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THE PRINCIPAL AND SUPERVISION

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Stanford University, California

IF EFFECTIVE supervision is to be done there is just one person to do it. That person is the principal. True, there are schools which are fortunate enough to have a fulltime supervisor other than the principal, but these schools are so few, when the number of schools as a whole is considered, as to be almost negligible. The principal, regardless of the amount of his administrative duties—and these duties at times seem to be almost smothering—is faced with another responsibility which is a man-sized job in itself. That it is work which can be neglected does not lessen his responsibility. Supervision, the principal must do.

In attempting to analyze the work of the principal as a supervisor one is forced to conclude that this work falls under two rather inseparable heads. The first might be called the methods and principles of supervision; the second, the personal and social nature of the work of supervision. The first leads to clear vision, logical analysis, constructive criticism, and effective aid; the second leads to improved instruction through preventing the work of the teacher from becoming lifeless, listless, and routine. The first is analytical supervision. The second might be called creative or inspirational. Neither can succeed without the other. The purpose of this article is to state as briefly and concisely as possible the factors making up each type.

Under the topic, "Methods and Principles," a summary brings to light the following principles which are agreed upon by writers in the field. From the viewpoint of the principal who feels his responsibility for supervision they are:

Producing a unity of purpose for the entire staff—Supervision justifies itself in its attempt to work everything toward a common purpose, namely, the improvement of instruction that the child may profit. The supervising principal who has produced this desirable "unity of purpose" has succeeded in getting the cooperation of every teacher. He has deliberately tried to set up a goal toward which every teacher may be attracted. He has succeeded in moulding his faculty into a "happy family" through the amalgamation of different groups and factions. He has kept in mind the "vision" rather than the "super" when thinking of his job.

Developing a broad general program while attending to the details of daily work—The principal who is carrying out a real supervisory program realizes early that he must be looking toward a broad, general plan while he is carrying on the details of daily work. This means first of all that he must have an organized, specific plan of procedure. It means that if he is to carry out his general plan that his daily work must be definitely planned and scheduled. It presumes that haphazard visiting and conferences are a waste of time. It means that he centers the thinking of the group, and the work of the group on the improvement of instruction in one subject for a given period of time. It infers measuring the results of this special effort in some objective way.

Making professional visits convey the feeling of personal interest in each classroom visited—To carry out this maxim the principal seeks to make his visits not only definitely professional but also significantly personal. He knows the names of most of the pupils. He takes an active interest in their games, their undertakings, their projects. The principal who wishes to develop this feeling of personal interest on the part of teacher and pupils never forgets a promise made to either at the time of a former visit. He always sees some good and commends it although his eyes are not closed to weaknesses. He comes to sense that he is a welcome visitor in a room and counts this welcome as not the least of his successes.

The principal aids the teacher directly in the application of the principles of good classroom work—This includes the arranging for demonstration lessons to be taught and witnessed by staff members; the aiding of the teacher in recognizing and planning for individual differences; it provides for aiding the teacher in clarifying her assignments and in seeing clearly the aims of instruction. With the young and inexperienced teacher it may mean the holding of preteaching conferences that the plans of the teacher may be organized and the prevention of serious errors insured. This plan is often more economical not only of time but also of effort. It tends to prevent rather than to correct mistakes. If the teacher is really aided by the principal in the application of good classroom technic she is made to see that every piece of school machinery must give an educational account of itself.

The efficient supervisor seeks out and makes recognition of efficient work—The principal who needs this rather insistent demand aids the teacher in setting up experimental situations. He aids the teacher in securing the publication of the purpose, method, and results of the experiment as her work, not as his. The principal arranges that his best teachers get places on state and county committees and programs because of their efficiency. He does not forget to mention especially fine work of a teacher when speaking to patrons of the school. He has determined the requisites and has developed the technic of writing a recommendation.

The aims of supervision are made apparent to teachers—The efficient supervising principal becomes a sort of training teacher for supervisors just as the good administrative principal or superintendent is constantly training his assistants to occupy positions similar to his own in other school systems. The work of supervision is no mysterious power which vanishes when its aims and purposes are exposed to all. Every member of the staff should be conversant with the supervisory plans for the year. The problem of the year is set up as the big goal for every teacher. The good principal makes teachers believe in supervision.

Good supervision directly improves the results of instruction—This statement has had its proof. The principal who is meeting this pertinent demand of supervision finds that the field of supervision as a whole is opened to him. More specifically, however, he finds himself providing a motive for study; helping the teacher organize materials; aiding the teacher in developing the different types of lessons; suggesting technic for her use in making her ov

lesson plans function better; and in developing devices for selfcompetition among the pupils.

Good school management is promoted—This principle is a general one and may be considered from many aspects. Part of the principles laid down under other heads undoubtedly apply to this phase of supervision. Clean cut lines of cleavage are very difficult to make in any phase of educational theory or practice, and supervision is no exception to the rule. However, we may think of the work of the principal in promoting good school management under these heads and not be far amiss: It routinizes classroom mechanics; it tends to make discipline creative in that the pupil becomes his own disciplinarian; it arouses interest and pride in his school on the part of the pupil. School management might even be construed to allow for showing that clear aim is the big determinant in management as well as in method. It implies interest in the measuring field that the teacher may question the validity and reliability of her measuring devices. The supervisor who is aiding the teacher in improving her school management does not fail to give her the benefits of his visits to other rooms without implying any deficiency on her part. Last of all and in the opinion of the writer least important, although it is most frequently stressed, it aids the teacher in the handling of the seating, the heating, the lighting, and in making the best use of the ventilating appurtenances provided.

Supervision promotes professional interest—To do this it calls attention to usable current literature and sees that the teacher gets it. The principal who is aiding in professional growth encourages affiliation with the local, county, state, and national professional organizations. He encourages summer school attendance. He makes it possible for teachers to visit other teachers and to observe their work. He secures good pay for good services.

The foregoing discussion has stated some of the dominating principles of supervision. It has said nothing about the supervisor. However, supervision is such an intimate, close-range, shared-relationship job, that to neglect mention of the personal and social qualities demanded of the worker in this field is to state the problem but partly. There is probably no work in the field of education where personality plays a greater part than in this same field of supervision. No one can do really beneficial, constructive work without a desire for improvement upon the part of the supervised. Creating this desire and providing the method for satisfying it tends to become a personal affair. The best trained supervisor, technically, can do little of value if he is distrusted and disliked by the persons with whom he works. This leads to an analysis of some of the qualities which the writer feels make up the personal and social side of supervision:

Cleanliness in personal habits—This is generally taken for granted but failure in this all important item is not uncommon. The topic includes cleanliness of teeth, hands, and nails. It implies freedom from tobacco and other disagreeable odors.

Neatness and trimness of appearance—Clothes clean and of fair quality; hair neatly trimmed and combed; shoes shined; the day started with clean

linen, and a reasonable variety in clothing are a few items which come under this head.

Interest in the work and play of the staff—This interest will be evidenced by teachers coming to the supervisor voluntarily for help. It will show itself in the way that teachers and pupils include him in their fun and by the enthusiasm with which pupils welcome him to the playground. The principal who fills this important social obligation aids in planning recreation for his teachers as well as in planning work for them.

Modesty and unassumingness of the principal—The principal who is modest and unassuming measures his success only in terms of the group. He works as hard when he is the last named on a committee as when he is chairman of it. He submerges himself in the good of the school as a whole, and is the first to refuse credit which is not due him.

Tactfulness in criticism—There are few things so deadening as untactful criticism. Criticism there must be but always accompanied by or preceded by commendation. The principal who supervises may know that he is tactful in his criticism if teachers like to show him the results of their work. It is a fair evidence of tactfulness on his part if teachers ask him to visit them when they are trying out new work. No one at such a time, if ever, invites destructive criticism. If teachers ask him to suggest improvements for their work, and ask his opinion and willingly accept it or as frankly reject it, he may believe that his criticism is agreeably received.

Energy and good health—There is no principal who underestimates the value of these qualities when hiring teachers. He should not underestimate the same qualities when evaluating his success due to personal and social factors. The principal who is always on the job; who can work hard six days a week and still be an enthusiast; who works as hard and as much as any teacher; who works overtime willingly; and, who plays as hard as he works, is apt to be the possessor of these qualities so essential to success.

Courtesy and thoughtfulness—Here again we have a personal factor which comes as a sort of a second nature to some principals, and is conspicuous by its absence in some supervisors. The thoughtful, supervising principal seizes upon every opportunity to lighten heavy loads. His professional meetings are economical of the time and the energy of his staff. He tries to accommodate as many as possible of his staff in planning for the regularly scheduled meetings. When an opportunity to do a "good turn" for a teacher appears, he seizes it. He is as courteous to the teachers as he is to the city superintendent.

He inspires hopeful, helpful, uplooking optimism—This is another personal factor which is of significant importance. The principal who has this desirable quality is apt to believe that it is accidental. He probably feels that there is no methodology of inspiration or encouragement. However, the principal who never neglects to tell a teacher the good things which have come to him about her work, who is cheery and hearty in his greetings, who always commends the commendable, who deliberately offers encouragement, and who neglects to tell a teacher the things which can only hurt her,

is apt to discover that he has developed a methodology of encouragement. Very likely he discovers also that he has lost nothing in effectiveness by so doing.

Unswerving loyalty to personal and professional ideals, to the group with whom he works, and to the institution which shelters and nurtures his professional growth—A blanket offering to be sure, but covering factors which if lacking would tend to make the best technical training worthless. The supervisor who meets these stern criteria indicates his loyalty in many ways, a few of which are: When out of the presence of his co-workers he keeps still when he cannot commend. His ideals are clearly defined in his own mind. He publicly expresses approval of the school system in which he works, seeing at the same time its weaknesses and seeking to improve them. When called upon he gives his honest opinion to those above him in rank, standing firm on what he believes when he knows they disagree, but carrying out orders loyally when the decision is against him.

The factors enumerated make but a brief survey of the personal and social qualities which are essential to the success of the principal in his work in supervision. Many principals possess these qualities and do some fairly good work in supervision although their training in the theory of supervision is inadequate. Again, many supervisors are lacking in these personal qualities but are adequately trained in supervisory method. Their work, too, is likely to be classifiable as " fairly good." It is only when the supervisor or principal is found that possesses the combination of desirable qualities that a high degree of excellence results. The principal, by virtue of the fact that he possesses the personal and social factors for the exacting duties of an administrator, is likely to have the best qualifications of a personal and social nature. For him the emphasis as a rule needs to be placed on developing the technic proper of supervision.

CONDUCT EDUCATION IN THE ELEMENTARY SCHOOL

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MUCH HAS been written and said—more perhaps in form of criticism than in form of commendation—of the manner in which the elementary schools are meeting the issue of character development among the youth of the land. Because the terms " character education," " moral education," and " citizenship " imply a maturity of experience and a control of behavior principles that grow out of a wider and more varied experience than is common to little children, the term " conduct education " instead of " character education " is used for the caption of this article. The term " conduct education " throughout this discussion will relate to the curriculum experiences in the schools rather than to the discipline of the school. What are, then, the dominant needs and purposes, some current practises, and the

desirable outcomes that must prevail in a school program that seeks to meet this new demand for a school day that shall carry within itself greater potentiality for the development of a more desirably integrated personality in childhood?

The elementary school of State Teachers College at Moorhead, Minnesota, performs a double service in the community. We provide, first of all, a good school for the children who are entrusted to our care—thereafter, we are a laboratory school where the best educational policies of the state may be observed, demonstrated, investigated, and practised by a group of prospective teachers in the course of their training for professional service.

In one of the intermediate grades of this school is a child named Margaret, a fair-haired little granddaughter of Holland, whose parents were born in Holland. Physically she is a beautiful child; delicate and dainty, but healthy and wholesome in her development. She is extraordinary in application rather than in native ability; her manner is quaint, quiet, courteous as is traditional in the girls and women of her race. She has a soft, pleasing voice and a gentle influence upon us all. Margaret knows the right and instinctively she seems to choose the right. Her presence enriches the social atmosphere of our entire school, and she thrives in the school environment we provide for her from day to day, from month to month.

Her home life both supplements and negates the influence of our educational program for the child. Her mother is timid, earnest, refined; she has learned to speak our language quite well in the three years that we have known her. She loves America and reaches out eagerly to obtain for her five children the liberal education of our public schools. The father on the contrary is inclined to radical notions; he is not a little critical of democracy, especially the industrial and social democracy of America. This is a hasty sketch of the major influences at work in Margaret's education in the schoolroom and at home.

In contrast to Margaret is Adolph, a handsome boy with a quick, ready mind that races along ahead of his group, thereby releasing abundant energy with which to distract and annoy the immature young teacher who is prone to be engrossed with the mechanics of management rather than the moulding of child conduct through the use of matter. Adolph comes to school clean, and well-groomed at 9 A. M.; by noon his hair is disheveled, his trouser legs down, cuffs and shoe laces unlatched, his face and hands soiled. His voice on the playground is harsh, revealing indifference, perhaps defiance. He delights in annoying his playmates; he recently left the imprint of his teeth upon the rosy cheek of his boon companion without an excuse or an apology. He is often unreliable and almost always unresponsive to those same schoolroom stimuli that make Margaret blossom like the rose that she is. Adolph is an *enfant terrible* in his neighborhood; mothers dread his influence upon the minds and conduct of their children, but his father, sympathetic with schoolroom problems, assures us that in the home where Adolph is an only child he is normally quiet, orderly, and obedient. The distress which the

child occasions in the neighborhood and frequently in the school community is quite beyond the father's understanding or control.

Is my picture overdrawn? Is it an exaggeration for effect? I believe the two types of children just mentioned are common to all schools, and between Margaret's type and Adolph's type are variations of personality problems as numerous as there are individuals in the group. What common learning environment shall we provide for children that in itself may best insure the conservation and further growth of the fine possibilities that already characterize Margaret's development and yet at the same time shall effectively redirect Adolph's misspent energies, without first reducing the matter of instruction to the present impossible plane of individual instruction?

Granting that the problem of a more adequate program for conduct education does exist, the best solution will not necessarily come through radical readjustment or revolution; either of these types of approach have always been found to be wasteful of both endeavor and accomplishment. Let us review the existing educational principles now recognized and utilized in our school organization that carry within themselves the promise of conduct education. There are at least three of these principles operating in varying degrees of effectiveness in our public schools.

First, we have derived from the social philosophers of our generation the instrument of a pragmatic educational philosophy, a philosophy that having taught us the present reverence for the personality of a child exhorts us to a schoolroom program that gives evidence not only of the faith but the practise of that reverence. We have escaped in the large the professional notion of the preceding generation that misbehavior on the part of a child is manifestation of original sin; misbehavior is rather an urgent response to irritations—mental, social, or physical—or to wrong habit formations both of which must be localized, analyzed, and treated by the teacher.

No teacher who has been touched by educational literature or professional training in the last decade can escape the utilization of this principle at least within the limitations of our present schoolroom organization. The case of our present educational philosophy is a clear one for both teacher and child: the only justification for *knowing* the good, the desirable, is *doing* the good.

The second principle is derived from a *dynamic* psychology. If the development of an educational science has brought us but a single discovery in the last generation, the application of the laws of learning is an inescapable professional obligation on the part of every teacher. To know that learning proceeds more favorably and positively when the materials and the conditions of learning are made interesting for the learner and that the most powerful drives to interest are the child's own needs, urges, and desires does impose a new obligation upon each of us. Are teachers capitalizing the play impulses, the impulses to curiosity, to competition, to emulation, to ownership, to mastery, to creativeness in the measure which their importance deserves? Finding just one of these little dynamos in an individual gives us the " open sesame " to his willingness " to play the game."

The third principle relates to the present concept of the curriculum as an instrument to social ends. We are but a decade from the interpretation of the curriculum as an artificial, formal, man-made instrument of desirable knowledge that must be somehow integrated with the child mind. The motives resorted to for accomplishing the integration were first, compulsion through fear, then compulsion through reward, and later through stimulating device and fascinating teacher activity.

The schoolmasters of the nation have recently defined the service of that instrument called curriculum in an important contribution to educational literature, the 26th Yearbook of the National Society for the Study of Education. Let the words of one of the foremost of our professional leaders define the present interpretation of the curriculum as a major factor in the larger educational process: "Life and education are coincidental activities, education representing the conscious effort and procedure to increase the abundance of life and the power of experiencing life. From this conception of life and education it follows that *the curriculum is fundamentally a succession of experiences by which one may learn the ways of life.* This definition of the elementary curriculum exalts the instrument to a tremendously important place in our national life as well as in our individual lives.

