

The NATIONAL ELEMENTARY
PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

SOCIALIZING EXPERIENCES
IN THE
ELEMENTARY SCHOOL

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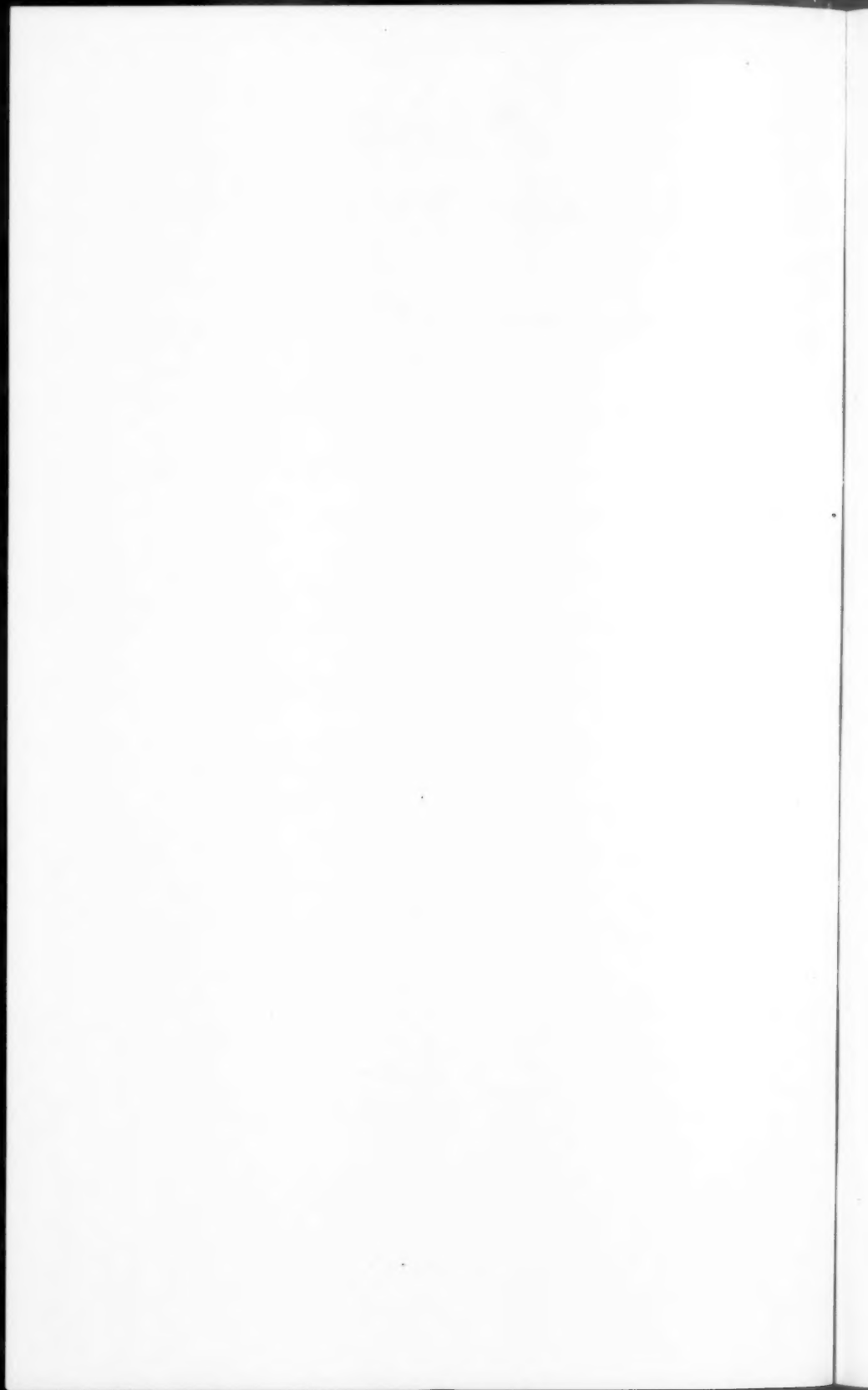
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SOCIALIZING EXPERIENCES
IN THE
ELEMENTARY SCHOOL





**SOCIALIZING EXPERIENCES
IN THE
ELEMENTARY SCHOOL**

Fourteenth Yearbook

THE NATIONAL ELEMENTARY PRINCIPAL

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PREFACE

FOR YEARS elementary educators have used informal activities to give pupils integrating and socializing experiences. Some of these have been thought of as "extracurricular" activities. Today there is a marked tendency to include all such experiences as essential parts of the curriculum.

Altho the use of informal procedures is not new, there has been a meagerness of literature concerning the practises of elementary principals and teachers in this field. This 1935 Yearbook brings together a wealth of practical material on these points. It represents a concerted effort, by the Editorial Committee and many other contributors, to think thru the problems involved and to discuss them between the covers of a single book.

Two points especially should be kept in mind by the reader: (1) The major emphasis is placed upon the socialization of children rather than upon the mastery of subjectmatter, and (2) the yearbook does not attempt to cover all types of school experience which have socializing value; the topics are limited primarily to those types which have been considered traditionally "extracurricular."

The Editorial Committee is especially grateful to all persons who submitted articles and other materials for this yearbook. We regret that lack of space prevented inclusion of many useful articles.

For editorial advice and research assistance in preparing the yearbook, sincere appreciation is expressed to Dr. Richard R. Foster and Dr. Frank W. Hubbard, assistant director and associate director, respectively, of the Research Division, National Education Association. Miss Eva G. Pinkston, executive secretary of the Department, has made helpful suggestions and has assembled the official records.

The Department loses the services of Mr. John S. Thomas, who has completed his three-year term on the Editorial Committee, but gains the assistance of Miss Maude McBroom, principal of the University Elementary School at the State University of Iowa.

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THIS YEARBOOK'S CONTRIBUTION

IN PRESENTING a yearbook on socializing experiences in the school, the Department of Elementary School Principals is helping to focus attention upon the outstanding need in life and in education today. This, of course, is not the first time that materials and methods of social value have been discussed in our yearbooks. The earlier volumes on administration, supervision, school and community relationships, school libraries, and aids to teaching have all embodied the philosophy that the school exists primarily to guide children in better ways of living together. In none of those books, however, was the major emphasis placed on pupil activities which carry this philosophy into effect. The emphasis given such activities in this Fourteenth Yearbook will be welcomed by principals and teachers.

The socializing influence of the school may be increased in at least two principal ways: (1) by modifying the traditional content and methods of teaching in the regular subjects, such as social studies, natural science, arithmetic, and spelling, and (2) by the introduction or adaptation of a wide variety of life-like group activities which often do not correspond to any classification of factual subjectmatter, such as clubs, assemblies, publications, and pupil participation in school management. It is perhaps impossible, and certainly unwise, to draw a hard-and-fast line between activities of these two general types. More and more the tendency is to make the so-called extra-curricular activities an integral part of the school program, and to relate them more closely to subjectmatter learnings. When used in this manner, such activities seem more likely to yield their potential socializing values than when set apart by themselves.

