary School, Cor. Kewaunee St., Milwaukee, Wis.
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- Library, Johns Hopkins University, Baltimore, Md.
- Administration Library, Board of Supts., 15 Beacon St., Boston, Mass.
- Library, Graduate School of Education, Harvard University, Cambridge, Mass.
- Library, State Normal School, Salem, Mass.
- Minnehaha School, 51st St. and 36th Ave. S., Minneapolis, Minn.
- Library, Board of Education, Minneapolis, Minn.
- Minneapolis Public Library, Order Dept., Hennepin Ave. and Tenth St., Minneapolis, Minn.
- Library, University of Minnesota, Minneapolis, Minn.
- Kansas City Public Library, Kansas City, Mo.
- St. Louis Elementary Principals Association, Divoll School, 2918 Dayton St., St. Louis, Mo.
- Free Public Library, 5 Washington St., Newark, N. J.
- Roosevelt School, Rahway, N. J.
- Carlsbad Grammar School, Carlsbad, N. Mex.
- New York State Library, Albany, N. Y.
- Grammar School No. 11, William A. Mackey, Prin., Poplar Ave., Buffalo, N. Y.
- Bryson Library, Teachers College, Columbia University, New York, N. Y.
- Bureau of Reference, Research and Statistics, Board of Education, 500 Park Ave., New York, N. Y.
- Library, East Carolina Teachers College, Greenville, N. C.
- Carnegie Library, Ohio University, Athens, Ohio.
- Cleveland Public Library, Order Dept., 325 Superior Ave., Cleveland, Ohio.
- Library, Ohio State University, Columbus, Ohio.
- Library, Oregon Normal School, Monmouth, Ore.
- Oregon State Library, Salem, Ore.
- State Dept. of Public Instruction, Harrisburg, Pa.
- Fifth District Principals, Philadelphia, Pa.
- Pedagogical Library, Board of Public Education, Keystone Annex, 19th above Chestnut, Philadelphia, Pa.
- Library, University of Pittsburgh, Pittsburgh, Pa.
- Library, East Tennessee State Teachers College, Johnson City, Tenn.
- Library, State Normal School, Cheney, Wash.
- Education Library, University of Washington, Seattle, Wash.
- Commissioner of Private Education, Ayuntamiento, Manila, P. I.

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National Association of Elementary School Principals

Bulletin No. 1, May 1, 1921. Published at Port Arthur, Texas

National Association of Elementary School Principals

Bulletin No. 2, June 1, 1921. Published at Port Arthur, Texas

Department of Elementary School Principals, Proceedings, 1921

Bulletin No. 18 of the National Education Association

Bulletin of the Department of Elementary Principals

No. 3, November, 1921. Published at Duluth, Minn. (out of print)

Bulletin of the Department of Elementary Principals

No. 4, February, 1922. Published at Duluth, Minn. (out of print)

The First Yearbook of the Department of Elementary School Principals

"The Technic of Supervision by the Elementary School Principal." Published at Washington (out of print)

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