A gentleman, who has been honored as dean among American school men and women, challenges our attention to the present disquieting feature of social life and calls upon our profession to scrutinize well whether the school curriculum of the last quarter century has had any part in:

a. The widespread prevalence of juvenile crime in our nation.
b. The spread of intolerance both racial and religious.
c. The continued and apparently increasing dominance of our national life by materialistic ideals and standards.
d. The probability that in proportion to our population and our opportunity we are not producing our share of creative talent in the field of socalled creative arts: music, literature.—26th Yearbook, Part II, p. 38.

It is pertinent to ask ourselves: How great a responsibility for these conditions lies with the school now and in the future?

With this disconcerting challenge it is most reassuring to come upon a statement of specific aims underlying curriculum-making in one of our most progressive school systems: "In our thinking and in our selection of subjectmatter and activities in our equipment and in our planning, the specific functions of our curriculum stand out boldly:

Our curriculum demands that every normal child master the knowledges and the skills he is going to need in life; that every child be given the opportunity to live happily and richly as a child; that every child be given a chance to develop fully his own individual talents; and that all the children be brought to the fullest possible realization that in the world's good is one's own good and in one's own good is the world's good.—Washburn, Part II, 26th Yearbook of the National Society for the Scientific Study of Education, p. 228.

So far, then, as the present theory of education is concerned, the elementary school teachers have never before been endowed with so liberal

an educational philosophy, so functional a body of psychological laws on which to base procedures, and such freedom in choosing the learning activities and materials for the daily program.

Three years ago the elementary school staff at Moorhead recognized the urgency of doing something local and something constructive in direct conduct training in its school community. During the interval of three years they have been consciously at work on the problem as an investigation and as an experiment in curriculum construction. It has been a modest effort but an honest one and is here presented *only* to make more concrete the program which is being urged.

With Dr. Harry Emerson Fosdick we believe that the goal of all education and of all true religion, the finest thing that a home or a school can help a child to achieve, is effective and creative good taste. Our little school is perhaps not better, not worse than the typical grade school in matters of everyday manners but we began our experiment in conduct curriculum building in 1925 with the specific purpose to improve the levels of courtesy in our group. We took the entire year for the project. The achievement was not distinctive nor remarkable, but it was educational both for the children and for the group of one hundred fifty or more student teachers who came under observation of the experiment. In 1926 we continued the study with a special consideration of how we might raise the levels of appreciation for the objects of beauty in our environment. Our curriculum studies and investigations in conduct education are still going on. The emphasis for the year of 1927 is being placed upon increasing student respect for the qualities of scholarship and accuracy in everyday work and one other added element—the encouragement of creative abilities among children.

It will be necessary to characterize but one of these experiments: the program for the development of courtesy in our group as a type of the technic employed. We selected our purposes carefully; we brought all the classroom activities, all the club and assembly activities, and all the playground activities that were found expedient to drive home the necessary knowledge, the necessary practise, and the desired ideals of courtesy in conduct.

The objective of the undertaking, the nature of the activities, and the materials to be engaged in the program presupposed the employing of an appreciative rather than a didactic technic. The study involved the cooperative effort of a staff of sixteen persons, about two hundred children, and approximately one hundred forty student teachers. It was agreed at the outset to organize our energies about six common problems:

1. To secure an inventory of the positive conduct qualities with which the training school personnel was endowed as well as an inventory of those common needs felt throughout the school.

2. To build up a positive program of activities to acquaint children with desirable conduct qualities based on the needs of each department.

3. To formulate an intensive reading program in each department that should emphasize and enhance those character qualities we most prized.

4. To develop in each department at least two "little morality plays" to be the product of the composition and the reading experiences of the children.

5. To provide for each student teacher in the group some specific experience in case studies of desirable and undesirable conduct among children.

6. To coordinate the whole program of the year in some concrete form that should have definite social and professional worths. This took the form finally of an all school pageant.

The inventory of the everyday courtesies possessed and needed on the part of the children and the trainees was made by the trainees in the fall term. These were readily classified into related groups of health habits, manners, modes of expression, habits of selfcontrol and selfmanagement, and social attitudes. The list disclosed fifty-eight qualities of which a sampling will be sufficient: The use of terms "thank you," "if you please," and "pardon me," thoughtful courtesies such as opening doors for each other, recovering dropped articles, greeting fellows and teachers in friendly manner, eagerness to be helpful, and consistency in covering coughs and sneezes.

Among the needs revealed by the inventory were such habits as prompt obedience to directions, promptness in submitting work, keeping hands and objects from the face, attention to matters of personal cleanliness, self-control when unsupervised, and good posture in the schoolroom. Among the activities pursued throughout the year to expose the children to knowledge that underlies courtesy, to give practise for the development of skills, and to further the concomitant desires and attitudes toward courtesy need be mentioned only a few that are representative.

The children of each department from kindergarten through the junior high school selected the everyday courtesies for which they personally as a group would be responsible. These included friendly greetings, use of soft voices, quiet in classrooms and corridors, careful disposal of wraps and lunch containers in cloak rooms, special attention to strangers and visitors to the building, and unselfishness in use of the playroom and playground equipment.

The primary department assembled their adoptions in the form of a little primary politeness book with preface, dedication, and all. The intermediate department assembled their list in the form of a daily checking list. The junior high school arranged their code in form of a report card to the home.

Six club programs and three assemblies were given over to the dramatizations of these courtesies: The kindergarten children demonstrated for a group of several hundred adults the manner of friendly greetings, morning, noon, and night, at school, on the street, and in the home. The primary department demonstrated desirable behavior at table, at various times and under various conditions; the intermediate department demonstrated playground courtesies and club procedures. The discussions, wide reading, and the language preparations for these demonstrations were powerfully motivated by the central purpose and the opportunity to demonstrate their findings in the school assemblies.

The little morality plays were juvenile classics to those of us adults who were permitted to see their development. There was an excellent adaptation of *Pandora's Box*. The escaping host of evils was represented as the bad manners that rob childhood of its joy and its harmony. The junior-high-school civics, general science, and English classes cooperated on a "dream play" that taught a gripping lesson on the civic obligation of clean hands. The Knights of the Silver Shield adapted, costumed, and equipped by 36 intermediate grade boys was perhaps the most popular of the series, being presented four or more times with new interest and new appeal with each presentation. The gorgeous helmets, the colorful tunics, the shining swords, shields, and armour made by the boys themselves threw the lesson of "loyalty to duty" into a striking emotional pattern for us all.

As for the reading program let me illustrate from one department only: From the readers on our shelves the teachers selected a twelve weeks' reading program, oral—silent and recreatory—every selection of which carried its own obvious lesson in conduct. In the fifth grade the children read as study lessons:

Daniel in the Lion's Den with its lesson of bravery
David and Goliath—courage that comes from the right
Siegfried—fearlessness of the hard things
Florence Nightingale—kindliness
Susan B. Anthony—courage and persistency
Dr. Grenfell—unselfishness

ORAL READING	APPRECIATIVE READINGS
Soldier's Reprieve	The Knights' Toast
William Tell	Abou Ben Adhem
Saint George and the Giant	Pippa's Song
Parts of the Life of Helen Keller	Excelsior
How Buck Saved His Master	The Heritage
Tolstoy's Where Love is There God is	The Trailing Arbutus
Washington's Rules of Behavior	Pied Piper of Hamlin
Poor Richard's Sayings	Bell of Atri
	Columbus
	America for Me

But the lessons were not ended with the readings. There was a 100-point test in the character qualities implied in the selections administered before and after to measure growth in the endeavor. Further literary values were derived from the memorization of a daily conduct motto:

Good manners always demand that you
remember the other fellow.

Four things a man must learn to do
If he would make his record true:
To think without confusion clearly,
To love his fellow men sincerely,
To act from honest motives purely,
To trust in God and Heaven securely.

Have you had a kindness shown?
Pass it on.
'Twas not given for thee alone—
Pass it on.
Let it travel down the years,
Let it wipe another's tears,
'Till in heaven the deed appears,
Pass it on!

Example sheds a genial ray of light
That men are apt to borrow;
So first improve yourself today
And then improve your friends tomorrow.

Be not simply good, be good for something.

Life is not so short but that there is time
for courtesy.

Politeness is to do and say
The kindest thing in the kindest way.

Do unto others as you would have others
do unto you.

The gentle mind by gentle deeds is known.

Whoever you are, be noble;
Whatever you do, do well;
Whenever you speak, speak kindly;
Give joy wherever you dwell.

He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.—*Coleridge.*

Hearts like doors will ope with ease,
To very, very little keys;
And don't forget that two are these:
"I thank you, sir," and "If you please."

Not least of all the activities were the case studies of individual children by the student teachers. A student teacher submitted the following statement in her study of child conduct, which is representative of the experiences of the trainees in their attempt at analysis of individual differences:

A. B. could easily be repulsive because of her very untidy appearance, but her personality shines too much for that. She is sweet, pathetic in her wish to be loved. She is supersensitive, and that characteristic takes a queer turn; she becomes antagonistic, even impertinent. When I first knew her she would not accept criticism graciously; she would sometimes smirk at correction. I found that I must be very friendly toward her always, very gentle, or she would immediately draw into herself. When she had assured herself, evidently, that I appreciated every effort she made, she fairly beamed; she did her best.

Under the skilful direction of the physical director, a spring pageant, bound up all of these lessons and practises and outcomes into a beautiful whole, was presented for the college community in which every child played a part however minor.

In closing let me quote from the report of one of our teachers of her year's program for raising the levels of appreciation for the beautiful among her students:

> In all of our work we tried to stimulate the pupil's interest in things beautifully done: exactness, precision, and accuracy of expression in English, spoken or written, are beautiful; good posture in walking or sitting is beautiful; the courtesies of everyday life offer opportunities for the manner which is beautiful; contributions from music and the fine and applied arts are beautiful. These are means of making our work and play more interesting and worthwhile. We may hope that by their humanizing and ennobling energy they have the power to make men better.

Though we have our 1927 program well determined it has proceeded but two months with its strong central drive to get at any original or creative ability in our group. We have already discovered in the free period activities that one boy has a real passion for learning about insects, moths especially; one child is interested in sea shells, is reading and studying about them in and out of school and is making a collection of shells. For a prairie child this interest is extraordinary.

One of the little foreign-borns has a strong bent toward expression of her feelings in verse; another is rapidly developing real skill in easel paintings of frescoes that tell a story. The success of a series of illustrations of the Pied Piper of Hamlin has quite fired our enthusiasm for giving the children some opportunity at least in the school day to follow their own interests.

The question is rightly asked, What assurance have we that the effects are carried over? Perhaps no certain assurance—we have as yet only a small measure of assurance that any of our elementary school learning "carries over." We are sure of but these values:

> We have a definite local purpose to do something about the whole matter of conduct education. We are building our own curriculum for conduct education.
>
> We bring the necessary knowledge to the children in as attractive and appealing activities as we know.
>
> We provide for the practise of the desirable habits implied under the most favorable practise conditions that we can devise.
>
> We hope that in the primary and associate learnings there may be also the awakening of some desirable attitudes, some tastes, some ideals of conduct, that may abide to "humanize and ennoble" the boys and girls who have engaged in the experiences as related to this discussion.

SOFT educators have done us incalculable harm by belittling drill. They would ruin a soldier, a violinist, or a ball player. The children must be drilled to sense the combinations and the separations of numbers as automatically as they appreciate the combinations of letters in words.—*Supt. William McAndrew.*

INTERCHANGE OF TEACHERS WITHIN THE BRITISH EMPIRE

DR. N. MCDOUGALL
Interchange Officer, Ontario Department of Education, Canada

WITHIN the last three or four years the scheme for the interchange of teachers between the different parts of the British Empire has been established on a permanent basis. It was first foreshadowed at an Imperial Conference held in London, England, in 1907, under the auspices of the League of Empire, but the first organized exchange between Canada and England did not take place until 1913. The following year the war intervened and cut short the promising beginning that had been made, and, although the scheme was resumed two years after the close of the war, the difficulties connected with post-war problems, including the necessity for stern economy and the uncertainties connected with the employment and payment of teachers, rendered its working rather precarious. It was only through a determined struggle that the system of interchange was kept alive during the critical years of 1921 and 1922, and had it not been for the holding of the official Imperial Education Conference in 1923, it is possible that it might have been unable to survive.

At the Conference held in that year representatives from many parts of the Empire were present and one of the main questions which they had before them was that of laying down lines on which the interchange of teachers between the dominions and the Mother Country might best be carried out in the future. These deliberations attracted considerable attention and brought home for the first time both to the education authorities and to the general public the great potentialities inherent in the plan. There were three main difficulties which had to be overcome. It was necessary (1) that facilities should be given for mutual recognition of teaching qualifications; (2) that service rendered during the year of exchange should be recognized as service for the purpose of increment; (3) that the year's service should be recognized for superannuation purposes.

As regards the first, the goodwill of the education authorities in the various parts of the Empire has succeeded in establishing a liberal attitude in respect to the recognition by one authority of the qualifications possessed by the teachers from the other authority. Each part of the Empire is now prepared to accept into its service, on exchange, a teacher who (a) possesses the standard qualifications laid down by the authority under which he or she serves and (b) is certified by the chief officer of that authority to be efficient.

As regards the second, the Imperial Conference proposed that the teacher while serving overseas should be paid by the authority under which he or she was permanently employed, so that there might be no break in the teacher's service. This proposal had the additional advantage that there would be no uncertainty as to the amount of salary payable, since each teacher would carry overseas the salary to which he or she was entitled at

home and would receive the benefit of sick pay allowances. It was only in the year 1925 that the authorities in the dominions and in the Home Country finally agreed upon a satisfactory method, and its adoption by all parties concerned has greatly facilitated the organization of exchanges.

The final coping-stone, however, was given to the scheme in connection with the third, the question of superannuation. After prolonged effort, a Teachers' Superannuation Act was adopted by the British Parliament, which permanently safeguards the right of teachers in the Home Country, to count for superannuation purposes a year spent in service in any part of the Empire under the system of interchange. The way is now clear for an unfettered development of the scheme, and as it is established on a secure basis no doubt an everincreasing number will desire to participate in it.

I have, during the past few years, had opportunities of conversing with teachers both from the dominions and the Mother Country, who have taken part in the interchanges arranged, and I can testify to the enthusiasm which these teachers have shown with regard to the scheme and their keen appreciation of the advantages which it has given them. Teachers from overseas have been able to visit the homeland and to see those historical places of interest of which they have hitherto only read in books; while teachers from the British Isles have been enabled to see something of the grandeur and romance of those great sister countries which have linked themselves indissolubly with the destinies of Britain. Moreover, the year's intercourse between representatives of the old land and representatives of the young lands has done much to stimulate the sympathy and to widen the outlook of the teachers in dealing with educational problems.

And it is not only the teachers who benefit. The communities, of which the Empire is composed, are benefited also. The children, who will form the citizens of the future, learn from the lips of Empire teachers what a wonderful place the Empire is. Their sympathies go out towards the other children beyond the seas who are their kith and kin, and in their early years a link of fellowship is established which will serve to bind in ever closer bonds of affection the different parts of our great commonwealth of nations.

The regulations accepted by the education authorities at home and overseas provide: (1) That leave of absence with pay be granted to teachers accepted for interchange; such leave of absence to cover the period of travel outwards and homewards; (2) that service abroad of interchange teachers shall involve no disability in respect of salary, increment, seniority, superannuation, or other privilege; (3) that no teacher be accepted for interchange who is under twenty-five years of age, or has had less than five years' teaching experience, or is over forty-five years of age; (4) all interchanges are arranged through the education authorities or departments of education in the various parts of the empire.

I might also point out that this plan can be applied not only to the interchange of teachers between various parts of the Empire, but also to the interchange of teachers between provinces in the same dominion. Each year

from twenty-five to thirty Ontario teachers are on exchange and the scheme is rapidly increasing in popularity. It has proved satisfactory not only to the teachers, but also to school boards and education authorities in general. The Ontario Department of Education has provided every facility possible for the arrangement of interchange with other provinces of Canada and with other parts of the Empire.

At the recent conference of the World Federation of Education Associations held in Toronto, the following resolution was adopted: That we believe the interchange of teachers to be a most effective means of promoting better understanding and goodwill among the peoples of the world and also to be of inestimable educational advantage. In this connection we recommend for careful consideration as a general basis for interchange the scheme for the interchange of teachers indorsed by the Imperial Education Conference at London, England, in 1923, and now in operation within the British Empire.

Joan Wilcocke, assistant principal, Toronto, Canada, gives the viewpoint of one exchange teacher in the following words: "We feel that we personally owe much to the exchange plan, which has given us such varied experience and broadening interests."

THE DENVER ELEMENTARY SOCIAL SCIENCE COURSE OF STUDY[1]

ELSIE W. ADAMS, HELEN M. ROBERTS, AND A. K. LOOMIS

THE COMPOSITE course in social science for the elementary schools has been in use in Denver less than a year. It is too early to have any degree of certainty as to the value of the new approach to the science and art of getting along with people. In this description of the new course it will only be possible to indicate the nature of the content in large units. After outlining the course, two typical teaching units that have been used successfully will be briefly described.