It is with the more informal, life-like, and formerly "extra" activities that this yearbook is primarily concerned. Such a limitation of its scope is undoubtedly wise. The curriculum as a whole is too broad and difficult, a field to receive adequate treatment within a single volume of this type. Nevertheless, the material in this book will contribute no little to our thinking about the curriculum in its modern, more inclusive sense. It will also help us in the day-by-day administration of our school programs, whether these programs are in need of fundamental revision or not. The Editorial Committee, together with the many others who helped to bring this book into being, merit the sincere appreciation of all who are interested in the social effectiveness of the elementary school.

M. EMMA BROOKES, *President*
Department of Elementary School Principals

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RÉSUMÉ¹

Each year the Editorial Committee presents the reader with this concise statement of the yearbook. An attempt is made to touch upon the major contribution of each author and occasionally to raise pertinent questions. Judgment on any article should not be based upon the following summary but upon careful reading of the author's full statement. It is hoped that this preview will lead principals and others to extensive explorations of the yearbook's contents.

IN THE FUTURE we shall hear more and more about the social aspect of education. This aspect should not be conceived as something apart from the academic side of school life, but must become the center of focus for everything that is done in the school. The types of activities discussed in this book seem especially favorable to the social development of children. Thru them the children may have abundant opportunities to grapple with real-life situations, and to use their time profitably in accordance with their individual needs and interests.

Some of the principles and procedures suggested here represent pioneer thinking and may not meet with immediate and universal approval. All suggestions are offered, not as final solutions, but as stimuli to additional thinking and more careful planning by principals, teachers, and other curriculum builders. Constantly we must seek to answer the question: How can we best aid children to live in a rapidly evolving and increasingly complex civilization? Just as children develop by dealing with significant problems, so may the readers of this book grow in insight and skill thru careful consideration of the problems which it raises.

SOCIALIZATION AS A FUNCTION OF THE ELEMENTARY SCHOOL²—Morrison depicts the revolutionary changes which science and invention have wrought in modern life, and points out the effect of such changes on the schools. Today it is impossible to fit the child for group living by a meager training in academic knowledge. The schools must provide activities which afford practise in social adjustment under wise guidance.

Spain shows the importance of participation in life activities as a principle of education among primitive peoples. He points out the increasing difficulty of utilizing this method as society becomes more complex. Until recently the tendency has been to make learning

¹ The résumé has been prepared by the Research Division of the National Education Association for the Editorial Committee. Page numbers of any article may be found readily by locating the author's name in the index at the back of the yearbook.

² See Chapter I.

more formal and academic as the school has become isolated from society. The best schools today are adapting the age-old principle of participation to new conditions with a view to equipping children better for the essential activities of modern life.

The Editorial Committee, assisted by the Research Division of the National Education Association, secured information from more than 500 principals as to the kinds of socializing experiences provided in their schools. The activities reported most often were assemblies, entertainments, plays, safety patrols, clubs, and organized class games. Choral groups, safety patrols, sanitation squads, school councils, and community clean-up days were mentioned somewhat more frequently by the larger schools than by the smaller ones. The activities considered among the most successful in the schools providing them were assemblies, safety patrols, school councils, and clubs. This does not necessarily mean, however, that these activities have the greatest potential value. The median sum of money collected thru special activities by 484 schools in a typical year was \$83, but in 108 of these schools no money was raised by this means. Generally, the funds so raised were spent for educational equipment, but during the depression some of the money has been used for the relief and welfare of needy pupils. This brief survey indicates that many principals realize the value of informal group activities, and are using a variety of such activities to develop desirable personal and social qualities in children.

ASSEMBLIES³—Baldwin discusses the integration of assemblies with regular instruction. He believes that assemblies should provide motivation and practical application of subjectmatter learning. The article includes suggestions for the organization and administration of assemblies, and for valuable types of programs.

Perkins emphasizes the necessity for careful planning if assemblies are to be effective. He gives specific illustrations of assembly programs which were planned and prepared largely by pupils. Types of assembly programs for each grade are listed, and suggestions are given for scheduling programs and for grouping pupils effectively.

Karst stresses the preparatory phase of the assembly. He makes suggestions concerning the organization and content of assemblies, and gives illustrations of programs developed by the children. According to this writer, assemblies should occur frequently and regularly.

Chambers describes a three-cycle plan for assemblies. Cycle 1 includes special days such as Christmas and Thanksgiving; cycle 2,

³ See Chapter II.

special weeks; and cycle 3, subjects of the curriculum such as civics, English, and nature study. Each class presents at least one assembly program in each cycle during the year.

Klaussen, in contrast to other writers in this chapter, believes that assembly programs should not be scheduled at regular intervals but should come only when there is something of special value to be presented. However, she agrees that the most worthwhile assemblies are usually outgrowths of regular school activities. A list of typical assembly programs is given.

MacConkey describes the work of one school in establishing a definite program of assemblies. The preliminary planning with teachers, grouping pupils for assemblies, and scheduling rehearsals and regular programs are described in some detail. Topics covered in the programs are also listed.

Arnsperger and Brunstetter discuss the use of sound films in assembly programs. They recommend scenes from everyday life which illustrate conduct problems, pictures showing the nature and social significance of various occupations, and films devoted to cultural subjects like music and the drama. Principles to guide the use of sound pictures in assemblies are presented.

Laramy describes the use of a public-address system for transmitting class programs, opening exercises, and announcements to all classrooms in the school. He stresses the usefulness of this plan in a school building with limited auditorium space, and suggests certain advantages of the broadcast programs over the traditional assembly.

The Editorial Committee with the cooperation of the Research Division made an inquiry among principals concerning the status of school assemblies. Ninety-four percent indicated that their schools have assemblies. A variety of grade groupings for these programs were reported. In more than three-fourths of the schools every grade is included in some assembly. Nearly half the schools hold assemblies before 10 o'clock in the morning, and the preferred day of the week is Friday. Relatively short assemblies seem to be in favor. Features believed to be most valuable are the preparation and management of programs by the pupils themselves.

PLAYS AND PAGEANTS⁴—Flores suggests procedures for making the pageant and play cooperative projects in which the whole school may have a part. She believes that the all-school pageant or play should be a culmination of the activities of the school year. A pageant of this type is described in detail.

⁴ See Chapter III.

Hebeler describes an all-school Festival of Nations based on the history, music, literature, and art of the various nations studied during the school year. A Dutch flower market, a Chinese art shop, and a Turkish feast were among the interesting features presented. This activity provided an excellent opportunity to develop tolerance and decrease race prejudice.

Sigler tells about the production of plays by children in the fifth and sixth grades. She shows how the general plan was outlined, the story selected, the play constructed, the characters chosen, and the costumes and scenery designed and prepared.