The general aim of the course is to give the child a background of experiences to help him in gaining a feeling of responsibility toward his associates, his community, his city, his country, and other countries; a desire to participate in the world's work, economic, social, and civic; an attitude of sympathy and tolerance toward the various institutions and beliefs of all peoples; an appreciation of the foundation that the past has laid for the present; and a habit of investigating and evaluating before reaching conclusions.

The grade by grade objectives are as follows:

Grade I. To make the child conscious of social interdependence in the

[1] Much assistance in preparing this paper was received from Helen R. Gumlick, supervisor of kindergarten, first, second, and third grades; Helen Allphin, supervisor of fourth, fifth, and sixth grades; Anna F. Lowe, chairman of the social science committee for the first, second, and third grades; and Florence E. Lyon, chairman of the social science committee for the fourth, fifth, and sixth grades; all of the Denver schools.

family and to help him realize the necessity for cooperation and personal responsibility on the part of all members.

Grade II. To enlarge the child's ideas of social interdependence so that he may recognize and interpret, in terms of benefits and responsibilities, such interdependence as is demonstrated in this community.

Grade III. To awaken the child to a realization of the complexity of modern life as compared with primitive or simple life, and to make him conscious of world interdependence.

Grade IV. To increase the child's knowledge of the inheritance received from the early settlers of his country, and to furnish the basis for his understanding of the development of the nation.

Grades V-VI. To increase the child's acquaintance with the social and industrial progress of his city, his country, and the world, that he may more intelligently solve the problems in his own life.

The general scope of the work of the various grades is as follows:

Grade I. Home life—The first-grade child's interests lie in his home and school. By following the daily happenings in such matters as the provision of clothing, food, shelter, and recreation, his interests are widened to other groups near and far.

Grade II. Group life—The second-grade child is ready to be gradually led to see something of the organization within the community and to understand the benefits and responsibilities derived from working together.

Grade III. Indian life in America and child life in foreign lands—The child's interest in the curious and unusual finds satisfaction in the study of other peoples. By contrasting primitive life with his own, he may be helped to feel that the present-day comfort that he enjoys has been evolved from similar beginnings. By comparing American life with that of foreign lands he may be led to a beginning of the feeling that "We cannot quarrel with those we understand," and that "This is an age that requires pulling together."

Grade IV. Western movement carried on by the colonists and the pioneers—The vicarious reconstruction of the experiences of the colonists and pioneers leads the child to a respect and an admiration for those people who laid the foundation for the country of today.

Grades V-VI. Interdependence—Grade V. Agriculture, irrigation, stock raising, fishing, lumbering, mining. *Grade VI.* Manufacturing, transportation, communication, inventions and discoveries, recreation, a survey of Denver. Increased knowledge of the methods used to satisfy fundamental needs affords comparisons between the present and the past and brings out the progress brought about by man's ingenuity and inventive genius.

As an example of the kind of teaching units that are being used in the lower grades, the following is given:[1]

Our major problem in first grade social science is worthy home membership, with family life as the basis upon which to plan our activities.

[1] From the paper read before one of the sections of the Colorado Education Association by Elsie W. Adams of the Gilpin School, Denver.

After several days of discussion about our own homes, we decided to have a six-room house of our own, with living room, dining room, and kitchen on the first floor, two bed rooms and a bathroom on the second.

I. Procedure
- Collection of boxes, measuring for doors and windows, making window and door frames
- Papering, painting floors
- Making and painting furniture
- Making rugs, draperies, bedding
  - Much discussion of color and material
- Upholstering chair and couch
- Bathroom fixtures and kitchen conveniences
  - Clay, experimenting with faucets and plumbing
- Making accessories
  - Dishes, candlesticks, lamps, ornaments, and books for the tables; dresser and table covers
- Problem of each child's work became easier as work progressed and more possibilities opened up.
- Sudden need felt for slanting roof gave an unexpected problem
- With coming of spring, need felt for grass and trees about house. Making of these, and of porch furniture.
- The completed house brought need for family.
  - Providing and dressing dolls
  - Home activities enacted with dolls

II. Correlation with English and art
- a. English
  - Discussions of needs and of procedure
  - Informal conversations as we worked
  - Group stories about our work put on charts
- b. Art
  - Use of color
  - Measuring
  - Proportion and arrangement
  - Illustrations for stories

As to the outcomes—the goal toward which we had been striving. The children's goal was completely attained when we had a six-room house completely furnished, even to towels on the towel rack in the bathroom and an ideal family occupying it, even if father's coat was so large that it slipped off his shoulders unless fastened on with a safety pin. So enthusiastic were they that more fathers and mothers came to school to see that house during the last two weeks of the term than had come during all the rest of the year. These mothers and fathers were very appreciative of the value it had been to the children in the way of joy and interest, and I had the opportunity to explain to them how much more it meant than just the planning and making of that little house. The house was the concrete evidence of a purposeful activity carried through to satisfactory accomplishment, but if that was all our project had failed. We had to judge and estimate growth in such intangible qualities as attitudes and appreciations. We turn again to our list of outcomes and honestly ask ourselves whether these children have grown in such appreciations and attitudes as ideals of service, fairness, cooperation; appreciation of what makes a healthful and artistic home; and attitudes of responsibility toward the rights and pleasures of others.

Working in groups or individually for an hour a day through twelve weeks we have learned how to help each other, how to cooperate, and how to play fair in the use of materials and tools. Cases needing discipline were rare, and the children showed a remarkable sense of justice and judgment in the way they chose their leaders, and in the way they would isolate, for the time, the one or two individuals

who showed unsocial tendencies. We had numberless opportunities for showing regard for the property of others. If a tool or a bit of material were obviously needed by any one child, there were few disputes about it. One boy was allowed to use one of our treasured saws during the whole period one day because he was making a kitchen cupboard for which we had felt a great need.

In the papering and painting of our house, and in the making of rugs and draperies, we had opportunity to develop appreciation of suitable materials and colors. The bathroom appointments and the kitchen conveniences helped to develop ideas of health and sanitation in the home.

With the arrival of our family, we developed ideas of home responsibility, privileges, and pleasures. There could be nothing definite to judge by here, but how encouraging it was to find that "Mother loves us," "Mother takes care of us," "Mother tries to keep us well," had taken the place of "Mother cooks," "Mother sweeps the floor," and that unhesitatingly the prettiest dresser cover, the least wobbly chair, the most effective electric lamp, were chosen for mother's room. Our pictures of father showed us running to meet him as he came home from work. We put a table with a lamp upon it at the head of the couch so that he could lie down and read his paper with his head on a fat little pillow. While mother finished the supper preparations, sister laid the table, and brother wheeled the baby around the block. This was merely a beginning, but when little Mexican Mary confided that she had made the beds before she came to school, and Joe boasted that he could wash and wipe dishes all by himself now, the "worthy home membership" ideal seemed to be a very tangible thing.

As an example of the kind of teaching units that are being used in the upper grades, the following description of the work done in a sixth grade is given:[1]

This is a problem or project studied in 6B under the general head of manufacturing, particularly manufacturing in Colorado. The subject is beet sugar. The project had its initial motivation when one child brought in a sugar beet. It lay on the table for one recitation during which no reference was made to it. At the close of class, the child wished to show it, and it was suggested that it might be interesting to make sugar.

The next recitation opened with requests to make beet sugar. Permission was given provided they could find a good recipe. The children consulted the card catalog and the many books relating to the problem were placed on the reference table. The references were put on the board and copied to save looking them up the next time. The class listed the questions which they wished answered, and these were posted to serve as a guide in the work.

The class went to work hunting up a recipe. In the meantime our beet dump in the back of the room was nearing completion. By the end of the third recitation we had a fairly good recipe on the board. This was written on a chart for reference.

Since it would take too long for everybody to do all the processes involved it was decided that we divide into groups, each group being responsible for one process. The following groups were organized: topping, weighing, washing, slicing, purifying, granulating, sacking. Each group chose a captain and set about to find out just what its group was responsible for. Over the week end many visited the sugar factory at Brighton; some called up friends who were working for the great Western Sugar Company; and a goodly number of clippings were obtained. The following Monday the actual work of boiling the beets took place. The first attempt was a failure, for the class worked too slowly, the weather was warm, and the beets molded. No suggestions as to what they should do next were offered but just the remark that it was to be hoped that such things didn't happen in a factory. Someone volunteered

[1] From the paper read before one of the sections of the Colorado Education Association by Helen W. Roberts of the Columbian School, Denver.

to see whether or not people were protected from just such things, and a report on the Pure Food Laws was made.

Instead of being utterly discouraged by their failure, the class set to work again, this time working in larger squads. One child in the class left school to go with her family to weed beets. This situation presented an opportunity for the class to find out what children who work in the beets do about being absent in the fall. A discussion and study of foreign labor and the home conditions of the workers followed. Some beet seeds were procured to plant in the room. Questions concerning soil, moisture, and other growing conditions presented themselves. This resulted in the teaching of place geography. When the project was nearing completion, the children made out a checking list of facts which was supplemented by the teacher. A contest between groups for drill in fixing facts was taken care of in two recitations. A true-false test followed as a final check.

The following outcomes were secured:

1. Some appreciation of the value of a well developed industry to a community
2. Some appreciation of the detrimental effect on children employed in raising sugar beets
3. Realization of the power of cooperative efforts
4. A realization of the interdependence of peoples, industries, and nations
5. Some growth in the habit of recognizing a goal, then working steadily toward it
6. Knowledge of the influence of geographic controls on the development of a country
7. Some appreciation of the factors that determine the price of a manufactured article
8. Some appreciation of the opportunities offered by Colorado for manufacturing
9. Knowledge of the location of sources of raw material for making sugar

The course of study is regarded as entirely tentative. Through the experiences of the teachers the committee will be able to revise it in the next year or two. So far the conclusion seems warranted that the composite course lends itself more easily to the use of purposeful activity than the former separate courses in geography, history, and civics. Citywide tests to measure the results of the new course have not yet been developed. Such tests in other fields have been very helpful in the continuous revision that has been going forward. It is planned to develop such tests for social science.

SCHOOL MUSIC

T. P. GIDDINGS
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MUSIC is a wonderful art but people are very apt to ascribe to it qualities that it does not possess. To many there is something mysterious about music and music study. This is one of music's many charms but we who are shaping the educational destinies of the coming generation must not be led off the track by mysteries.

Every subject in the curriculum must answer these questions: "What does it do to you while you are learning it?" "What is it good for after you have learned it?" It is not necessary to discuss the second question. Music is universally used. The first question is the vital one.

School music is a comparatively new subject, still in the formative stage. It has many sides. So many, indeed that it is very difficult to decide just

which of these many sides the pupil would best study to make the time spent on music bring the best return. Music probably presents more invitingly delectable sidetracks down which the unwary supervisor may wander than does any other subject. Therefore, it is not at all surprising to find wide difference of opinion as to what school music is for, how is should be taught, and what the results should be.

Rhythm, melody, and harmony—There are three elements of music: rhythm, melody, and harmony. All three are important and no music is complete without all three in varying proportion. The way different people hear and respond to these three elements varies greatly. The reasons for this and how to raise a generation of people able to hear all three elements of music in the right proportion is a vital question, that must be solved correctly before school music will function as it should.

Rhythm developed first. It is the simplest and most apparent part of music. Everyone hears and responds to rhythm. Not everyone hears and responds to melody. Comparatively few really hear and enjoy harmony. The very fact that it is said that the world is " jazz crazy " proves that most people hear only rhythm, which is the principal ingredient of jazz.

What shall be done about it?—To begin with, let us look on the bright side of the present musical state of the human race. Instead of deploring the fact that the world is jazz crazy, let us rejoice that the whole human race *can hear* and *enjoy* one of the elements of music even if it is the simplest, most apparent, and most easily taught. Is it not unfortunate that after nearly a century of music in the public schools a jazz-crazy world is the result? Does it not suggest that rhythm has been overdone and the other two elements of music slighted?

To bring about a different state of affairs it is only necessary to stress the other two and let up a little on rhythm. The one that is particularly lacking is harmony. That must be stressed greatly. Formal study of harmony is not meant at all. Something far more vital and something that begins down in the lowest grades is necessary.

Status of vocal music—For a better understanding of the foregoing and to show more plainly what must be done, let us for a moment look at vocal music and its place in the musical scheme. Vocal music is the foundation of all music. It is the universal music made by the universal instrument. It is conceded by all that singing is the best foundation for all musicianship. The voice is such an intimate instrument, so closely connected with the musician that it might almost be said that the music one cannot sing he cannot really know. The best instrumentalists have a singing foundation in some form. Great orchestra conductors sing or whistle the music as they study it.

After many years of vocal music in the schools, are we teaching it properly? Is it functioning as it should? Evidently not, as it has produced a " jazz-crazy " world.

Should musicians read music?—This sounds foolish, and it is. When one thinks of an instrumental musician it goes without saying that he must read

music if he is to be a musician. He cannot know music if he cannot read it. Everyone speaks scornfully of a certain class of musicians, saying, "He only plays by ear." Is this same attitude taken toward the singer who sings only by ear"? Not by any means. At a recent meeting of the Music Supervisors' National Conference three nationally-known people gravely questioned whether we should try to teach music reading in the vocal classes in the schools. At the same time these three openly deplored the prevalence of jazz. It was to laugh. Now if it is true of instrumental musicians that they must read music, it is equally true of the vocal. Even more so, as will be seen later.

A sad picture—Surveys of many a school system reveal lovely singing in the lower grades, not so fine in the middle grades, a distinct slump in the upper grades, and in the high schools a few glee clubs singing simple things. This state of affairs is reflected in the number of simple high school singing books on the market and the number of unison songs in the books for upper grades and high schools.

Why is this? The explanation is simple. One can learn to sing single melodies by ear very quickly. It takes reading ability to sing parts. It cannot be done by ear to any extent. The statement made above that "one knows only the music he can sing" applies with vicious certainty here. If one cannot read music, he cannot sing in parts and if he cannot sing parts, he cannot hear them. The ability to sing parts does not always mean that a pupil can hear parts but it has been demonstrated many times that the ability to sing in parts is the best, if not the only foundation, for hearing parts. Many experiments have convinced me that here is the weak point in our school music. No amount of playing an instrument of any kind or listening to music made by others in any form can take the place of this foundation of part singing in the vocal classes.

If a student cannot sing parts, he cannot hear them, and if he cannot hear parts in a simple four-part song, it is idle to imagine he is really going to hear harmony, save as a noisy blur accompanying a perfectly heard rhythm and a more or less vaguely heard melody. The most pathetic spectacle in the world is the supervisor who has had kindergarten bands, rhythmic games and exercises in the lower grades, rote songs all the way through to keep the children happy, who has allowed the pupils to come up to the sixth grade unable to read parts fluently and then finds that harmony, the noblest part of music, is a closed book to his pupils. It is the old fable of the ant and the grasshopper in a new form. If they have done nothing but hop in the lower grades, what can be expected but musical grasshoppers in the high schools?

Reading music the foundation—There is no getting away from the fact that to know music one must not only read it but must read it vocally. An exact parallel is language reading. One who cannot read language is an illiterate and we don't expect him to know anything. It is just as true in music. We have been trying to get around it in various ways but that does not alter the fact.

Another pointer we might get from the teaching of language reading. They have numbers of books in the reading classes in every grade. How does the number of singing books compare with reading books? About one to twenty. How does the time compare? About the same. Yet the need is just as great in one as in the other if we are to get results.

System—Granted that the above tells in a condensed form what is wrong with school music and what must be done to improve it, it follows that there must be some system devised to carry it to success. Various factors must be taken into consideration when evolving a system for vocal music teaching.

First, what is the goal? That is stated above. Next, what are the various procedures and how are these to be taught and do they fit the pupils all along the line? Is the result good enough to be interesting at all times? Are the procedures such that the regular grade teacher can carry them on successfully? What will be the effect on both teacher and pupil? Shall we make the mistake of thinking of the child as he is now and what he wants to do now, or shall we think of him as he is going to be and what he wants to do later in life? The answer is both. Can it be done? Yes, it can be done, and done by the magic word.

Music—If the teaching is what it should be, everything done in the vocal music classes in the schools may be music of the loveliest kind made by the finest musical instrument yet invented, the human voice. Not only can the music be beautiful at every step, but all the educational values can be present. All the life habits the pupil should develop through the study of music can be present in a proper and interesting proportion. There are various systems that have been devised to do this. One has been often referred to as the Giddings System. This would be flattering to the writer if it were true. It is true that I have been the instrument to gather it together and advocate its use. I use it myself and so do an increasing number of people who have been my pupils and those who read my writings.

It should be called the Universal System as it applies to all music teaching and all kinds of books with equal ease. It leads to well-rounded musicianship on the part of those who follow it from the kindergarten through the high schools.

It means beautiful tone work and consequently lovely vocal music all along the line, from the simplest songs in the kindergarten to Bach in the high school classes. It means that there is " music reading " in every grade from the second up through the high school; that the first time a class reads a new piece of music it sounds like *vocal music;* that beginning with the fifth grade two-part music is sung with beautiful tone quality, perfect intonation, and balance of parts; that three-part singing is done in the sixth and seventh grades; and four-part music in the eighth, and eight parts occasionally in the high schools.

There is no slumping to unison songs in the upper grades and high schools. Of course, an occasional popular song is sung in unison, but it is not done to interest pupils to " try to read parts." They learned that in the fifth grade.

The ideal the system strives to reach is a perfect rendering, including expression the first time a selection is sung. It does not mean that the classes sing only new music. A part of every lesson is used for reviewing, perfecting, and memorizing many of the selections.

All this part singing means the stressing of the harmonic element of music until the pupils know and appreciate all the elements of music in the right proportion. Pure intonation, that most important and often neglected ingredient of harmony, is insisted upon all along the line from the kindergarten up. There can be no real harmony without perfect intonation. The careful listening required to make beautiful tones and get them perfectly in tune is the very best foundation for part hearing and music appreciation of all kinds.

The system that is often laid to me is only different phases of good school teaching, direct, efficient methods that all good school teachers use, applied to the teaching of music.

For years I have taught school. I do not sit in any office and plan things for others to do. I do some of that out of school time, but my school time is wholly spent in the schoolroom teaching classes of all kinds and watching others teach. I have visited many different school systems. In this way I have seen thousands of teachers teach music. Whenever one got good results I studied her method of doing it, took her idea, and worked over it until I could do it and was convinced that it was the best way to do that particular thing, and then I placed it in my "little brown book" and we all did it that way. This is the way the system we use in Minneapolis grew up. It is still growing. We are all on the lookout for something better, something new that will make our plan of teaching music more efficient and the making of music easier and more artistic with no waste of time.

Last year two of our teachers made fine contributions that were incorporated in the plan and are a great improvement over the old way. It is sometimes said that this plan crushes out the ingenuity and spontaneity of the teachers. It does just the opposite—it gives them a track for their spontaneity to run on. It also keeps them from wasting their time on things that have already failed. Very often a teacher brings something to me that he has discovered and it is but a rediscovery. I tell him that it has already failed and that it will not help to experiment again.

This system, far from spoiling the ingenuity of a teacher, is merely placing at her disposal the successful experiences of thousands of other teachers. It does not condemn her to go through all that experience for herself. That would be a waste of time and it would be cruelty besides. It goes a little farther also. It compels her to use the experience of others. It shows her just what the easiest, best way is to the goal she is striving for. The visiting supervisors also use the same plan and each teacher knows just what she will be checked upon. There is no uncertainty about that. It is also true that when a teacher does exactly what the plan calls for she will get lovely music in just the degree her artistry can call out.

Artist and artisans—The "little brown book" referred to above is the "Course of Study in Music" for the Minneapolis schools. It contains the procedures for teaching music in all kinds of classes, vocal and instrumental. It is the consensus of opinion of thousands of successful music teachers. It is the artisans' plan for building a musical machine. When the machine runs properly, the musical product is just as beautiful as the musical ideal the teacher has in mind. In other words, the teacher is ironbound in the way she carries on the lessons. In that, efficiency triumphs. On the art side she is left as free as air. Art cannot be put on paper. That is in the soul of the artist and no one has as yet been able to make rules for that.

What this system does may be paralleled by the painting artist. The paints are made for him. That is done by some artisan. How he mixes them and how he places them on the canvas is where the artistry comes in. For this there are few rules that help. The teacher of music is shown how to mix her ingredients or rather how to make her ingredients; how to get smooth tone; how to test voices; how to carry on a lesson in all its various functions. How well it sounds when put together is up to her.

It has been noticed many times that the teacher who is a fine artist is seldom a good enough artisan to build a good music making machine. This explains the seeming incongruity of the frequent failure of special music teachers. They do not build a machine capable of turning out a musical product. In the lower grades the regular teacher is most successful at this, under proper supervision. In the upper grades and high schools the artist has a chance to show what he can do with the machine the artisan grade teacher has built up. Thus, it is more and more the accepted plan for the regular grade teacher to teach the vocal classes through the first six grades and special teachers from the seventh through the high schools.

Object of school music—It is often stated that the object of school music is not to make musicians but just to make listeners who can hear and enjoy music. The reason given is the fact that there will be few musicians but many listeners. This mistaken premise leads to failure in making intelligent listeners, and is wrong for several reasons. First, there is no telling who will be the musicians and who the listeners. At the outset we are confronted with an unsolvable dilemma. How to separate them and give the required course for each class must be solved before starting.

It may help in planning a course to take a look at the world as it is. They say that in Italy everyone sings operatic airs. Consequently, everyone likes opera. When Paderewski comes to town the myriads of piano players go to hear him. A great violinist draws the violin players. These are the ones that can best enjoy the music made by these players. Many others go, too, but they listen best and enjoy most who have themselves tried to make music on these same instruments.

The sensible way is just to admit the fact that it is the *musician* who appreciates the music made by others. So, as we do not know who the musicians are to be, let us just plan a course that will make musicians of all, as far as they go. Then we will be sure to have done our duty by

the few who will later be the musicians. At the same time we will have done the best possible thing for those who will "just be listeners" if we take them as far along the road to musicianship as we can.

With the above in mind let us begin with the kindergarten and take a swift survey of the different things to be taught in each grade, how and why they should be taught.

Interest—To begin with, let us not bother about interest in music. It need not worry us whether they like music or not. That question will settle itself if we plan the work properly. Teachers often make the mistake of trying to interest pupils in music before they have given them the ability to make any that is worth being interested in. Any pupil is interested in anything he can do well. And if the pupil is to learn to hear music at all, he must begin by hearing what he can himself produce. This must begin in the kindergarten and we must at once teach him to produce vocal music that is worth being interested in because it is beautiful.

Singing is not natural—Right at the beginning it will have to be faced that singing is not a natural process for any child. He can chirp, squeal, talk, and holler, and make noises of many kinds with his voice, but unless he has been very carefully taught he does not really sing. His singing resembles that of the talking that is called singing in the vaudeville houses in everything but the loudness and, if allowed, any child will make a good attempt at that. But if smooth, lovely singing is achieved, and it must be if the voice, ear, general musicianship, and appreciation are to be developed, there is no escape for the kindergarten teacher. She must teach her pupils to sing. Fortunately this can easily be done if the kindergarten teacher can be induced to lay aside her fears of doing some methodical work, a thing a kindergarten teacher often fears worse than a dose of hemlock. She hides behind the word mechanical and fears to crush the little souls intrusted to her care by asking them to do something definite that will produce definite results.

A few years ago there was a world convocation of kindergartners in Minneapolis, who visited our schools freely. They saw many singing lessons. Some weeks later I asked a friend, a supervisor in a large eastern city, what his kindergarten supervisor thought of the music in the kindergartens of Minneapolis. "It was awful. Never saw such mechanical work." "What did she think of the singing of the kindergarten children at the meetings?" I queried. "Never heard such lovely singing. Didn't know that kindergarten children could sing so well." I said, "Did it ever occur to either of you to put those two facts together?"

We learned some time ago that if we were to have any real singing in the Minneapolis kindergartens we would just have to get down and teach it. We would just have to show each child just how to move his little abdominal muscles and his ribs to make a perfectly smooth musical tone, a tone that he could sing tunes with and make them sound well enough to be enjoyable, a tone that would be in tune, a tone long enough and smooth enough to train his ear to hear music. We found out long ago that if we were to train the pupil's ears, there had to be something for him to listen to and

that something had to be his own voice. With us it is voice first and when that goes properly, the ear has a chance. There is no sitting quiet and listening to others. It is sing first, listen to your own voice, and then make it match with other voices. Also make tones long enough to allow the ear time enough to tell whether the tone is in tune or not. No piano is used until the songs are sung perfectly without. Then the piano is used as an accompaniment and not as a cover for poor tone work.

The voice not a rhythmic instrument—Many kindergartners and lower grade teachers have mistaken the capacities of the human voice. They have tried to do too much with it on the rhythmic line and far too little on the melodic line leading to perfect intonation and harmonic use of the voice later. With misguided zeal they have tried to teach rhythm, that part of music that does not need teaching at all, with the voices of little children, with disastrous effect on the voices, and disappointment to the teachers themselves. The musical results with voices used as rhythmic instruments are just about nil or a little less.

To make this clear let us digress a little. Children like to do things that they can do well with little effort. They like the rhythm of music. Of course, they do, as that is all they hear in it. The psychologists tell us that every child goes through the development of the human race. Well, that is probably true and they are still in the savage state musically and just able to hear rhythm, the simplest part of music. Following the motherly wave that struck our schools some years ago, that tells us that we must keep the child amused, with its fiendish corollary that we might break his spirit if we made him work at something not amusing, an enormous number of rhythmic stunts and singing games have sprung up.

We must keep the pupil interested, of course. We should remember, however, that he is too young to choose all of his interests and also that he will be interested in what he can do well with a little practise. Also that we want to see him happy later. If his present happiness in school clashes with the happiness that will come later, I am rather inclined to think the best kindness we can do him is to let the present happiness slide a little. Also, as he will have to work all the rest of his life, let us let him begin to find out what work is and let him be learning to like to work. Then we will have prepared him for his future. Let's begin this sensibly in the kindergarten.

To return to the rhythmic games, etc. It is all very well to amuse children in school. The question is how much of his school time should be taken up with this. Now, if there is time for the kindergarten orchestra and the various rhythmic games, marches, skips, and jumps to music that are in vogue, why, just have them, but do not put them in the music time. As physical culture, all right. As music, or even a preparation for music, it is a perfect waste of time, one of the worst invented, for it looks as though it were getting somewhere. This is the first inviting sideline down which the music supervisor often wanders.

Motion songs and singing games are very pleasing, but they are impossible, as no child can sing and "game" too. He can chirp, squawk, and make lots of noises as he makes motions, but he *cannot* sing. If one part of the class will sing and the rest do the motions, these things can be done, but do not call it a part of the music lesson. The time given to that should be taken up with something that will help the child on his way to music. The thing here is to teach him to sing correctly many short, slow songs that will train voice and ear and will be childish vocal music, perfect of its kind. Here melody should be stressed and the rhythm, rhythmic accents, etc., should be greatly subdued. With the growing perfection of the vocal technic more rapid songs may be sung. This must be done without impairing the perfect Bel Canto. Later, the real rhythmic problem will be taught. It is not rhythm but the reading of rhythm that gives the trouble. That is quite another matter.

First grade—More, longer, and faster rote songs. Same lovely childish tone quality. In the last half of the first grade the pupils will be able to sing songs from the books as they will be able to read the words while the teacher hums or whistles the tune. This will make them speedier in hearing and quicker in remembering, two most important abilities for the musician. At the beginning of the first grade there should be no monotones and very few out of tunes. At the end of the first grade, fewer still. Individual work should be a part of every lesson.

Second grade—Begin sight singing. Sing pattern songs for not more than two weeks—just enough to give them a start on note reading. Then goodby forever to rote singing. The pupils themselves prefer it. Here is one of the most difficult parts of the whole course. If done correctly, it is wonderful; if not, it is poor indeed. When reading new music there should be most careful attention to tone. The first time a song is sung the tone should be as perfect as ever. This will make it sound well even if many of the tones are wrong and much of the rhythm is incorrect. The mistake usually made here is helping the children and allowing them to sing the pattern songs too much. It should be remembered that reading music is done by the eye and not by the ear. The pupils should point to each beat and show the teacher that the pupil knows just where he is at every beat.

After singing the notes of a song through once or twice, the words should be sung. The pupil should then point above the note so that the note is between his finger and the word. This will tell whether he is thinking the tone as he sings the word. This very important point is often lost sight of by the teacher. The pointing finger, if closely watched, will tell exactly what the pupil's mental process is. Many of the songs should be sung words first. Half of the time should be taken up with individual work. This should be so well organized that it will go swiftly and in perfect time. At least two singing books should be sung through in this grade—more, if possible.

Lesson plan—In every grade a general lesson plan should be followed. First, some memorized songs; then a minute of drill on some form of written dictation with tone work, of course; then the new songs. Last, review and memorize songs previously sung.

Some routine is necessary for all lessons. These routines are plainly given in the course of study. Whenever it develops that some special drill is needed the routine stops and this drill is administered sufficiently to have the pupils know the weak point permanently. There are no drills that are required every day. That would be a waste of time. The only drill that comes every day is the singing of new songs which contain drills of every kind just where they are needed and in the right proportion.

Third grade—Practically the same as the second. Songs a little harder. Individual work half the time. Words first part of the time. Three books, at least, in this grade.

Fourth grade—Same procedures as to tone, reading new music, plan of lesson, individual work, etc. Two new problems enter here—the divided beat and chromatic tones. Neither of these give any trouble if the pupils have read enough music in the two lower grades so that they can read rapidly.

If the pupils have the smooth singing habit, chromatics will give no trouble. If they have pointed accurately, they will be able to read the rhythm as well. This last sentence touches upon the most difficult problem we have to solve.

It was stated above that we did not need to teach rhythm. That is very true. Here in the fourth grade it becomes very apparent just what we must do with rhythm. It is not rhythm or time that bothers; *it is reading rhythm* that gives the trouble. One reads things with his eye. Everyone prefers to read rhythm by ear. It is easier for both teachers and pupils. But it does not solve the question. Pupils must be taught to read rhythm as well as to read pitch.

Some time ago a supervisor visited my work. She said my rhythm was poor. I admitted it, but I said it was the best the pupils could do. Later I visited her schools. At the end of the day she asked, "How did you like the rhythm of my pupils?" "I don't know," I replied. "What do you mean?" said she surprisedly. "I didn't hear any of your pupils' rhythm. I heard yours all day and yours is fine for you are a musician." She had counted aloud, batted on the desk with her pitch pipe, and swung her arm all day long, and so did every teacher in every room we visited. The pupils had had no chance to show what they knew about reading rhythm. This is typical of the mistakes made by many teachers of music and explains the poor time of pupils when required to read their own rhythm without help of any kind.

The second and third grade material contained no songs with divided beats. There was no need of teaching measures as the notes were enough and the pupil had but to decide whether to point once or more times to each note. Now enters a new problem. The measure must now be taught. No space need be taken here as to how it is done. If the music is well graded, it will be done easily.

At least three books should be sung in this grade.

Fifth grade—Here enters another problem. Part singing. There are four hard places in the vocal music course: Beginning sight singing. Two-part singing is the second. Three-part singing is the third. Four-part singing is the fourth and worst. At each of these places a return to the simplest rhythms and tone progressions must be made anew.

It has been stated on eminent authority that "Music, rightly taught, is the best mind trainer on the list." A brief analysis of the work the pupils have to do will show why music is ranked so highly.

Teachers often complain that teaching music our way is hard. I reply, "Of course it is. It is the only thing they have to pay attention to." What I mean is that it is the only thing in the whole school day where steady rhythmic attention must be paid. Even in the kindergarten this is true if any real singing is to be done. In every other lesson a sort of grasshopper attention is all that is required. Indeed, many think that is all a child can do, just light for a second and then bounce off. That, of course, is all he will do voluntarily. The regular, steady, mud-turtle sort of attention must be taught. The simile of the hare and the tortoise applies here with a little alteration. The attention must be as steady as the tortoise and finally be as swift as the hare. Worse and harder yet, this same swift and steady attention must be focused on many things at once.

Here in the beginning of the fifth grade the pupil is suddenly called upon to do double the things he has done before and do them, not only *with* a number of people, but *against* a number of others. When two pupils stand to sing new two-part music, each has to read two parts, listen to and hear two parts, sing his own part with its perplexing symbols, words, etc. This must all be done in time and with expression and fine musical effect. Quite a large order. Now, if there is anything else in the fifth grade day that calls for as much in so short a time, just trot it out and let us take a look at it. This is what President Eliot meant. It is in the reading of *new music* that none of the pupils have seen or heard before that the true educational value of music lies. Whether the skills gained in one thing pass on to something else the psychologists regard as doubtful. The habits of speedy rhythmic attention surely carry over.

If the pupils have good singing habits, steady, smooth tone, good intonation, can do individual singing without hesitancy, the introduction of two-part singing will give no undue trouble.