Venoss describes the preparation and presentation of a Christmas play. The central piece of scenery for this production was a "stained-glass" window made largely by the sixth-grade children, who had been studying the great cathedrals of Europe. Construction of this window is explained, and the inspiration which it furnished is emphasized.

Howard discusses the contribution which dramatics can make to better work in the regular school subjects, with special reference to English and the social studies. She outlines a procedure for play-making by children, and illustrates it with a short play written by sixth-grade pupils.

Huggett pleads for better coordination between dramatics and the regular school activities. He contends that isolated plays or pageants have no more place in the school program than do isolated units of subjectmatter. The article contains specific suggestions for improving the correlation between these two kinds of activity, and offers criteria for appraising results.

RED-LETTER DAYS⁵—Swanzy and Gonser tell how special occasions have been celebrated in a platoon school, where such activities are a part of the regular auditorium work. They describe briefly the development of programs for a variety of special days and weeks thruout the year. Examples of good results are mentioned.

Elliott shows that red-letter events are not always associated with established holidays or special weeks. Any day can be a red-letter day if its activities are unusually interesting to the children. The author vividly describes some outstanding occasions which developed spontaneously and informally from the interests of pupils.

Thomas reviews the celebration of an annual red-letter day on which the children and teachers make a special effort to interest the public in a particular part of the school program. One year the observance emphasized health education; another year, training in

⁵ See Chapter IV.

citizenship; and a third year, the study of state geography, history, literature, and music. While these occasions have brought citizens into the school in large numbers, each program is developed as a natural outcome of class work rather than as a publicity "stunt."

Wolf and Tidwell tell how a study of wild animals in the second grade culminated in an exhibit of achievements for parents and friends. The project involved reading, physical education, music, language, nature study, and art. Since most of the children were from homes of limited financial resources, emphasis was placed on the use of inexpensive materials.

MUSIC AND RHYTHMS ⁶—Dykema begins the chapter with a comprehensive discussion of the place of music in the school curriculum. He stresses the contribution of music both to individual development and to social adjustment. Appropriate methods of teaching music in the school are also reviewed.

McConathy deals largely with special chorus opportunities in the school, including choirs, operettas, pageants, glee clubs, and the "chorus plan" for coordinating the singing programs of several schools within a single district. This writer believes that the major emphasis in school music should be placed on group singing because it gives opportunity for almost universal participation.

Fullerton stresses the importance of modern teaching methods in rural school music. He describes the use of the phonograph, the organization and conduct of school choirs, and the county music festival as an outgrowth of the work of choirs in the individual schools. Teachers and administrators in rural schools will be especially interested in this article.

Hargrove gives an account of the organization and training of a spiritual choir for the negro children in a "mixed" school. This choir gave performances in school assemblies and at public meetings. The writer gives specific examples of the choir's influence among both children and adults.

Enfield describes the verse-speaking choir and points out its effectiveness in improving the speech and voice quality of children. The corrective and artistic results are no more significant, however, than the socializing influence of this activity. Teachers will be interested in the types of material suggested for different grade levels.

Whitworth describes an experiment with folk dancing as a school and community project. She tells how a group of teachers obtained an insight into the value of such dancing among people of various nationalities outside the school. These teachers developed a series of public performances involving children, parents, and friends.

⁶ See Chapter V.

Hyman suggests the primary rhythm band as a means of providing socializing experience for the younger pupils. She outlines basic principles for teaching rhythmic activity, and describes the development of rhythm bands in the kindergarten and second grade.

Harris and Otto present the results of a survey of extracurricular music activities in elementary schools during the year 1933-34. They show that altho school music programs have been affected by the economic depression, many schools have been able to maintain a variety of extracurricular music activities. Music-appreciation hours and choral activities are recommended by the authors as especially worthy of further development in elementary schools.

SCHOOL CLUBS⁷—Johnston points out the importance of selecting the right people to sponsor club activities. Of thirty-one reasons given by teachers and administrators for club failures, more than half were concerned with failure on the part of the sponsor. The writer sets forth twelve tests of a good sponsor.

McCallum and Roy describe a plan used in their school to include every child in some club activity. Each class group chooses a major interest and forms a club to carry on activities related to that interest. The writers discuss the stimulation of children's interests, the nature of club programs, and standards for appraising results.

Bowring reminds us that clubs are a waste of time, if not actually detrimental, unless their activities are wisely selected. Such activities must be educationally defensible, satisfying to the pupils, and well suited to the size, location, equipment, and teaching personnel of the school. The article suggests ways of meeting these criteria.

Cohen is concerned primarily with the time of club meetings. He favors holding meetings during school hours so as to give all pupils an opportunity to participate. A club period of one hour weekly, he finds, is sufficient for most club activities and can be arranged so as to avoid significant loss of time from regular school subjects.

Hamm describes the organization and operation of several clubs in grades five and six of his school. Points covered include club membership, selection of sponsors, time of meetings, distribution of pupils, and place of meetings. Club activities also are reviewed.

PUPIL PARTICIPATION IN SCHOOL MANAGEMENT⁸—Lewis views student participation in school management as a "laboratory of democracy," not as a convenient means of discipline. He points out that while the school principal must never abrogate his own administrative authority, he should delegate genuine responsibility to the pupils

⁷ See Chapter VI.

⁸ See Chapter VII.

for certain phases of government. No plan imposed arbitrarily from above can be expected to succeed.

Ringdahl indicates certain outcomes which should result from a sound plan of pupil participation in the management of a school. He discusses common forms of organization, including the classroom club, the student council, and the building patrol. The most important question is how well the immediate results of these activities will carry over into adult life.

Eller describes the development of a unified plan of pupil participation to take the place of a series of unrelated organizations and activities. The apparent results of the plan are reviewed in detail.

Hudson gives illustrations of school control thru weekly citizenship meetings in each class, a student council, a citizenship news bulletin, and courtesy guides in the halls and on the playground. By these means good discipline is maintained, but the most important gains are in courtesy, cooperation, and self-control.

McCloskey considers pupil participation in school management as a means of individual character development. She sets forth a general plan for such participation and gives procedures in detail. One important outcome of this plan is an increasing desire on the part of pupils to help solve problems in the home as well as in the school.

Huff describes a plan which is centered in a representative student council. Selected members of the classroom clubs and safety patrols comprise the membership of the council. The author outlines the procedure followed in council meetings and discusses the results.

Gallagher shows in detail how a system of safety or traffic patrols was organized and administered in her school. Recognition for patrol service and treatment of offenders are among the important points discussed. The writer recognizes the importance of beginning such a plan on a small scale and letting it expand gradually according to pupils' needs and abilities.

SOCIALIZING OPPORTUNITIES IN PHYSICAL EDUCATION⁹—This chapter, prepared by the Research Division of the National Education Association, reviews modern principles and practises in physical education. It contains suggestions and illustrations culled from a variety of publications in this field.