The voices in this grade begin to change a little. Those who cannot sing high should sing alto all the time. The rest should alternate. The voice range in this grade should be rather limited. At least three books should be sung in this grade. There should be a good deal of one-part music sung, of rhythmic types too difficult to be sung in two-part work. This should be in a limited range to accommodate all the voices. Two-part dictation should be done in this grade. Here enters the harmonic element for the first time. The ear should have time to listen to two tones at once undisturbed by rhythmic problems. Perfect intonation here is vitally necessary.

Sixth grade—In planning work for these upper grades the state of the

voices must govern the material used. In our northern climate the voices do not change as early as they do farther south or as they do with a school population made up largely of south European stock. In our city the singing lesson in the first half of the sixth grade is carried on just as in the fifth. In the scond half of the sixth grade the voices usually have changed sufficiently to demand three-part singing. The voices are carefully tested and placed on the part easiest for them. They are watched constantly and changed to another part as the state of each voice indicates.

Here arises a curious controversy about young voices. My experience has taught me beyond the shadow of a doubt that the voice that has sung quietly in a limited range through the changing period, not only need never stop singing, but will come out with greater power, longer range, and far greater beauty of tone finally, than the one trained in either of the other two current ways. One way is to stop singing for a year or two. The other is to use all the range of the voice all the time.

When beginning three-part singing very simple songs are used at first as the new harmonic element complicates matters very much and the pupils must have time to adjust themselves to the new part. Three-part dictation and singing of the chords are in order that the ears of the pupils may have time to hear three parts at once, see three parts at once unhampered by rhythmic problems.

Little if any unison singing should be done after pupils have begun three-part singing. The usable range of the voice is too short for safe use of unison songs save those of the most limited compass. The pupils themselves far prefer the part singing when they do it well. If the voices are used correctly, the tone smooth, steady, and beautiful, the parts balanced, lovely musical effects are possible in this grade. This is the first harmony they have really heard. The accompaniments they have heard have made little impression and that of the vaguest sort. It is only after the pupils have been able to sing three parts that they begin really to hear harmony distinctly.

Now it begins to be apparent whether or not the teachers in the lower grades have done their duty. Can these pupils read three parts, simple at first, rapidly and correctly enough to make it interesting? If they can, it is here that the teacher of music begins to receive the reward of the faithful. It is in this grade that the listener who can hear music in its true proportion will begin to enjoy it. Here are rhythm, melody, and harmony all present in a proper proportion. If the pupils have done the work well in the lower grades, they too will be able to hear music in its true proportion and the music will reach out and take hold of them. It is in these upper grades that when there is any spare time the pupils ask to sing. They more often than not ask to sing something new. It is here that the " mechanical " and the " artistic " begin to merge and the music supervisor begins to feel that he is teaching music in that he has raised some well-rounded " musicians."

At least three books should be sung in this grade. Individual singing, perfect intonation, strict attention to all the details that make up a well-rounded lesson are the rule here, as everywhere.

Seventh grade—This is like the sixth with more difficult songs and more of them. The few changed voices that appear among the boys should sing with the eighth grade or if that is not possible, sit in the front seats and sing the second alto an octave lower. Under no circumstances should they stop singing.

Eighth grade—Here enters the hardest complication of all. A fourth part, the bass, is now added. That would be hard enough as four-part music is decidedly harder than three, owing to the use of a lower octave; but let us take a look at what is going to sing this fourth part.

This recalls Miss B. She taught two eighth grade classes in singing. They were together in a large room. There she stood in the doorway, smart, amiable, understanding, experienced, all that an eighth grade teacher should be. She looked at the two rows of basses, turned to me, and said, "Look at them. Great big, lazy, dirty, sleepy things. I wish they would fall in love." "What an awful wish," said I. "It is the only thing that will wake them up and clean them up," she rejoined.

There you have it, and you may just as well face facts, roll up your sleeves, and wade in. Many supervisors just give up here and take refuge behind several old notions. The easiest one is to call them monotones and let many of them quit. Others just say, "Your voice is changing. You had better not take music any more." Later, in the high schools, when singing is often optional, these most important voices are not to be found in the classes.

It is in the bass section of the eighth grade that all the retarded boys are to be found. They are too old for their grades or their voices would probably not be changed. Then in addition to their mental troubles, they are called upon to use a new kind of voice, read a new kind of staff, read four parts instead of three, and worst of all, get used to a brand new octave of tones. This is a pretty tall order for boys of this age and usual mental type to fill. In spite of all one can do in the lower grades to get them ready for this change there will invariably gravitate to the bass part many of these poor students.

In addition to the ones that come from other places where music has not been taught intensively the smartest boys show up mentally here. With all this in mind, what shall be done?

Slow, simple music in four parts must be used. The basses will have to be taught over again to use their abdominal muscles strongly enough to make their thicker vocal chords sound. This is the first step. Much chord dictation and chord singing in four parts to allow the ears time to hear the new harmonies unhampered by rhythmic problems. Much individual work in four parts. Much polishing of songs until they are sung with fine expression. Finally they will fall into line and they will sing new songs with finish and expression at first reading. Special attention to the testing and placing of voices must be paid here. Here is the grade where rapid changes are taking place in the voices of both boys and girls.

Greater amount and variety of material should be used here. The material

should be carefully selected to suit the class. Lovely musical effects are possible here but they are harder to get. It is also true that these pupils are very critical and if the musical effects are not beautiful they lose interest rapidly and nothing is done. On the other hand, if the teacher holds them up to a fine type of finished singing they will be very enthusiastic over their singing. It is here that the supervisor reaps the reward of hard work in the lower grades.

Ninth grade—This grade is very similar to the eighth and should be treated the same when in a junior high school. The music may be harder and more of it sung. When the ninth grade is in a four-year high school it attends music classes with the pupils of the upper grades.

High school—The high-school singing classes are the finest thing in the whole school system. Singing is required of all pupils and the classes are large, between one and two hundred. Larger than that, they are apt to be unwieldy. Smaller, they will not have the body of tone necessary. The parts are well balanced. These classes sing many of the great choral masterpieces. The lessons are like those in the grades. All the methods that go to make a successful grade lesson bring a larger return here.

In Minneapolis we plan the high-school singing classes on a three-year basis. Pupils of all three years are in the same classes. There are numbers of different books and the same books do not go to the same high school oftener than once in three years. Pupils graduating from our high schools have sung at least six books of choruses and six or more oratorios or cantatas like the Messiah, Elijah, The Creation, Swan and Skylark, and the like.

Other musical activities—While the vocal classes all through the school system are the most important part of the school music work, many other musical activities are carried on. There is a complete instrumental course with instrumental classes of all kinds, beginners' orchestras in all the six grade buildings, band and orchestras in all the junior and senior high schools. Some of these latter nearly approach symphonic proportions and play real symphonies.

Credits for music study under outside teachers are allowed under an efficient system in the high schools. These pupils also study harmony and composition in school classes as part of their work. Many wonderful compositions are composed by the pupils during the year and the yearly original composition contests sponsored by the *Minneapolis Journal* are a source of amazement to all who hear them. This work is carried on under the direction of J. Victor Bergquist. He is a composer of much success and a fine teacher of harmony. He thinks that composition comes first and a knowledge of harmony will come as needed for composition. This is following the true pedagogical path.

Music appreciation—A well graded system of music appreciation is carried on from the kindergarten up. With the foundation of singing ability and the ability to sing and hear parts in the upper grades this course in appreciation functions as it should. As this appreciation course grows out of and is closely yoked up with the singing classes, it means more than if it were simply a detached course in listening to records.

There are also glee clubs in all the high schools, both junior and senior. All these special musical activities meet in school time and are a part of the regular school work. Many concerts of all kinds are given, from simple programs in the lower grades to creditable performances of oratorio with chorus, soloists, and orchestra. Several of the easier grand operas have been given by high school glee clubs.

How to judge your school music—Superintendents and principals are responsible for all the work that goes on in their school systems. Those who have not studied music often have a helpless feeling when confronted with the necessity of deciding whether the music department is functioning as it should. Music supervisors often have a bad habit of silencing criticism by saying "Music is different." Music is not different. Music teaching is simply good school teaching applied to music. If the superintendent or principal and the music teacher would just meet on the common ground of education they would understand each other better.

All three often make the mistake of judging the success of the music system by the interest it excites. That is all very well, but the kind of interest excited would better be sharply scrutinized. Is it the interest of achievement and ability, or the interest excited by mere entertainment? In these days of reproduced music it is easy to excite the interest of entertainment and call it good music work.

The real interest is only excited by achievement. The real questions are: How much music can they learn? How well can they do it all along the line? Is the achievement level higher or lower in the high school? How well the choruses sing or the orchestras and bands play certain selections are but a part of the test. The other and more important part is: How long did it take them to learn these selections? Not what you know, is the question, *but how did you learn it?* This will answer the first question in this article, "What did it do to you while you were learning it?"

"THE RESPONSIBILITY AND OPPORTUNITY OF THE PRINCIPAL TO THE HOME"

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THE DEPARTMENT of Elementary Principals has from time to time presented to the teaching world comprehensive reports of the activities and responsibilities of the principal. These reports have been prepared by able men and women as a result of scientific study, personal contact, formal discussion, and an appreciation of the principles and policies that determine the kind of leadership necessary on part of the principal.

It might seem that the last word had been spoken or written concerning the many responsibilities of this school official, but our best thinking is aroused when different points of view are presented.

"Life as we live today is not the life of yesterday." With the growth of cities and the increase in factory production, more and more people are

living outside the home losing fireside fellowship, cultural enlightenment and fraternity. Parents are confronted with serious problems due to changes wrought by scientific progress. The school must assume such leadership as will help the home to meet the needs of the boys and girls by providing a wholesome atmosphere, where they may develop into useful self-respecting, self-sustaining citizens.

The average citizen today has a vague idea of modern school life. He judges it in terms of his own experience in school. Even editors of newspapers and magazines are not familiar with modern educational ideas and practices and are not inclined to give the subject serious consideration because everybody went to school. We ever have with us the believer in the old time school, the parent with the faultless child, the fad critic and the individual constantly finding fault with the policies of the administration. A modern teacher makes the following contribution to the critics:

> It is a strenuous world
> That has been wished on the present-day youth.
> Problems
> Industrial, political, moral,
> Surge in the air.
> Moving pictures, radio, and automobile
> Have helped to create an environment
> That, like a mighty rushing torrent,
> Is sweeping the world.
> The younger generation
> Knee-deep in its waters
> Is trying valiantly
> To utilize the energy of the current,
> While we stand on the shore,
> Wringing our hands, and criticize their bathing suits.

The home should stand supreme as an agency to build character, mold sentiment, and promote human welfare. It has been wisely said, "Look well then to the hearthstone, therein all hope for America lies." Parents are not worse than they used to be. Like the rising generation they are much maligned and misunderstood. One parent claims that while grave responsibility faces the parent he should not be publicly denounced any more than a teacher who would lose authority or prestige by such treatment.

The one great hope of fathers and mothers is that their children shall grow up to be good citizens able to take their part in the struggle of life. In order to do this, those qualities must be developed in them which will make them honest, diligent, strong, and self-reliant, for it is only such men and women who are respected or loved in any community.

The first need in character building is honesty. It is said of Washington that his word was as good as his bond.

A tendency toward falsehood is found in many children. The school tries to correct this tendency when it insists on having from the boy or girl nothing but absolute truth in word and deed. When a child cheats by copying the work of another the teacher tries to make him understand that he is defrauding himself. Shame of exposure should be the last evil. Sometimes

parents interfere with the children's welfare by doing school work for them. It is a great mistake at school or at home to do for the child what he ought to do for himself.

Nothing is more important in the instruction of the youth than to cultivate the sense of responsibility. At school the required lesson must be ready at the specified time and the work done unaided by parent or teacher so far as is possible. Each pupil is expected to provide himself with what he needs so that he will not be tempted to borrow or steal. He must take care of the books furnished and he must not destroy or deface any school property. Such duties show a pupil his obligations to himself, to his schoolmates and to his school. If in the home boys and girls are held responsible for their several tasks they will not become lazy and shiftless men and women.

Punctuality has much to do with man's success in any kind of work. This habit formed while attending school follows him through life. If a pupil is not in his seat when the tardy bell rings, he is late. The fact is recorded against him. He can do nothing to change the record. Habitual tardiness on the part of any pupil is largely the fault of the home. The principal oftentimes discovers that bad conditions prevail in the home, and through help from the school, this slovenly habit is corrected.

Obedience is the foundation of character. Obedience to authority, school regulations and to the parent develops in the mind of the pupil a regard for the ordinances of the city and the laws of the nation. It is claimed by the critics that young America is very irreverent. It is seldom that a boy or girl is "seen and not heard." Parents often encourage this growing evil by permitting their children to argue about small matters pertaining to the home. Obedience to the common laws of courtesy make a pupil respectful to his elders and to those in authority.

Idleness is an evil that the school tries to correct but outside influences too often counteract the effect of what is done by the teacher. We hold children to strict account of time. The work is so arranged that a pupil must be busy every minute he is in school. Frequently when he is dismissed, he spends much of his time on the street. This brings a long train of evils, also distaste for school, especially if the work is difficult. Juvenile delinquency is often the result of idleness and laziness.

We must not lose sight of the dangers that threaten our youth in the bad and unwholesome literature of the present day. Not only from home and school does the child get his ideals but also from good books. Boys and girls often unconsciously admire characters in books and try to fashion themselves into the same. The habits thus formed build a strong character through good literature.

There is a certain amount of routine contact between the home and the school. If contact is made only by report card and attendance officer, oftentimes misunderstandings arise and parents do not support the policies of the school. If parents seldom visit the school unless some unsatisfactory situation has arisen, a wrong impression is given when a friendly visit is made.

There is always the problem of failures in scholarship and failures in conduct. The emotionally disturbed child is to be reached only through change of environment. Badly dressed children take it out in misconduct. The principal should become acquainted as far as possible with the home environment. Clear understanding with parents is of primary importance. One very satisfactory way to reach the parent is by arranging a meeting at the school, afternoon or evening. Such conferences often result in better adjustment on part of the school to meet the needs of the child and a closer cooperation with the home in all matters that make the child physically and mentally fit to meet his daily tasks, besides securing on part of the parent a friendly attitude toward the school.

The principal assumes leadership in bringing about a closer relationship between home and school through such agencies as the school nurse, visiting teacher, social worker and attendance officer.

Educators are too prone to discuss their problems among themselves at educational meetings, local, state, and national. They must let parents know what is being attempted, what is needed, what values they plan to return to society by the right kind of school activity.

Public opinion is molded through such agencies as the press, pulpit, picture, lecture, and now not the least of importance, programs of school exercises broadcast over the radio. There is still a wide gap between educational knowledge and educational practice and only through attention to publicity that develops a loyalty to the school and confidence in the educational program, can a better understanding be brought about.

The life of the community must enter the school and reach out into the homes. Many experiments have been successfully carried out. School credits have been given for home tasks; school and home gardens, boys' and girls' clubs in rural communities have established new relationships between home and school. Wherever such conditions prevail the door is kept open and school alive and growing.

The principal makes possible interest in cultural life and opportunities for the development of culture through use of the school plant for social gatherings, concerts, exhibits, and lectures. The school becomes the community center, the center of interest in the neighborhood.

There are many organizations that render valuable service to the school. Child guidance clinics, vocational and placement bureaus, men's service clubs, visiting teachers, school nurses, are all helping to humanize the school. Physicians, psychiatrists, and psychologists, experts in special testing, and social workers, have opened up a new world not only to the child but to the parent. Through such service and intelligent and sympathetic cooperation of home and school the number of social misfits, mental wrecks, delinquents, and dependents has been reduced.

A desire on the part of parents to cooperate with the school has resulted in the formation of an association of parents and teachers which has aided greatly the effectiveness of the school. Next to the board of education this

organization stands closer to the school than any other official or non-official body.

It is unnecessary to go into the history of this great movement which now has national significance numbering over a million members. It is a non-political, non-commercial, non-sectarian, organization, a real democratic force ready in every way to serve the boys and girls of America.

The machinery of this great organization called the National Congress of Parents and Teachers has been most carefully worked out by able leaders in the national organization. The plan has been adopted by forty-seven states, District of Columbia, and Alaska. The states have presented it to the counties and locals are governed in the same way.

Principals and teachers should study the plan and become familiar with the policies, and program of this organization. They will realize the tremendous force now created to support public school education. " It means a saving to the teacher, a broadening of understanding to the parent, and a development of sympathy in both. It binds the parent and teacher into one great organization with common ideals, common understanding, and a common purpose for the welfare of the children throughout the land."

" The policy of the Parent-Teacher Association is to reach in a helpful and intimate way two social institutions, the school and the home." It is organized into departments and committees for effective work in more than a score of related fields, namely, child welfare legislation, students' loan fund, scholarship fund, kindergarten extension, study circles, illiteracy, home education, child hygiene and development, study of the pre-school child, and all movements aiming to promote the interest of childhood and youth.