After pointing out the importance of physical activities in earlier civilizations, the chapter analyzes the need for improvement in school programs of physical education. The conditions of modern life no longer encourage play and physical exercise as in the past. In some quarters there still persists a conception of play as something useless

⁹ See Chapter VIII.

and not wholly respectable. The domination of our schools by foreign systems of physical culture, altho on the wane, has left its mark.

The modern conception of physical education is based on recent results of scientific study in biology, physiology, psychology, and sociology. It aims not only to foster healthy growth and the development of skill in big-muscle activities, but also to encourage desirable social habits and attitudes. To accomplish these aims the program must be well planned, but flexible and predominantly informal.

The selection and organization of activities for physical education are discussed at considerable length. Other topics of interest to principals and teachers are the scheduling of daily classes and special events, class procedure, discipline, and the recognition and rewarding of achievement. Thruout the chapter frequent references are made to books and magazines which contain further information on specific points.

THE ELEMENTARY-SCHOOL NEWSPAPER ¹⁰—In this chapter Thomas reports a study of elementary-school newspapers collected from principals in various parts of the country. In addition to copies of their publications, the principals were asked for descriptive statements concerning the purposes, organization, financing, production, and distribution of these publications.

Five important purposes were found to guide the production of school newspapers: (1) to interpret the school to the community, (2) to furnish motivation for the improvement of English, (3) to stimulate and provide an outlet for creative expression, (4) to develop character thru pupil participation, and (5) to coordinate the other activities of the school.

The present trend is toward the mimeographed newspaper, because it can be produced easily and economically within the school. Care must be used in the preparation of stencils, and a high grade of mimeograph paper should be used.

Material for the newspaper should be prepared largely by a pupil staff under the direction of a teacher staff. Pupils should be responsible for printing the paper on the school duplicating machine, collecting money for subscriptions, and distributing papers to rooms and subscribers. All children should have a chance to contribute items for the paper, and selection of contributions should be made according to their suitability.

There is considerable variation in the form and make-up of the school newspapers studied. In length they range from two to more than twenty pages, the most frequent length being four pages mimeo-

¹⁰ See Chapter IX.

graphed on both sides of two sheets. The most common size of paper is $8\frac{1}{2}$ by 11 inches. Most papers have two columns on a page.

More than half the newspapers are issued nine or more times each year. The tendency is to sell them at cost or less. One or two cents per copy is a popular price. Occasionally the paper is financed partly from school funds.

The most effective newspapers represent all the school activities. Parents read such publications with much interest, and the entire community is kept informed of the work of the school. The school paper has a desirable place in the public relations program if most of the content is prepared by children. Material of a purely publicity nature should be limited.

THE ACTIVITY PROGRAM ¹¹—Berman points out that the activity movement is gaining in popularity in spite of fundamental differences in theory and practise. He indicates the advantage of organizing school work in large activity units, but warns against the slavish use of ready-made units which may be poorly suited to particular classes or communities.

Howard discusses general aspects of the activity program. She emphasizes four aspects of educative activities: the physical, constructive, intellectual, and social. The units of the curriculum should draw upon many phases of experience and many kinds of knowledge. A good activity program, however, will provide for drill in specific subjectmatter as the need arises.

McCloskey describes the building of a candy store in the first grade. She tells how this project stimulated creative expression in the children, and how they learned to make plans, select materials, and work together for a common end. It is evident that these abilities can be developed even in very young children.

Anderson and Hebelers describe a school post-office project carried on by third-grade pupils. This activity involved obtaining necessary supplies, visiting the city post office, writing a description for the school newspaper, and building and conducting the school post office. Many kinds of subjectmatter were used, and the children developed strong interests in the federal postal service and in stamp collecting.

Duffy outlines a unit of work on American life from colonial times to the present. He tells the origin of the unit, the specific procedures followed, and the types of school work utilized. Special attention is directed to the need for definite but flexible planning by the teacher, and to the integration and motivation of learning.

¹¹ See Chapter X.

Mickel describes a "co-curricular" program of activities in a private secondary school for boys. Every boy in the school participates in this program according to his ability, needs, and general school performance. While some of the activities are perhaps beyond the capacity of elementary-school pupils, the article is rich in suggestion for elementary-school principals and teachers.

COOPERATIVE COMMUNITY ACTIVITIES¹²—Kilpatrick believes that (1) an actual situation is the best unit of educative experience, and (2) the most educative situation is one in which children and responsible adults in the community share real responsibility in an enterprise of value to all. In our complex civilization the need for the school to take the initiative in developing cooperative community activities is greater than ever before.

Hanna describes two community projects in which children cooperated with adults. In one of these the pupils of a consolidated rural school contributed to the general improvement of the community, placing special emphasis on health. In the other, children in a large city organized, under the leadership of workers in a neighborhood settlement house, to eliminate fire hazards in the slum area where they lived. The author gives a list of other cooperative projects which will be suggestive to school administrators and teachers.

Phelan discusses the need for better home and school relationships to facilitate the development of cooperative community activities. She traces the changes in such relationships from pioneer times to the present, and gives examples of recent successful programs of home and school cooperation.

Brogdon describes in detail a program in which parents, teachers, and children in a county school system cooperated to build a new course of study in health education. Altho this project centered in the school, it contributed to the improvement of health conditions and attitudes in the community. The pupils and teachers together analyzed health situations and problems in the school, while the parents and children did the same thing in the home.

Lawlor tells how his school participated in the local Community Chest campaign. From the school's viewpoint the main objective was not to raise money, but to develop in the children a spirit of cooperation, a knowledge of "how the other half lives," an appreciation of the welfare agencies in the community, and a more intelligent and responsible citizenship. The writer also emphasizes the value of such a project in motivating class work in a variety of subjects.

¹² See Chapter XI.

CHAPTER I

SOCIALIZATION AS A FUNCTION OF THE ELEMENTARY SCHOOL

EDITORIAL COMMENT

WHAT PART should the elementary school play in the social order of the United States? Is there a need for activities other than those required in mastering the three R's? What social and economic changes have made a different kind of elementary education imperative? What are the fundamental characteristics of this new kind of education? Is it really so new, or does it represent primarily a return to natural ways of learning in the group? What types of activity may be utilized to foster the development of each individual as a responsible and cooperative member of his group? To what extent are such activities now being carried on in the elementary schools, and which of them are proving most successful?

These questions need to be considered before plunging into a discussion of specific types of activity. To answer them, at least in part, is the purpose of this chapter. Two of the articles, written by recognized leaders in elementary education, present the underlying philosophy of the entire yearbook. The first one pictures the school against a background of science and social change, showing the significance of our changing civilization for the program of organized education. The second article develops the principle of active participation in the life of the group as fundamental in learning how to live successfully and happily as a member of that group. The third article presents the results of a general survey among 500 elementary-school principals concerning socializing activities in their schools.

Some people still believe that the only function of the school is to teach children prescribed subjectmatter. Others believe that the first, if not the sole duty of the school, is to give children an opportunity to pursue their own interests, to develop their special capacities, and to solve problems in their own way. Both views seem too extreme. There is, or can be, a middle ground where children have much freedom under wise guidance, where the welfare of the individual is identified with the welfare of the group, and where essential subjectmatter is mastered even tho it be less intrinsically interesting than more informal types of activity. This is the philosophy of the yearbook.—*Editorial Committee.*

SCIENCE, SOCIAL CHANGE, AND THE SCHOOL

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The meaning, weight, and fullness of earthly time is not everywhere one and the same. Time has uneven measure.—*Thomas Mann.*

NOT LONG SINCE there appeared an interesting and challenging book¹ whose title was from Matthew Arnold's verses:

Wandering between two worlds, one dead
The other powerless to be born.

The children entering school for the first time this autumn are children of the depression. They never knew the gay, prosperous days of the 20's. To all the children of our elementary schools in 1935, the world of 1914 is as much a matter of history as is the world before the French Revolution. Since that fateful June day in 1914, time has moved rapidly and with reckless energy in its course. The old world is gone.

A new world in the making—What is this new world in process of being born? What implication does it hold for the elementary school? As pupil and teacher, I learned the political geography of the world before 1914. Since then I have gained sympathy for the Scotchman who refused to buy a new atlas until the world got settled again. As a child I was taught that our form of government was the best devised by man and that it was destined to be the government of all men. Yet today I see the theory underlying democratic forms of government challenged by Communism and Fascism. I felt the thrill of an appeal for war to end war, and yet today I see the world as an armed camp—nations distrustful one of another. As a child I was taught the dignity of labor; today I live in a society that cannot or will not use the labor of millions of my fellow citizens. As a youth, I read diligently the periodical and other literature written by the proponents of big business—industry, banking, railroading; yet, I have lived long enough to see the leadership in these fields apparently no more successful in improving the affairs of men than the leadership of the unheralded professions and trades. One might continue the contrast indefinitely, were it profitable.

The point at issue is that a new world is in the making. The school cannot, even if it would, escape the impact of these changes that are taking place in the social structure of which it is a part. In every

¹ Butler, Nicholas Murray. *Between Two Worlds*. New York: Charles Scribner's Sons, 1934, 450 p.

generation the school reflects the social change of its time. To the extent that it fails to do so, it denies the birthright of the children assigned to its care.

Increasing application of science—The report on *Recent Social Trends*² named transportation, communication, and machinery as the three great forces that have made our cities and now promise to remake our rural life. Underlying these forces is invention, the application of science to the creative aspect of man's control over the universe.

During the half-century between 1880 and 1930, the average number of new patents registered annually by the United States Patent Office increased from less than 13,000 to nearly 44,000 a year. Nearly all of these had some effect, large or small, upon people's way of living. They have affected our manners, our customs, our occupations, our outlook on life, our form of worship, and certainly our need for education.

The federal census report of 1900 disclosed approximately 8000 "horseless carriages" in the United States; and the same report for 1930, more than 25,000,000 automobiles. One could write volumes concerning the influence of the automobile on the social organization and outlook of our people. It has enlarged the neighborhood. It has lengthened the radius of community interest. It has changed the occupations of millions of people. It has caused the investment of hundreds of millions of dollars in hard roads. It has given thousands of people working in the city an opportunity to live in the country. It has caused small villages to grow smaller, and suburban villages to grow larger. It has caused our people to grow dissatisfied with certain institutions and to create others.

Improvement in communication is a force to be reckoned with in the development of an educational program. Between 1902 and 1932 the number of telephones in use in the United States increased from 2,315,297 to 17,424,406, or by more than 600 percent. This increased distribution of the telephone has proved an important influence in the organization and administration of schools.

New avenues of learning—Science operating thru invention is rapidly breaking down barriers between communities, states, and nations. This process is of vital concern to schools. It makes a liability of the teacher who has never been or thought beyond his birthplace. It places a premium upon teachers who have traveled, who have read widely, who have imagination and understanding. It has made the daily newspaper an important item of instructional equipment,

² President's Research Committee on Social Trends. *Recent Social Trends in the United States*. New York: McGraw-Hill Book Co., 1933. 2 vols. 1568 p.

and has caused the radio and the film to become educational forces that must be capitalized by the school. Today it is not enough for the teacher to be expert in teaching children to read; he must guide in their selection and interpretation of current literature and of radio and film programs. Thru the use of film, radio, newspaper, and magazine, the news and affairs of the world become legitimate subject-matter of instruction—influences in the educational growth of children whether the teacher uses them wisely or not.

Invention is rapidly remaking the curriculum and textbooks of both elementary and secondary schools. For instance, one of the most popular A-B-C books available today is illustrated entirely by pictures of modern machines well known to young children. The airplane appears in poetry. It serves as a subject for illustration in the fine arts and for construction in the practical-arts classes. It finds a place in the art of composition, in the practise of arithmetic, and in the science work of the elementary school. The child standing on the crowded street or in the open country watching a shimmering plane flying overhead and listening to the whir of its engine has visualized far off places and has dreamed dreams that the duller senses of adults do not readily perceive. The child whose imagination has been so stirred is never again content with the teacher or the classroom that does not take into consideration his experience and his dreams. The invention of a machine, not yet available to the masses of our people, has nevertheless stirred our children to a longing that can be satisfied only thru the school's taking into account this aspiration of children, and contributing to their vision and understanding thru the arts, sciences, writing, drawing, and music.

Changing distribution of labor and leisure—The development of labor-saving machinery has forced America to consider the problems of the distribution of labor. No country can be great nor can any people be prosperous, where large bodies of its citizens, anxious to earn their livelihood at honest labor, are denied the opportunity. On every hand, our people are moving toward the guarantee of a shorter working day, a shorter working week, and therefore the wider and more even distribution of the right to leisure.

A quarter of a century ago our schools began to consider ways and means of developing in children a right understanding of the use of leisure time. This school training has no doubt had considerable influence upon the temper of our people during the trying economic stress of the past five years. Now the school faces a larger opportunity and a heavier responsibility that it has ever had before. Some of the more visible evidences of this effect of social change on education

will be observed in the continued development of recreational facilities under public control—playgrounds, athletic fields, camping sites, libraries, museums, social organizations of youth, avocational clubs, and the school as a community center for children, youth, and adults.

A special phase of this change will be found in the released energy of mothers from the drudgery of housekeeping. Oil or gas heating systems, electric refrigerators, washing machines, and dishwashers—in fact, all labor-saving devices in the home—contribute to releasing human energy from physical drudgery for devotion to social, educational, and cultural pursuits. Naturally, the school will become a center for study clubs, recreational groups, and the stimulation of the creative arts. The parent-education program is a recognition of the fact that parents more than ever before have time for and are interested in an intelligent cooperation with the school in the educational guidance of the lives of their children.

Occupational shifting—A new invention may change the occupations of thousands and directly influence the school program. For instance, electric refrigeration has changed agriculture in New York state from an emphasis upon live-stock and grain farming to dairying and vegetable farming. It has changed the work of thousands of adults and therefore the experience and interest of their children. But more important, it has revolutionized the diet of practically all of our people. The school must take cognizance of these changes in its teaching of nutrition and in its provision of lunches for school children.