Colleges and universities are offering special courses in Parent-Teacher work. The United States Bureau of Education offers reading courses for home education. Recognizing the importance of trained leadership in the service of the Congress of Parents and Teachers, colleges and universities are offering credit and non-credit courses in the work of this organization. The Iowa Research Station is an illustration. A representative of the Congress of Parents and Teachers has been placed in an office and awarded a scholarship in the university, the purpose being to develop a system of parent education based on the findings of the research station.

Study outlines based on Wholesome Childhood, by Groves and Groves; Mothers and Children, by Dorothy Canfield Fisher; Problems of Childhood, by Angelo Patri, are presented to 18,000 units through the Child Welfare Magazine (Home Education Circular No. 8, Bureau of Education, Washington, D. C.).

There might be greater cooperation and closer affiliation between the two national organizations, Congress of Parents and Teachers and National Education Association, through increased representation of both parents and teachers in the councils and on the programs of both organizations.

The principal from the start should in a tactful way shape the Parent-Teacher Association of his school and direct it at once into useful lines of

service. It offers an opportunity to the principal to bring to his aid a powerful ally that will help him to carry out the educational policies of his school. The principal has an obligation and responsibility of leadership in this great movement. Through the interest and cooperation of parents, teachers, and the children, the Parent-Teacher Association becomes a constructive force and a fine community spirit is developed among his people.

In the words of Angelo Patri, we might say of a principal, "He is the gardener of men, shepherd of children whose field is as wide as life, than whose thought none must be broader, than whose faith none must be higher; who looks to send forth from under his hand, moulder of tomorrow's life, socially conscious beings seeking and finding happiness in workable ideals of social and spiritual unity."

EFFECTIVE TEACHING OF THRIFT

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THE TEACHING of thrift is a new departure in our schools, practically unknown previous to 1915. Occasional and incidental lessons on the value of thrift have been given by teachers, but teaching systematic saving as one of life's potent policies is almost a novelty in our country. We are coming to the conclusion that an occasional dose of such teaching is not enough for the formation of the thrift habit; a steady diet is essential, just as for the cultivation of any other virtue.

Although systematic training in thrift has hardly been introduced into the schoolroom, many teachers are ready to condemn it because it has not produced fruit an hundredfold. "There is too much 100 percent banking and not enough 100 percent saving," they tell us. But, may I ask, are we getting a 100 percent return on any subjects of study? Geometry is a science hoary with age. We ought to get 100 percent results in that study if anywhere. But are there not too many students who memorize the theorems and not enough of those who learn them by a reasoning process? And what shall we say about the students' ability to apply practically what they study in a geometry classroom?

Thrift, in its best and broadest meaning, has to do with moral qualities and those are always slow of development. Our age has witnessed wonderful progress in material things, but can we say as much about our moral and spiritual advance? In such matters progress is painfully slow. Now, the practicing of thrift requires a backbone and not merely a wishbone, and the average American, in that regard, has not even reached the wishbone stage. It will take time for him to learn to cultivate the kind of courage and grit for thrift that he has displayed in business and industrial enterprise.

Furthermore, hosts of people, even teachers themselves, are a bit skeptical about the whole idea of thrift teaching in the schools. They are not quite sure that it has not been foisted upon the schools by bankers who want to get their clutches on more money for speculation. Mutual savings banks

are not generally understood. The children of the land need to be taught that such institutions exist for the benefit of every depositor and not for the directors whose every act is scrutinized regularly and must comply with the minute prescription of law.

In view of the newness of school savings and in view of the attitude of many people and even teachers toward the subject, the wonder is that such progress has been made in a single decade. There are nearly 4,000,000 youthful depositors with a balance in excess of $39,000,000 to their credit!

But you say that the number of depositors is no index of the value of the practice. It is not difficult to get young people to bank if the school wants them to do so. They will even go without lunch on bank day to save money for a deposit and uphold the good name of their school. Now, some of us have known many a student to skimp on his lunch in order to save the price of a football ticket That we call a "fine school spirit" and even urge others to emulate such school virtue. Let us be consistent. Self-denial manifesting itself in the interest of school savings is as laudable as self-denial practiced for the support of football. If the fostering of loyalty to the school through football is a worthy goal because we hope it will grow and broaden into loyalty to one's community and country, then why is it not just as good to develop loyalty through school savings?

Then, too, the objection has been raised that teaching the saving of money is too materialistic for schools to engage in. "The love of money is the root of all evil," we are told. Yes, but thrift does not teach the *love* of it, but the *use* of it, and most of us know that the *lack* of it is often a tremendous handicap. Orrin C. Lester of the Bowery Savings Bank of New York, where 40,000 interviews with depositors are held annually on all kinds of practical subjects, ranging from domestic troubles traceable to economic causes, as most of them are, up to the loss of entire family fortunes, through some fake scheme of speculation, speaks thus of this objection:

> I hope that you teachers will have the courage to stand up and be branded materialists, because I believe that from the practical standpoint, from the cultural, ethical, and moral standpoint there is no greater need in our national life now than that education should undertake for these young people what it neglected to do for you and me, namely, teach them income management with the school savings bank as a principal means to that end.

Now, when we remember that women, who spend 85 percent of all the money made in the United States, have had practically no training in *how* to spend it, it is not surprising that maladjustments in the home are so numerous. Who will say how direct is the connection between this lack of training and our growing divorce menace with its accompaniment, juvenile delinquency?

Objections are also raised to the element of competition that is often introduced into school savings and thrift teaching. Of course, some kinds of rivalry *may* be resorted to that will do more harm than good. But to look down upon and condemn every form of competition that may be injected into the cultivation of thrift is to carry the objection too far, to say the least. Why is rivalry so reprehensible in the teaching of thrift while we do not

hesitate to use it in so many other fields? Do we not freely utilize competition in striving for high class-standings, more perfect attendance, etc.? Are our inducements in other schoolroom procedures always unimpeachable? Some kind of an objection can be raised against anything we do in the classroom. So we may expect to hear objections to our ways of teaching what is perhaps our newest "fad." Time and experience will evaluate our methods and disclose their strong and weak points for our guidance.

Two outstanding reasons for the need of the teaching of thrift in the schools of our country, and of using the savings bank as a principal means for that purpose are:

1. We are a prodigal people. Extravagance is our national trait and heritage.

2. A very large part of our people, including especially the professional classes, is gullible and easily duped.

As to the first: Scientific experts are coming to our assistance. The by-product of the manufacturer is a forceful lesson. For generations we have not been making the most of the treasures of our gardens, like honest husbandsmen, but like robbers we have been scuttling storehouses for booty. Where the reckless axe of the lumberman does not ruthlessly destroy the forests, his carelessness completes the task by reducing them to utter desolation. The slag heap claims much of our precious ore, and a large percentage of the heat of the furnace finds its way out of the chimney. No farmer in the world is so wasteful of the straw pile and so careless with his expensive implements as is the American. In the saw mill slabs and edges are carried by an endless chain directly to the fire dump. In the kitchens of America enough is wasted, we were told a few years ago, to feed a European nation. But our prodigality with material treasures is not one half of the story. Recklessness with worldly goods breeds contempt for higher things. If the fields of the countryside reveal rusting plows and mowers, and if the alleys of our cities are full of broken or half-broken vehicles, the main streets exhibit many specimens of broken-down men who have wasted the riches of mind and heart in riotous revelry. And then there are the patrician paupers supported not in poorhouses, but in palaces by indulgent parents or rich relations. "The economic loss through the nonproductivity of 20,000 human wrecks is equal to one Chicago fire involving two hundred millions."

Now, as to the second main reason—our gullibility. And here the teacher plays an important part, for like the preacher, unaccustomed to money and the ways of the business world, he falls an easy prey to the promotion shark. The story of the young teacher who received his first salary check is in point. On presenting the check at the teller's window, he was asked to indorse it. Looking a bit puzzled, he was assured the check was all right, but only needed his indorsement. The impecunious pedagog then stepped to the writing counter, and after racking his brain for awhile, proceeded to indorse his check in the following manner: "I respectfully subscribe to the sentiments contained herein."

This unvouched for story, however, is not so badly overdrawn as it appears, judging by the tales reported by officials in the Treasury Department. Many Liberty bondholders, they say, requested to be advised as to when and how to pay the interest on their bonds. No wonder such people offer a fertile field for the swindler. In our public debt statement published by the United States Treasury Department is an item entitled, "matured interest obligations outstanding" amounting to $35,000,000. This represents interest due government security holders who are forgetting to present their matured coupons for payment.

Furthermore, teachers and preachers are evidently not the only classes of citizens who have not learned the true meaning of a bonanza, which has been aptly defined as "a hole in the ground owned by a colossal liar." The Postmaster General estimates that $1,000,000,000 is lost annually through mail order frauds and the National Association of Credit Men estimates that the losses in business frauds alone now reach $400,000,000. Although made in a spirit of drollery, the recent statement by Harry Daniel that this country has a gross production of 525,600 fools a year was probably not far afield in view of the gigantic scale upon which fraudulent transactions are conducted. Whether the fools are more commonly male or female you may judge from the further statement of the Treasury Department that men are eight times as gullible as women. A questionnaire investigation in New York University disclosed that 53.2 percent of all securities purchased in sixteen states of the Union proved utterly valueless. In the remaining states the investors were more fortunate by a scant degree. All this helps to account for the fact that 90 percent of our people over sixty years of age are dependent upon charity or relatives, also that 5,000,000 widows in the United States are forced to eke out a scanty sustenance by their own earnings.

But there are other reasons for the importance of thrift teaching. Thrift embraces many major moral virtues. It implies industry, prudence, self-control and selfdenial. It has reference not alone to saving, but also to the more difficult art of wise spending. "Saving is one of the foundation stones in building a thrifty character, but it is no more the sum total of thrift than one stone is the sum total in the foundation of a great house."

Indeed, the first step toward thrift is careful spending. Wasting money is an easy thing which any one can do. Spending it is an art. A wealthy man was asked what he was most particular about teaching his own son. "How to spend wisely," was his instant reply. It would be unfortunate, indeed, if thrift should concern itself with money saving alone. Many people through great patience and selfdenial are able to lay by a comfortable sum, only to lose it in the end through ill-advised investment.

Now, how to introduce effectively the teaching of thrift is a task with which the N. E. A. Committee under Arthur H. Chamberlain is struggling. The committee is facing two serious handicaps: (1) Overcrowded curriculum, no room for training in thrift; (2) lack of properly trained

teachers. The study of economics such as we are seeking for our children was not afforded present-day teachers.

It is gratifying that in spite of these handicaps a serious effort to incorporate thrift into the course of study is being made in some parts of our country. In Massachusetts, for instance, a state thrift committee determined upon the following objectives:

1. To create a clear understanding of the true meaning of the term "thrift."
2. To instil in the minds of children those economic principles which are basic in the development of the best type of citizenship.
3. To conserve the money of the taxpayers to the extent that is in the teacher's power. With Dr. Payson Smith as Commissioner, the State of Massachusetts is very likely to evolve a course of study in thrift that will furnish inspiration to others.

Provision for systematic study of thrift has already been made in the curricula of some of our cities. That is the next most important step for all schools to take. The study of economics is pursued by comparatively few in our high schools and is "pitched too high" for the most practical purposes. And so the youth of the land are obliged to glean a knowledge of economic principles through chance experience after leaving school. The problem of income management, with the school bank as a convenient tool, should be made a part of regular thrift instruction.

"To most people," says Judd, "money is a great and powerful machine which they can set in motion, but which they do not in the least understand. . . . . The school has been satisfied with a confused and inadequate treatment of one of the most important devices which man has invented to promote social and industrial cooperation. I, therefore, offer income management as a practical means of teaching the wise adjustment of one's social and economic relations."

Now, in view of the fact that New York alone is spending $65,000,000 on charity, but not one cent on the teaching of income managemnt, it is encouraging to learn of the efforts along that line that some schools are putting forth. A nationwide study of thrift teaching was made in 425 city school systems by Arthur H. Chamberlain, educational director of the American Society for Thrift, and some interesting facts were revealed, a few of which I mention briefly:

1. The work of the past eleven years, since the first conference, has yielded results more far-reaching than can be measured.
2. Of the total of 425 cities reporting, 126 offer thrift instruction throughout all grades, from the first through the senior high school, a total of 1,453,487 pupils receiving such instruction.
3. It is today a question only of what to teach, of how best to present the subject and where on the program it can most effectively be introduced.
4. In 339 cities thrift is offered in one or more years of the school courses, affecting a total of 1,850,706 pupils.
5. By a very conservative estimate the total school savings bank balances are now upwards of thirty million dollars and the number of depositors in excess of 3,000,000, and the deposits for the last school year approximately nineteen million dollars. More than 10,000 schools had introduced the savings bank system when the report was made less than a year ago.

6. The types of thrift taught are varied. Earning and saving is emphasized in 305 of the cities reporting. Thrift of time is stressed in 216 systems. Health studies in thrift receive attention in 248 cities. The need of conservation of resources and the sinfulness of waste is brought out in 193 cities.

In another study undertaken in Philadelphia an attempt was made to discover how far the savings habit represented selfdenial of the depositors which, of course, is essential to thoroughly salutary thrift instruction. In two junior high schools results showed that in only 40 percent of the cases did the savings represent genuine selfdenial; the other 60 percent of depositors drew on their allowances or on money given them specifically for that purpose. The same study, on the other hand, revealed an encouraging fact, namely, that nearly one third of the pupils are saving for the purpose of a college education; one seventh for the purpose of setting themselves up in business; one tenth to buy Christmas and birthday presents; one fifth for summer vacations and other forms of recreation, and the remainder had in mind some immediate but wholesome end such as buying a bicycle, boy scout outfit, and the like.

The carry-over value of thrift was tested in Duluth where a year ago last June 391 high school graduates, and last June 606, who had been systematic high school savers, requested to have their bank accounts transferred to the regular savings ledger.

In Los Angeles each pupil is given credit on his report card for his thrift activities and that means much more than the saving of coins. Since money is allocated to each school in that city on the basis of daily attendance and since the senior high schools lose $1.50 per day per pupil for every day's absence, it is easy to work for good attendance from that angle. Regular attendance has been greatly stimulated and, incidentally, the percentage of failures reduced. The Thrift Creed adopted by that city is worth reproducing here:

I believe in the United States of America. I believe that our progress depends upon the industry and thrift of her people.

Punctuality—Therefore I will devote my time to worthwhile activities and save time by being punctual.

Physical Training—I will preserve my health because without it I have less earning power.

Conservation—I will conserve materials because materials cost money.

Thrift—I will save my money because saving leads to independence and happiness.

I will do these things for the welfare of AMERICA.

Now, since the Seattle high schools make no curricular provision for the teaching of thrift, the problem of making the habit of school savings function in the lives of the pupils has called forth various devices more or less successful. In Roosevelt High School a Joint Thrift Committee of Boys and Girls is constantly on the job, seeing to it that the interest is not allowed to lag. Several projects undertaken by this committee have served to keep the matter alive and, as will be pointed out, to get the idea of thrift under the skin of many of the students:

1. *Thrift creed*—This was a project carried out by a class in English. A considerable amount of "research" work was done in the entire school.

Facts were gathered as to what should properly go into such a creed. All this material was worked over into a "decalog" and printed on a card in school colors and distributed to students to place on their study tables or dressers as a daily reminder.

2. *Booklet*—On "The Secret of Saving." This was the work of the Commercial Department. It was called *The secret of saving—As told by your teachers and schoolmates.* This little book, containing sixteen pages of material, created a good deal of interest. The cover design, consisting of Mr. Thrifty's dollar, divided into five parts, indicating how much is to be allowed for living expenses, how much for education, for recreation, benevolence and savings, tells the whole story in a nutshell. Since the entire Commercial Department worked on the booklet as a project, it became a topic of conversation about the school, and, like the Creed, was looked for with some expectation.

3. *Another project* was the publication of a neat book of 24 pages which had for its purpose the task of interesting the parents of the boys and girls. It contains brief paragraphs by leading citizens in the community; the presidents of the Parent-Teacher Association and of the High School Council; a short sketch of the savings movement in the school since its inception. Also a graph of the school's progress, and personal stories of the results written by some outstanding students, and two pages of "Poor Richard Up-to-date." Judging from the interest evinced by parents, and by the comments it brought forth from various sources, we are justified in believing that it was effective in creating an atmosphere of friendliness for the enterprise and in enlisting the support of the parents in its promotion.

4. Still another effort was the *Farewell Card* sent by the Thrift Committee to the last graduating class which had made an enviable savings record. The card reminded them of their good work and enjoined upon them the wisdom of continuing the practice with instructions of how to make the necessary transfer in their accounts.