People sometimes question why the school should have a cafeteria, a kitchen; yet they overlook the fact that a great fundamental change has come over our people in the extent to which they patronize restaurants and lunchrooms. During the decade from 1920 to 1930 the number of commercial restaurants and lunchrooms increased by nearly 90 percent and the number of men and women gainfully employed in such places increased by 72 percent. The school lunchroom is merely a part of this trend and has come thru a combination of influences emanating from the application of science to daily living. This change in diet, its effect upon the teaching of nutrition in school, and the provision of warm lunches for school children, is merely typical of most of the social changes that have grown out of invention and are now exerting a direct influence upon public education.

Fewer births and more divorces—There are other social changes, perhaps not so directly related to changes in invention, transportation, or communication, that are vitally affecting the educational program. Most conspicuous of these is the decreased birthrate. In 1900, 10.5

percent of the total population of New York state were under five years of age. In 1930 only 8.0 percent were under five years of age. This decrease in birthrate affects planning for future school building and the training of teachers; but more important, every person interested in the social development of our people perceives that there are more fundamental problems which may press upon the school for intelligent consideration.

Akin to the problem of decreased birthrate is the increased divorce rate. In 1900 there were twenty divorces in the United States to every ten thousand married persons. In 1930 there were thirty-six divorces or an increase of 80 percent. A more challenging statement of the problem shows that in 1932 there was one divorce in the United States to every six marriages. No one can estimate the effect of broken homes upon children or the problems that such broken homes place upon the school, where teachers, in part, become the foster parents of children.

Congested living conditions—During the past generation the development of industry has had a conspicuous effect upon the centralization of population and the housing of people. Since 1900 there has been in cities a marked trend from one-family to apartment-house dwellings, and the size of apartments has grown gradually smaller. Under such conditions children lack the opportunity for play, social contact, and learning from environment that is part of the heritage of children who grow up in rural or village single-house homes. One effect of this change on the school system is to be seen in the demand for the nursery school, and in the provision of recreational facilities for young children during evenings, Saturdays, and vacation periods. In fact, the increasing limitations of presentday homes contribute in large measure to the demand for parent education and other educational activities not needed or dreamed of a generation ago. No longer can America be satisfied with an elementary school limited to the teaching of the three R's.

Social change and the elementary-school curriculum—In essence, "It is the function of the elementary school to help every child understand and practise desirable social relationships."³ This yearbook emphasizes the following as potential socializing influences in elementary-school life: assemblies, plays and pageants, special-day programs, music, clubs, pupil participation in school management, physical education, school publications, cooperative community activities, and the newer ways of organizing activities often referred

³ New York Council of Superintendents, Committee on Elementary Education. *Cardinal Objectives in Elementary Education*. Second Report. Albany: New York State Education Department, 1929. p. 13.

to as "activity programs." These do not provide the only socializing opportunities in the school, but they have a unique contribution to make in that direction. All such activities, of course, are primarily means rather than ends. They are valuable to the degree that they are made to serve the large social purpose of the school.

"To understand and practise," to know and do—this is the goal. To tell what is good to be done is not enough. To create an environment where the child is encouraged to practise the social virtues is essential. What, then, is the opportunity of elementary-school principals?

What is taught is important. The application of science to daily life is forcing a reconsideration of the fundamental principles of social living. Children are meeting the facts of social change in the home and the community environment; they are taught such facts by the press, the film, and the radio; they read of social change in books and hear of it in conversation. The fundamental beliefs of the American people have their foundations in the elementary school. There is a process of indoctrination thru the absence of instruction quite as surely as thru positive teaching. The curriculum of the elementary school is due for further revision in terms of the social objective of education.

Social change and methods of teaching—The method is quite as important as the subjectmatter of instruction. That "the child learns thru doing" has become a truism, but as a principle of education it is only partially, often meagerly, applied. A recent analysis⁴ of hundreds of reports submitted by classroom teachers disclosed certain significant changes taking place in the curriculum and methods of instruction in elementary schools. The committee's classification of tendencies, in part, follows:

1. There is an increased opportunity for social experiences among children. This appears in a tendency:

- a. To let children express their own individuality in the arrangement and decoration of the classroom
- b. Toward flexibility in the arrangement and use of furniture
- c. Toward the ingenious use of materials
- d. To encourage informality in social relationships thru cooperative room activities
- e. To encourage informality in social relationships thru cooperative school activities
- f. To make the school assembly the outlet for much of the activity work developed in the classrooms.

⁴ New York Council of Superintendents, Committee on Elementary Education. *Cardinal Objectives in Elementary Education*. Fourth Report. Albany: New York State Education Department, 1934. p. 11.

2. There is an increasing emphasis upon economic and social understandings which unite the school more closely to the community. This emphasis appears in a tendency:

- a. To include materials that increase the child's understanding of social and economic life in the local community
- b. To replace vicarious with direct experiences in dealing with the child's immediate environment
- c. For children to use freely the materials and experiences of the community
- d. To include children's current interests and experiences as well as planned curriculum materials thruout the elementary school.

In the foregoing, we see the inseparable aspects of subjectmatter and method. The fundamental change, of course, lies in the shift of emphasis from subjectmatter to child, from the mastery of subjectmatter to the guidance of child growth. Wherever this change of emphasis is assayed, there follows inevitably a change in the organization, administration, and supervision of the school.

To make children intelligent agents in school management; to guide every child to fruitful participation in school clubs, assemblies, dramatics, musical activities, and school publications; to make all these integral parts of the school program rather than appendages tacked on; to tie the school living with the home and the community life, so that all agencies pull together in shaping the child's thinking and living—these changes require a new kind and quality of leadership.

If we are reading aright the signs of the time for the generation that lies ahead, cooperation will take precedence over competition; efforts toward a planned social economy will loom more important than a policy of laissez faire; the striving for social justice will challenge the accumulation of wealth as a dominating motive of individuals; and sharper distinctions will be drawn between liberty and license. Toward the attainment of these larger social ends the elementary school has an opportunity and a responsibility such as it has never before visualized. To elementary-school principals the people will look for leadership.

USE THE INDEX at the end of this yearbook. It lists alphabetically the important topics and the names of contributors.—*Editorial Committee.*

EDUCATION THRU PARTICIPATION

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THE PRINCIPLE of educating children thru participation in life situations is as old as civilization itself. One of the best examples of such education is to be found in the life of the American Indians, for among these primitive people children and youth received virtually their entire education thru participation. The Indian lived a simple life. His chief problem was to provide food, clothing, shelter, and protection against the enemies of the forest, both man and beast. Under the tutelage of his elders the young Indian learned how to find his way about in the forest; how to build canoes and to navigate the waters; how to make bows and arrows; how to hunt and fish; and how to recognize the trails of his enemies and to defend himself against hostile tribes.