5. *Bulletins*—Regular weekly thrift bulletins gotten up by the committee serve as lesson helps. For example, let me state the contents of several of them in just a sentence. One emphasizes the cash value of a college education with convincing facts. Another calls attention to the fact that nine out of every ten men reach old age dependent upon relatives or charity; that nineteen out of twenty fail to provide properly for their families, which explains why 8,000,000 American women have to work hard for a living and why every third widow is in actual want. Another enumerating twenty ways boys can earn money, advises them that jobs do not turn up in this world unless somebody goes out and turns them up. Another bulletin issued near the close of the school year, makes out a budget, naming some twelve items of vital concern to every student. The budget includes the usual expenditures involved in participation in school life.

Now let me speak briefly of the failure elimination project sponsored by the Parent-Teacher Association as a part of thrift teaching. A committee

of fifty of our mothers bound themselves to attend a study club for an hour before each P. T. A. meeting to study the causes of failure and help to reduce it. A set of resolutions relating to home-study, regular attendance, definite home program, no social engagements except on Fridays and Saturdays, and a set of study helps was placed in the home of every first and second year student. Causes of failure are studied, days for visiting the school are arranged to facilitate an activity that is not usually looked upon with favor by high school students. This effort is too new to enable me to speak with any facts in hand as to its value.

Now, how does all this function in the lives of the students? What else does it do besides influencing them to bank a bit of money each week? A questionnaire placed before the entire school to which about 1800 responded reveals some interesting facts. Please note that the percentages cited hereafter are based on totals answering any given question, as all students did not answer every one of them.

The number of regular depositors is very high, close to 100 percent. Of these 663, or 47 percent, earn wholly all that they deposit, and 780, or 53 percent, earn a part of the money that is placed to their credit. About 504, or 32 percent, receive their money outright from their parents so that banking represents no effort and no selfdenial on their part. One of the most interesting items is the revelation that 1165, or 73.6 percent, are saving for some definite purpose and that the purpose is college education with a large number. Seven hundred fifty, or 48 percent, are making a systematic attempt to budget their incomes. Eleven hundred ninety-three, or 76 percent, are making a practice of going without some needless thing in order to bank regularly, and 1104, or 75 percent, feel that this practice is strengthening their selfcontrol. To prove that the idea of saving extends beyond just the regular deposit of money, 1082, or 71.4 percent, are making an effort to select their lunches with greater discrimination, and 1252, or 78.6 percent, feel that they are acquiring the habit of wiser spending. The number who spend their savings on clothes and other necessities, thus helping to maintain themselves in school, is impressive. Of these there are 982, or 61.6 percent. The twentieth question, which asked whether they believed that the habit of saving had a direct bearing on personal happiness might easily be looked upon as of little worth, if it were not for the fact that another question asked for a brief paragraph, giving any specific instance from their own experience on the value of saving. When the question with its answers is interpreted in the light of the illustrative paragraph, the total of 1331, or 92 percent, answering affirmatively is certainly significant.

The specific examples or illustrations called for by the last question have been roughly summarized as follows:

1. Those statements which included such illustrations of the value of saving as could be classified under the head of a sense of security, protection, meeting a special need or emergency. Of these there were 318.

2. Avocational, including personal wants, books, entertainments, music study, musical instruments, recreation—159.

3. Vocational, including such items as would come under college preparation, further education, business and other planning for the future—223.

4. Character development, including the cultivation of the habit of general saving and selfcontrol—72.

5. Happiness, including the feeling of independence, satisfaction, health, and comfort—381.

6. Relief from worry and help to others and Christmas and birthday presents—109.

Still another attempt was made to get at the matter by asking a smaller number of students in certain representative English classes to write a personal letter to the principal on the value of thrift as they saw it from their own experience. This proved to be a fruitful source of information. As the students were allowed to sign their letters by assumed names, they felt free to express what they believed. Not all of the writers approved of school savings, although practically all felt that thrift was a worthy subject of study in any school. A few undoubtedly reflected the attitude of the homes where there was a feeling of distrust toward banks. But most of the letters are suggestive and deserve more time for analysis than has been given them in preparation of this article. In the short time at my disposal I was unable to find any means of summarizing the data, but shall give you just a few ideas in brief taken from some of these letters:

Death of the father found the mother able to carry on because of the saving habit of the family.

Widow lost her position, daughter's savings tided over mother and daughter.

A boy hired a doctor and paid him out of his $30 of savings to attend his sick father.

A girl is financing her graduation out of her savings.

A member of the school band drew on his savings account to buy his uniform.

A girl is paying for her singing lessons.

A boy financed his trip to work in the Yakima apple orchards.

Another contributed $25 to his church and bought bonds for $250 in local securities company.

A girl thanks the "habit" of school savings for the acquisition of a much needed dress.

A boy bought a radio for family enjoyment.

A girl paid her dental bill out of school savings.

Another used to run in debt on her allowance, but now has a balance of $85.

An employer asked a boy if he banked—the boy, seeking a job, was glad to be able to answer affirmatively.

Clarinet player in school orchestra saved $42, almost enough to join the musicians' union.

A girl's father lost his job; her $100 in the bank enabled her to continue in school. Perhaps this is enough to serve as an illustration of the real

functioning of the school savings bank in the lives of many of these young people.

I am tempted to tell you of one experience in some detail, because it is such a good illustration. Helen entered high school with no sense of the meaning of money. She had been known to put a quarter in the conductor's box instead of buying tokens and to leave her purse on the counter when shopping. To count her change was too much trouble and she had to be reminded of banking the last moment on bank day. Desperate measures were determined upon. She was given an allowance of twenty cents a day for lunch and twenty-five cents a week for saving. This amount, $1.25, was paid her weekly and she was told no more would be forthcoming even though she went hungry. Knowing her mother, she believed.

There was no school Labor Day—20 cents saved; a short session Tuesday—40 cents saved. She got fussed selecting her food Wednesday and bought only a butterhorn and milk—52 cents saved. The next Monday she forgot her purse and so went without lunch—72 cents saved. Presently she seemed to wake up to the fun of seeing money accumulate. She suggested taking a part of her lunch from home and began to make better selection of her food. Thanksgiving and Christmas vacations gave her other chances to save.

Most of her savings went for immediate needs in school, such as tickets for games, subscriptions, dues, and the like. But the twenty-five cents a week went regularly into the savings bank. Only once since has she been a spendthrift. She spent all her money one week, including the twenty-five cents for saving and had no lunch the last day. Her mother's only comment was: "It is your problem and your money." Helen has not gone on a spending spree since. She now banks automatically and with the new semester suggested putting away more than a quarter since she had heard that "college takes a lot of money."

In one semester Helen has learned that there is a definite limit to the amount of money available; that there is just as definite a limit to the number of things this money will buy; and that greater desires can be satisfied if small ones are denied. She is beginning to glimpse the value of planning for future needs by small denials now.

YOUR WORK

DO YOUR work—not just your work and no more, but a little more for the lavishing's sake; that little more which is worth all the rest. And if you suffer as you must, do your work. Put your heart into it and the sky will clear. Then out of your very doubt and suffering will be born the supreme joy of life.—*Dean Briggs.*

GIRL LIFE AND READING

H. M. CLYMER

Director, National Committee for the Study of Juvenile Reading, 1 Madison Avenue, New York City

FOR THE PAST two years, as a member of the National Committee for the Study of Juvenile Reading, I have been watching the development of the committee's study of "girl facts." Now that the first edition of this study by Henriette R. Walker, "Girl Life in America—A Study of Backgrounds," has been published and absorbed in three months by educators, librarians, leaders of girls' clubs, and others, it may be assumed that a considerable number of readers will be interested in learning not only more about the publication itself but its own background.

I am one of those who believe that what a boy or girl reads is vitally important for good or ill in the development of attitudes and character habits. I am unshaken in that belief in spite of the fact that I was recently informed that a gentleman of worldwide fame in the educational field has offered his opinion that the reading in youth is forgotten and of no influence when adult life and action arrives. On this point I submit the testimony of Commander Richard E. Byrd, who says that his reading, at eleven or twelve years, about Admiral Peary's efforts to reach the North Pole "made me ambitious to be the first one to reach it."

If it be granted that what youth reads affects character and attitude toward life and environment, may not the environment have much to do with reading tastes and habits? It was with such questions in mind that the study, "Girl Life in America," began. What does the girl read? In what environment does she read, if at all? What does she see and feel in daily life contacts with home, school, church, job, recreation? What is she and what makes her what she is?

Large question! Let me hasten to assure my readers that the study does not attempt to hand down decisions or offer solutions but rather to provide fact material from which any interested person may develop his own thinking and planning. It is a study which might be as helpful to the editors of the trash magazines which deluge our girls' minds to the extent of perhaps eight million copies a month, as it would be to the editor of the non-existent, largely circulated, helpful magazine for girls. You may not need to be told that it was not for the former that the study was made but more in the hope that it might help to stimulate the latter into existence.

For those whose work is with boys and who may therefore not have read "Girl Life in America," may I suggest that it concerns them, too, inasmuch as girls of today are the wives and mothers of tomorrow, sharing with today's boys the final responsibility for character and citizenship of the future?

Obviously a lifetime of research would not be enough adequately to answer the questions arising from so comprehensive an outline for study.

Henriette R. Walter, who did the work and wrote the report, describes its general scope and considerations thus:

In the first part of the study we have attempted to learn about the homes of the country; their social and economic conditions; the distribution of income; the inequalities in the standards of living it provides; the stability, or instabiliy, of present-day family relationships! and the educational and recreational influences in the home. We have explored the offerings of the schools in academic and vocational training to girls; what the schools give in physical preparation, in recreation, in stimulating the interests of girls in wholesome reading and in other special fields. Then we have followed through the entrance of girls into the working world and have scrutinized the conditions and opportunities of their wage-earning life. Rounding out the picture have come the facts about the religious influences in their environment; the church and Sunday school, and to what extent they touch the lives of girls today; and the other community facilities which are a factor in shaping their pleasures and interests. In the second part of the study we have attempted indirectly to picture the kinds of girls who are evolving out of this background; their attitudes, their interests, their activities, and the direction in which they seem to be headed.

For sources it has seemed both desirable and necessary to rely in large measure on authoritative studies already made by others. Fortunately, many agencies, both governmental and private, have interested themselves in various phases of American life as they affect young girls, and have embodied their research in published reports. The utmost use had been made of these resources in the preparation of this report. One of the primary tasks of the writer has been to analyze these studies and to fit together into one general picture the various parts which have been separately scrutinized by others. This report, and especially the first section, is largely composite of the findings of many social studies made by both official and private bureaus and committees and by individuals of recognized standing. More than a hundred such reports have been used as sources of the material of this study, and credit for the use of their data is given in the list of references at the end of each chapter.

To provide information on points about which adequate or very recent material did not seem available, and also to check up on the accuracy of certain widespread impressions as to current tendencies, original material was gathered through questionnaires. Three different questionnaires were sent out. The first went to about 1,300 principals and deans in public junior and senior high schools located in every state in the Union, in both urban and rural districts, and to 700 elementary school principals in New York City.

The second questionnaire went to leaders of Girl Scout and Camp Fire groups, of Girls' Reserves of the Young Women's Christian Association, and of the 4-H Clubs of the Extension Division of the Department of Agriculture, as well as to directors of summer camps for girls, personnel managers supervising girls in industry, and a limited list of private school principals and visiting teachers.

The third questionnaire, dealing in greater detail than either of the others with reading habits and interests, was sent to a highly selected list of 200 librarians in public and school libraries in various parts of the country.

The questionnaire study, then, is representative of various sections of the country, of cities of different size, and of small towns and rural districts, as well as of varied contacts with and points of view on the adolescent girl of today. The number participating, however, in each instance is limited, and the results must, therefore, be taken as a representative sampling of opinion and experience, rather than an exhaustive or comprehensive study. The material is also valuable as indicating fields for further and more intensive study.

The data gathered from all sources make it possible to touch on many vital questions such, for example, as these taken at random from the various chapters.

What is the education and intelligence of American parents?
Country vs. city schools?
How girls find their first jobs?
How long do their jobs last?
What are the facts about religious education?
What does commercialized recreation provide?
How much leisure has the girl and how is it used?
How permanent are girlhood interests?
How much do girls read?
When and how are reading tastes formed?
What magazines do they like?

Assuming that one has pondered over questions like these and given thought to the data submitted to apply on them, what next? Here are influences and conditions permeating home, church, school, and the work-a-day and play worlds. Is there some helpful influence that might be applied to assist the parent, the educator, the teacher of religion, the employer, the librarian and others who are concerned?

Let us consider the national influence of reading, or at least the circulation of periodical and newspaper reading. Say "juvenile reading" to an adult and it is usually taken for granted that you refer to books and "recommended lists." But children from ten or twelve years and older have more up-to-date knowledge of what juvenile reading really means. Before me is a summary of the report of 4033 elementary school girls in a large city. Exclusive of newspapers, they mention 184 different periodicals! In one group of 1060 girls all but 207 claimed that they read either newspapers or magazines. With reading as with measles, children catch much by contact. And into the homes of the nation 63,000,000 copies of general magazines and 50,000,000 copies of agricultural magazines find their way each month. Whether we like it or not we cannot confine our children's reading to an aristocracy of books.

Would we be wise to confine our children to book reading even if we could? In a recent letter one of the many school librarians who are doing valuable work in guiding children's reading quotes her instructor at library school as saying, "The heritage for children in the world of books is so rich—why a magazine?"

What, then, are some of the special values of the well edited magazine for youth? Kingsley put the living man before the book when he said, "Except a living man, there is nothing more wonderful than a book." I would only add to the quotation, "or a magazine like these boys have described." (I speak of boys because they have been the favored ones in having high-grade magazines edited for them alone in all these years when we have had no great national magazine for girls.) Again and again boys describe their magazines in terms of livingness—"real," "live," "my best pal," "tells me things I want to know." It is here that the magazine has much power. It gains some of the boy's hero worship, becomes personalized as a welcome chum who knocks at the door each month or week offering delightful surprises in the variety of its pages from stories of the days of chivalry to the latest achievement in aviation.

You win or lose as you get or fail to get attention and interest! If the book offered by the parent, teacher, or librarian fails to interest the young reader in its subject or even from lack of physical attractiveness, it is not likely to get a second chance. The magazine editor has many pages in which to meet the varying interests and moods of his young readers. He has also the advantages of big cover pictures and profuse illustrations.

The magazine has a greater opportunity for service in the large numbers it can reach. In the boys' magazine of largest circulation, the story or article which has a purpose for good, even though it must be well hidden by the writer's craft, has an opportunity to reach upwards of 500,000 young readers each and every month in the year. Such national influence must be considered when we ask, "Why a magazine?"

The magazine has a big service to render the girls, boys and parents who cannot afford books, or who are beyond the reach of even the traveling libraries. On my desk is an excellent book for boys. It is priced at $1.75. This story, like many others, appeared first in a boys' magazine selling for $2 a year. An examination of a year's copies of the magazine will show at least eight such book-length stories. They would have cost the boy from $12 to $14. And he would still have been without all the short stories, editorials, the articles he wants about his radio, stamp collecting, sports, handicraft, and all the contributions that give him what he wants. Perhaps, after all, while the magazine is not a book it may be books! And books that the boy may choose for himself at the newsstand for his dimes and quarters, or still get in the most remote spot where the mails go.

So far, however, there is no nonorganization magazine edited specifically for the adolescent girl which may be compared with *The American Boy Magazine*. Perhaps she is not so acutely conscious of her deprivation because the girl finds much to interest her in her mother's magazine at an earlier age than her brother begins to borrow his father's periodicals. And, again, many teachers and librarians report in distress that their adolescent girls are large readers of the magazines commonly described as the "sex and confession" publications. The mushroom growth of these publications which in a few years have attained a circulation of perhaps 8,000,000 copies a month is a phenomenon challenging attention.

Magazines are being used for youth all over the world. The Junior Red Cross has chosen juvenile magazines as one effective means of training the children of the world in Red Cross ideals. More than fifty of these magazines are published in almost as many countries. They can hardly fail to do an additional service by stimulating countries which for reasons of backwardness or poverty are behind the rest of the world in providing periodical reading for their youth.

Magazines and periodicals for youth! You'll find them all over the world—from the little *My Journal* in Poland reaching some 5,000 children, to the great *Children's Newspaper* which, under the brilliant editorship of Arthur Mee reaches some 300,000 children of the British Isles each week. In Japan such periodicals are said to have reached the dignity of a

"movement"; Young China is turning to them to bring forward the masses of uneducated youth and in huge Russia there are 34 magazines and newspapers circulating among the 5,000,000 young people of the youth organizations that are training for the Soviet brand of citizenship!