The Indian had his traditions and his folklore too, and took pride in transmitting this heritage to the oncoming generations. At twilight, as they rested from the arduous tasks of the day, both young and old gathered about the crackling campfire, the little Indians listening with breathless interest while the elders retold the story of their race. At times stirred by the thrilling narratives of the older men, the little Indians spontaneously arose in their places and re-enacted the dramatic scenes of hunt, chase, and combat. Thus the young Indian, thru participation in tribal life, came into possession of his racial heritage and became adjusted to the life of his time.

In our early pioneer days the education of the young was not primarily the responsibility of the school. The simple life of the pioneer community in which the children lived was the chief factor in their education. The village church with its dominating religious influence, the home with its household industries, the farm with its daily round of arduous tasks, the forests, the rivers, and the wide open spaces with opportunities for work and exercise—these were the influences which developed the youth of that period. The school was secondary. All it contributed was a limited training in the three R's, together with some emphasis on the Bible and other religious writings.

The story of what has taken place in American life since those early days needs no retelling. A simple pioneer society gradually evolved into a very complex one. Science and invention brought in the machine age with all of its implications for good and evil. Education of youth thru actual participation in the affairs of the community became more and more difficult, and in consequence instruction became less real and vital. Textbooks multiplied as the curriculum

expanded, and the term education came to be synonymous with book learning. Schools became increasingly isolated and academic, and in time the need for participation in the realities of life was so far forgotten that the theory gained credence that it mattered little what one studied provided it was difficult and uninteresting.

While some people still expound this outworn theory of formal discipline, and its influence is still noted in the curriculums and teaching of some institutions, the educational program of forward-looking schools today is based upon a new social philosophy and a scientific approach to the solution of social problems. This progressive influence in contemporary education has been developing strength over a period of three decades. Froebel, who borrowed from both Rousseau and Pestalozzi, had a social viewpoint. He advanced the idea of social participation as a means of education. He also emphasized the need for self-activity and motor expression as effective means of learning. Later John Dewey proposed the theory that the end of education is social efficiency, and that a child can acquire this to a degree thru simplified life experiences. He urged active participation rather than passive experience, and demanded that schools train children in cooperation and social service.

The best schools in America today are the exemplification of the theories of these great educational thinkers, as formulated in terms of a working educational philosophy. Amid the turmoil and confusion of this modern era we are returning to an educational principle which served us well in our pioneer days. Our problem is to discover the individual and to orient him into the society in which he must live. The school and the social order stand too far apart. No school in isolation, presenting a curriculum which is academic and unsocialized, can serve in this emergency. Our problem is doubly complex because we not only must help a child or youth to adjust to contemporary social life, but at the same time we must develop in him an attitude of inquiry, a feeling that the present is not the ultimate goal of progress, a spirit of adventure, a mind capable of readjustment to a changing civilization.

The field of knowledge is so vast that no person in a life time can encompass more than a mere segment of it. The necessity for constant readjustment of the individual will prolong his period of learning and study to the later years of life. The knowledge acquired today may not be usable tomorrow, but the attitude of inquiry, the will to learn, and the ability to readjust will serve us thruout life.

Experimentation over a period of years has shown that initiative, confidence, and resourcefulness can best be developed by pupil participation in real situations. There is a spurious and artificial kind

of pupil participation which is nothing more than group activity under teacher domination. Genuine pupil participation must provide freedom for initiative and choice as well.

Somewhere between the old school with its rigid discipline and complete teacher domination, and the new "activity" school which in its extreme form provides a program as foreign to real life as the old school of the military type, there is a place for a school which respects and conserves the individuality of the child, and at the same time prepares him to live in a society which must place restrictions upon the complete and untrammelled expression of his personality.

Because in the life of the larger world outside of school our activities are not entirely free but are restricted by traditions, laws, customs, and social sanctions, the school program should offer many opportunities for pupil participation under guidance and restrictions comparable to those in life. In a well-organized school pupils play an important part in the administration. There are pupil committees with responsibilities for the care of playgrounds, halls, and lockers; there are safety patrols to guide and protect pupils as they cross the streets; there are pupil clubs of all kinds; and groups for play and athletics, all performing functions which are socially valuable and which, if directed with discretion, will develop a sense of responsibility and initiative in the children.

Further, there is a large sector of the school program in which children, undominated by adult ideas, may express themselves freely—may do creative work. This includes the fields of spoken and written English including stories and poems, music, both vocal and instrumental, plastic arts and handicrafts, play, and dramatics. The products of undirected pupil efforts in these lines are valuable not only because they develop initiative, confidence, and resourcefulness in the children, but also because they reveal the existence or lack of potential power in the individual. Even in the teaching of such fundamental skills as reading, writing, spelling, and the use of numbers, the best teachers now use methods which give some opportunity for choice, decision, and constructive thinking by pupils.

If principals and teachers have the vision, the school program can provide opportunity for varied kinds of pupil participation that will develop those fine personal and social qualities which we prize so highly. It is impossible for the school to provide activities as realistic as those thru which the Indian was educated, but it is possible to offer a round of activities which more nearly approximate the reality of life experience than do most of the school programs of today.

A GENERAL SURVEY OF SOCIALIZING OPPORTUNITIES IN ELEMENTARY SCHOOLS ¹

TO OBTAIN INFORMATION on the extent to which socializing opportunities are provided in the elementary schools of the country, the Editorial Committee circulated a brief inquiry form among approximately 5000 members of the Department of Elementary School Principals in April 1934. Returns were received from 509 principals, or about 10 percent of those receiving the inquiry. In view of the relatively small sampling of all elementary schools in the United States which this represents, the data are not presented as portraying typical practises for the country as a whole. However, since two-thirds of the reports are from cities of 30,000 or more in population, the figures given probably are fairly representative of practises in the larger cities. Table 1 shows the number of replies from schools of three different sizes according to seven population groups.

Types of socializing opportunities provided—The principals were asked to check on a prepared list the various kinds of socializing

TABLE 1—CITY SIZE AND SCHOOL ENROLMENT REPRESENTED BY REPLIES TO THE INQUIRY

CITY SIZE	59 SCHOOLS OVER 1000		241 SCHOOLS 500-1000		209 SCHOOLS UNDER 500		TOTAL 509 SCHOOLS	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Over 100,000.....	48	82.8	137	57.1	62	29.8	247	48.8
50,000-100,000.....	4	6.9	29	12.1	19	9.1	52	10.3
30,000- 50,000.....	1	1.7	16	6.7	25	12.0	42	8.3
10,000- 30,000.....	3	5.2	30	12.5	53	25.5	86	17.0
5,000- 10,000.....	2	3.4	10	4.2	14	6.7	26	5.1
2,500- 5,000.....	..	..	6	2.5	7	3.4	13	2.6
Under 2,500.....	..	..	12	5.0	28	13.5	40	7.9
Total.....	58 ^a	100.0	240 ^a	100.0	208 ^a	100.0	506 ^a	100.0

Read table: Of the schools reporting with an enrolment of over 1000, 48 or 82.8 percent were in cities over 100,000 in population; 4 or 6.9 percent were in cities of 30,000 to 50,000, etc. Similarly read figures for the schools of other sizes and for schools of all sizes combined.