It was the superintendent of schools of one of our largest cities who said, speaking of the periodical press: "There has not yet been invented any more competent means of enlightening public opinion, giving the knowledge useful in the practice of citizenship, qualifying society to discharge its duties, and informing citizens of what is going on in the world that they may help their part of it to go right. A living, therefore, a changing textbook must be used."

No, we cannot dismiss the magazines for children; we want better ones, more interest among parents and others in their increased circulation and then we may hope not only to serve more of our 25,000,000 youth of school age, but to develop more readers toward the rich heritage that lies in books.

REPORT OF THE ENROLMENT COMMITTEE

CHARLES POTTER
Chairman, Enrolment Committee

THE DEPARTMENT of Elementary School Principals of the National Education Association has made an enviable record during the first six years of its existence. It has brought commendation from superintendents and educators throughout the country. It has done much to enlarge the vision of the principal and has to that extent helped forward the cause of elementary education. The strategic position of the principal in the school system is recognized. The status of the elementary principal has improved. The strength of the department will lie in uniting all of the principals of the nation. Experience bears out the fact that growth in education associations promoted educational progress.

The task before the Enrolment Committee is how to reach and bring the 50,000 principals in the United States into our organization that they may receive the benefits to be derived from the national association and in turn contribute their thought and study to the problems of the elementary principal. The chairman of your Enrolment Committee asked the Principals' Associations, of which there are about 110, to enrol their members in the National Department. Many of them have responded with memberships from the majority of their members, while others have not yet sent in their reports. Some associations, among which are Oakland, Toledo, Minneapolis, Canton Women Principals, and New Bedford Primary Principals have reported 100 percent enrolment.

An Enrolment Committee composed of at least one member from each state has been appointed. Each of these members has been assigned the task of organizing the principals of his state to secure memberships from

principals who live outside of the cities having associations. This work is being carried on successfully in many of the states. Memberships have been coming in rapidly. However, there are parts of some states which have not been touched by the membership campaign. In some of our more populous states there are many small cities, comparatively speaking, which have few or no members in the department. The last report from headquarters made to the chairman was dated November 19. A compilation of the membership by states shows that 8 states have reported more than 100 members each, 8 states have between 50 and 100 members, 10 states have between 25 and 50, 12 states have between 10 and 25, 7 states have between 5 and 10, and 4 states have less than 5 members each. Twelve memberships are recorded from Hawaii and 2 from the Philippine Islands. Membership from many of the above states should be tripled.

An effort was made early in the campaign to have memberships taken at the state educational association meetings in just as many states as could be reached by your chairman after he received his appointment. Folders and membership blanks were sent to principals in each of these states. They were asked to set up a booth and to make an active canvass for memberships.

A. J. Hamilton of Berkeley and O. D. Enfield of Los Angeles are planning to enrol 1000 members in the National Department from the state of California alone. If California can enrol 1000, then there are nine other states which ought to do equally as well. With this thought in mind, the states of Illinois, Massachusetts, Michigan, Missouri, New Jersey, New York, Pennsylvania, and Texas have been invited to enter into a contest with California. If each of the Enrolment Committee members in each of these states will go about the task as earnestly as Eva Pinkston has done, memberships will be pouring into Washington. Miss Pinkston has addressed a letter to every principal in Texas and has also written to every superintendent under whom there are principals and has conducted a rousing campaign at the meeting of the state teachers' association held in Houston.

The matter of enroling the 50,000 in the United States does not rest upon one person, nor does it rest upon one committee member from each state but with the entire group of principals who are members of the Department of Elementary School Principals. You can help this membership campaign, whether you are a member of a committee or not, by directing the attention of other principals to the work of the department and to its publications. Public announcements where principals are gathered will help. One of the problems which you must help solve is to awaken enthusiasm for the department in the localities where its influence is little known. If you have any information which will be of value to the chairman of the Enrolment Committee write to him at once. This is your department, and you who know its value must give of your time to keep it growing in numbers and power until all principals are a part of it.

MEMBERS OF THE ENROLMENT COMMITTEE

Alabama	J. D. Williams	Birmingham
Arizona	Miss Julia C. Keen *	Tucson
Arkansas	Mr. J. A. Day	Fort Smith
California	Mr. A. J. Hamilton	Berkeley
	Mr. O. D. Enfield	Los Angeles
Colorado	Mr. Guy Fox	Colorado Springs
Connecticut	Miss Margaret Kiely *	Bridgeport
Delaware	Mrs. Elva M. Dugan	Wilmington
Dist. of Columbia	Miss Mary Sheads	Washington, D.C.
Florida	Miss Olga D. Benson	Miami
Georgia	Mrs. W. P. Davis	Atlanta
Idaho	Mr. E. W. Harold	Pocatello
Illinois	Miss Celia Schimek	Chicago
Indiana	Miss Ella Henderson *	Gary
Iowa	Mr. Earle E. Bovee	Sioux City
Kansas	Miss Mary C. Nelson *	Kansas City
Kentucky	Mr. E. E. Gotherman	Lexington
Louisiana	Miss Virginia V. Leclere *	New Orleans
Maine	Miss Helen M. King	Portland
Maryland		
Massachusetts	Mr. Charles J. McCreery *	Fall River
Michigan	Mr. Earl Laing	Detroit
Minnesota	Miss Helen J. Mather	Minneapolis
Mississippi	Miss Luella Varnads *	Jackson
Missouri	Mr. Frank Eversull	St. Louis
Montana	Miss Ada F. Madden *	Butte
Nebraska	Miss E. Ruth Pyrtle	Lincoln
Nevada	Mr. C. M. Luce *	Elko
New Hampshire	Mr. John Gault *	Manchester
New Jersey	Mr. L. S. Chase	Montclair
New Mexico	Mr. George F. Mitchell *	Albuquerque
New York	Mr. S. C. Sumner	Syracuse
North Carolina	Miss Elizabeth Holman	Raleigh
North Dakota	Miss Sadie Walker *	Fargo
Ohio	Mr. M. E. Williams *	East Cleveland
Oklahoma	Mr. O. C. Griggs	Tulsa
Oregon	Mr. Carl S. Zook	Portland
Pennsylvania	Mr. F. J. McKnight	Pittsburgh
Rhode Island	Miss Mildred E. Moss	Providence
South Carolina	Mr. George D. Grice	Charleston
South Dakota	Miss Anna Fastenau	Sioux Falls
Tennessee	Mr. S. T. Johnson *	Nashville
Texas	Miss Eva Pinkston	Dallas
Utah	Mr. Joseph Driggs	Salt Lake City
Vermont		
Virginia	Miss Elizabeth M. Salmond *	Charleston
Wisconsin	Miss Elizabeth McCormick	Superior
Wyoming	Miss Mae I. Winter	Caspar

* Persons whose names are starred have not yet accepted the appointment. These names do not include committee members from cities having principals' associations.

A SURVEY OF ARITHMETICAL PROBLEMS ARISING IN VARIOUS OCCUPATIONS

CARL T. WISE
Principal, Lincoln Junior High School, Duluth, Minnesota

DESPITE the wealth of scientific statistical data and valuable suggestive material now available, the public and members of the teaching profession are as interested as ever in the perplexing problems involved in content, methods of teaching, and results obtained in arithmetic. All investigations into pupil failure show that arithmetic holds a high place among the subjects in the number of failures. How to secure enough practical problems that are actually met in the daily affairs of life, involving mathematical principles that must be mastered, problems that are within the intellectual abilities and experiences of the pupils; and at the same time develop within them the power to advance in mathematical experience and ability—are among the perplexing questions confronting teachers and writers of arithmetic texts.

Students of education generally agree that " arithmetic is no longer taught chiefly because of the mental training which it gives but because of its importance in the economic and social affairs of men," [1] and that " it is wasteful to teach arithmetic without sufficiently emphasizing the application of the subject to life. The study should help the pupils to interpret life from the quantitative point of view and unless it does this it is not fulfilling its purpose . . . . unless the facts of the classroom are interpreted in terms outside of the classroom the teaching of the subject is not efficient." [2]

Among the more recent extensive surveys of problems encountered by parents is that reported by G. M. Wilson.[3] In the autumn of 1925, Dr. Wilson made a survey of the uses of arithmetic in Boston and vicinity—Roxbury, Dorchester, Jamaica Plain, Milton, Somerville, and Randolph to determine whether the practises in that area would show data different from the findings of other surveys. Data from 5463 problems seem to agree in general with earlier studies.

Data on the four fundamental processes show a " total of 81 percent of all problems are in the four fundamental processes and they show, as usual, that multiplication is the most used process." [4] This closely agrees with the writer's data on 7345 problems, 85 percent of which may be classified under the four fundamental operations and their combinations.

[1] J. C. Brown and L. D. Coffman. *The teaching of arithmetic.* Chicago, Row, Peterson and Company, 1924, 143 pp.

[2] *Ibid.*, pp. 96-97.

[3] G. M. Wilson. *A school pupil survey in arithmetic: A 1925 comparison. The Elementary School Journal,* XXVII, No. 3 (November, 1926), pp. 187-93.

[4] Carl T. Wise. *A survey of arithmetical problems arising in various occupations. The Elementary School Journal,* October, 1919.

DATA ON FRACTIONS

Fraction	Wilson's survey		Wise's survey	
	Frequency	Percent	Frequency	Percent
½	2,534	90.955	837	72.09
⅓	35	1.256	49	4.22
⅔	11	.395	39	3.35
¼	80	2.875	84	7.23
¾	68	2.441	63	5.41
⅕	2	.072	5	.43
⅛	12	.431	14	1.20
	2,742	98.425	1,091	93.93

A comparison of data on fractions is especially interesting. Dr. Wilson reports the unusual fractions, 14/19, 15/16, and 7/15, each as occurring but one time. In this survey 11/14, 7/16, 16/17, and 1/36, each occurred but one time. Dr. Wilson's survey shows that 98.425 percent of all fractions reported were represented by the fractions ½, ⅓, ⅔, ¼, ¾, ⅕, and ⅛. The same fractions represented 93.9 percent of all fractions reported in this survey.

Considering the two surveys combined, data from 12,828 problems collected in widely separated sections of the United States show that these small fractions appeared in almost all problems involving fractions. In view of these findings it seems reasonable to conclude that the average citizen will rarely have need to use other than the simplest fractions.

Students who are especially interested in the educational investigations on arithmetic will find many of these investigations summarized or reviewed in the Third and Fourth Yearbooks of the Department of Superintendence of the National Education Association. Some 320 of these articles are thus summarized by Charles H. Judd and Guy T. Buswell in Supplementary Educational Monograph No. 27, University of Chicago Press, June, 1925, entitled, *Summary of educational investigations relating to arithmetic.*

THE NATION'S GREATEST NEED

A DEPARTMENT of Education with a secretary in the President's Cabinet is one of the government's greatest needs stated Miss Mary McSkimmon, former president of the National Education Association and principal of the Pierce School in Brookline, in an address before 300 members of the Teachers' Economic Association at Springfield, Massachusetts.

"The Department of Agriculture can furnish us with information regarding hog cholera or crop blight, but there is no department that can tell us anything when a child goes wrong or is going wrong," she added. She told of yellow spots that had developed on small pine trees which she set out on her summer place in Maine and how three different opinions were given by the government as to the cause. "Isn't a child worth as much as little pine trees?" she asked.

There is need, Miss McSkimmon said, of a secretary of education whose utterances would be headlined as are those of Secretary Hoover. Then education would be brought more forcibly to the attention of the public.

BOSTON PROGRAM

GENERAL SESSIONS—MECHANICS HALL, BOSTON

Tuesday Afternoon, February 28, 2 p. m.

SOME GENERAL PROBLEMS

Greetings—CORNELIA ADAIR, President, National Education Association, Richmond, Virginia.

The Principal and the Curriculum—MARGARET M. ALLTUCKER, Assistant Research Director, National Education Association, Washington, D. C.

Tendencies in Supervision—JAMES R. MCGAUGHY, Teachers College, Columbia University, New York City.

The Growth of Principals in Service:

From the standpoint of the professional institution—JOHN C. ALMACK, Stanford University, California.

From the standpoint of the superintendent's office—L. FRAZER BANKS, Assistant Superintendent of Schools, Birmingham, Alabama.

Report of Committee on Standards and Training—W. T. LONGSHORE, Greenwood School, Kansas City, Missouri.

Wednesday Afternoon, February 29, 2 p. m.

SOME SUPERVISORY PROBLEMS

Greetings—J. M. GWINN, President, Department of Superintendence, Superintendent of Schools, San Francisco, California.

Evaluating Supervision:

From the standpoint of the professional institution—W. W. CHARTERS, University of Chicago, Chicago, Illinois.

From the standpoint of the superintendent's office—A. L. THRELKELD, Superintendent of Schools, Denver, Colorado.

From the standpoint of the principal's office—EVA G. PINKSTON, Principal, Cumberland School, Dallas, Texas.

A Year's Program in Supervision—H. O. GILLET, Principal, Elementary School, University of Chicago, Chicago, Illinois.

A Plan for the Supervision of One Subject—DON C. ROGERS, Principal, John M. Smythe School, Chicago, Illinois.

BANQUET, DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

HOTEL STATLER

Tuesday Evening, February 28, 6 p. m.

This is one of the high lights of our department during the convention. We should have five or six hundred in attendance. $3 per plate.

BREAKFASTS, DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

HOTEL STATLER, 7:30 A. M.

Breakfasts, Monday, Tuesday, Wednesday Mornings

These breakfasts are for two purposes, getting acquainted and for brief reports of committees. Every elementary school principal is invited and urged to be present at one or all of these breakfasts.

HEADQUARTERS, DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

A parlor has been reserved at Hotel Statler for the use of Elementary Principals during the convention. Register, meet your friends, and identify yourself with your own group.

AS THIS ISSUE of the Bulletin goes to press word comes of the death, on January 8, 1928, of Charles Potter, principal of Rainier School, Seattle, Washington, and chairman of the Enrolment Committee of the Department. President Arthur S. Gist ordered a floral tribute in the name of the Department. The following telegram was sent by the Headquarters Staff of the National Education Association to Mrs. Potter:

"Word that your husband's work was done came as a great shock to his friends at the Headquarters of the National Education Association and to the officers of the Department of Elementary School Principals. We join in extending to you heartfelt sympathy in your great loss. He was doing a great work for the Department of Elementary School Principals. Fine men such as he are rare indeed."

EDITORIAL

THE N. E. A. COMMITTEE on Appointment of Delegates and Kindred Questions is the outgrowth of the Committee on Coinclusive Membership. It had its first sessions at Dallas during the convention of the Department of Superintendence. Discussion by members of the Committee at this meeting revealed that there were four outstanding problems to be considered: (1) The problem of bringing the bylaws into agreement with the charter; (2) the problem of clarifying and bringing into agreement and harmony the bylaws with themselves; (3) the problem of reducing the size of the Representative Assembly so that it may be a really deliberative body; and (4) the problem of providing a method for the selection of the delegates to the Assembly that will be fair and equitable and at the same time eliminate duplicate representation in the Representative Assembly.

The most important changes incorporated in these recommendations are: (1) The so-called Pearse Amendment which would give each state the power to elect its N. E. A. director during the meeting of the State Association. As it is now the state directors are chosen by the delegates on the first day of the national convention. (2) Invest the Board of Directors with many of the duties exercised by the Executive Committee. (3) Reducing the size of the Representative Assembly.

The recommendations were discussed at length in committees and subcommittees and presented to the Representative Assembly at Seattle. No action on the proposed changes was taken at Seattle, because there was not time for consideration, but it was suggested that recommendations be studied by local and state organizations and that suggestions be made to the chairman, Dr. P. P. Claxton. The Committee will meet in Boston.

The questions being studied by this committee are of vital importance to every member of the National Education Association. We are interested in harmonizing the charter and the bylaws, and in investing in the Board of Directors all the powers that they are capable of exercising and that are compatible with the efficient management of an organization as great as the National Education Association. We are interested in increasing the membership of the National Education Association and not in restricting it. Probably the greatest value of a teacher's attendance at a convention is the personal contacts she makes, the new interests aroused through travel, and the increasing respect for her profession.

REMITTANCE FOR MEMBERSHIP

To the Department of Elementary School Principals
1201 Sixteenth Street Northwest, Washington, D. C.

I am a member of the National Education Association. I enclose my fee of $3.00 for membership in the Department of Elementary School Principals. This fee is to include a year's subscription to the Department Bulletin and a copy of the Seventh Yearbook, to be issued in April, 1928.

Address all publications to me at the address given below.

Name .....
(Typewrite or print)

Mailing address .....
(School or street)

.....
(City and State)

My present position is .....

Make checks payable to Department of Elementary School Principals.

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