^a Because the size of city was not known, one case from Hawaii has been omitted from each of columns 2, 4, and 6, thereby reducing the total number of cases in column 8 by three. These three cases are included, however, in later tables. The percents in Table 1 are based on the totals given at the foot of columns 2, 4, 6, and 8.

¹ This article was prepared for the Editorial Committee by the Research Division of the National Education Association.

opportunities included in their own school programs. Table 2 lists twenty-five activities in the order of their reported frequency in all of the schools combined, and shows the number and percent of schools engaging in each kind of activity. Outstanding points in this table are as follows:

1. Two-thirds or more of the entire group mentioned assemblies, entertainments, plays, safety patrols, clubs, and organized class games as means of socialization provided in their schools.

2. There is relatively little variation in the frequency with which most of these activities are offered in the schools of different sizes. Such differences as occur, however, are generally in favor of the larger schools. Choral groups, safety patrols, service groups, sanitation squads, school councils, and community clean-up days were reported somewhat more frequently by the larger schools than by the smaller ones, while celebrations were reported more often by the smaller schools.

3. Bands, harmonica bands, drum corps, and school annuals were mentioned by fewer than 20 percent of the schools.

TABLE 2—CERTAIN TYPES OF SOCIALIZING EXPERIENCES PROVIDED IN SCHOOLS

TYPES OF EXPERIENCES*	59 SCHOOLS OVER 1000		241 SCHOOLS 500-1000		209 SCHOOLS UNDER 500		509 SCHOOLS ALL SIZES	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Assemblies.....	53	89.8	203	84.2	185	88.5	458	90.0
Entertainments.....	52	88.1	198	82.2	183	87.6	450	88.4
Plays.....	51	86.4	198	82.2	180	86.1	445	87.4
Safety patrols.....	51	86.4	182	75.5	134	64.1	380	74.7
Organized class games.....	44	74.6	157	65.1	137	65.6	352	69.2
Clubs.....	40	67.8	155	64.3	137	65.6	345	67.8
School teams.....	39	66.0	146	60.6	125	59.8	320	62.9
Junior Red Cross.....	40	67.8	152	63.1	114	54.5	317	62.3
Choral groups.....	39	66.0	148	61.4	101	48.3	305	59.9
Celebrations.....	27	45.8	127	52.7	128	61.2	304	59.7
Room committees.....	35	59.3	136	56.4	117	56.0	296	58.2
Rhythm bands.....	36	61.0	123	51.0	123	58.9	294	57.8
School papers.....	36	61.0	124	51.5	121	57.9	294	57.8
Orchestras.....	32	54.2	147	61.0	91	43.5	281	55.2
Service groups.....	36	61.0	123	51.0	98	46.9	270	53.0
Rhythm dancing.....	27	45.8	112	46.5	98	46.9	247	48.5
Pageants.....	28	47.5	106	44.0	100	47.8	245	48.1
Community clean-up days.....	28	47.5	89	36.9	63	30.1	187	36.7
School councils.....	27	45.8	81	33.6	65	31.1	178	35.0
Community charity drives.....	19	32.2	83	34.4	66	31.6	173	34.0
Sanitation squads.....	24	40.7	41	17.0	35	16.7	106	20.8
Harmonica bands.....	9	15.3	52	21.6	32	15.3	96	18.9
Bands.....	7	11.9	48	19.9	22	10.5	85	16.7
Drum corps.....	2	3.4	18	7.5	6	2.9	28	5.5
Annuals.....	4	6.8	10	4.1	10	4.8	25	4.9

Read table: Of the 59 schools with enrolments over 1000, 53 or 89.8 percent reported assemblies, 52 or 88.1 percent reported entertainments, etc. Similarly read figures for the schools of other sizes and for all schools combined.

* Many other specific types of activity were mentioned by the principals, but none with sufficient frequency to warrant including in this table.

A great many other activities, some of them highly specific, were mentioned by the reporting principals, but none of these occurred with sufficient frequency to be included in Table 2.

Most successful types of activity—The principals were requested also to indicate three of the reported activities which had proved most successful in their schools. The results are summarized in Table 3. In this table, the percent shown for each activity is based, not on the total number of schools, but on the number actually engaging in the activity, as reported in Table 2. On this basis, the activities considered among the most successful in the schools providing them are assemblies, safety patrols, school councils, and clubs. This order is followed exactly in the groups representing the three sizes of school. It does not necessarily follow, however, that these four types of activities have the greatest potential socializing value of all those listed. It may only indicate that these activities have been developed

TABLE 3—SOCIALIZING EXPERIENCES PROVING MOST SUCCESSFUL IN SCHOOLS

TYPES OF EXPERIENCE	SCHOOLS OVER 1000		SCHOOLS 500-1000		SCHOOLS UNDER 500		SCHOOLS OF ALL SIZES	
	Num- ber	Per- cent ^a	Num- ber	Per- cent ^a	Num- ber	Per- cent ^a	Num- ber	Per- cent ^a
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Assemblies	42	79.2	128	63.1	112	60.5	282	61.6
Safety patrols	27	52.9	92	50.5	80	59.7	199	52.4
School councils	11	40.7	35	43.2	29	44.6	75	42.1
Clubs	16	40.0	48	31.0	54	39.4	118	34.2
Choral groups	14	35.9	37	25.0	25	24.8	76	24.9
School papers	10	27.8	26	21.0	35	28.9	71	24.1
Bands	4	57.1	7	14.6	7	31.8	18	21.2
Orchestras	8	25.0	30	20.4	20	22.0	58	20.6
Organized class games	9	20.5	32	20.4	29	21.2	70	19.9
Service groups	13	36.1	14	11.4	16	16.3	43	15.9
School teams	7	17.9	23	15.8	21	16.8	51	15.9
Plays	8	15.7	30	15.2	29	16.1	67	15.1
Drum corps	..	..	2	11.1	2	33.3	4	14.3
Room committees	3	8.6	12	8.8	23	19.7	38	12.8
Entertainments	10	19.2	14	7.1	28	15.3	52	11.6
Junior Red Cross	5	12.5	16	10.5	11	9.6	32	10.1
Celebrations	5	18.5	10	7.9	12	9.4	27	8.9
Community charity drives	4	21.1	4	4.8	7	10.6	15	8.7
Harmonica bands	..	..	6	11.5	2	6.3	8	8.3
Pageants	3	10.7	7	6.6	9	9.0	19	7.8
Sanitation squads	1	4.2	4	9.8	2	5.7	7	6.6
Rhythm bands	1	2.8	4	3.3	12	9.8	17	5.8
Rhythm dancing	..	..	2	1.8	11	11.2	13	5.3
Community clean-up days	..	..	1	1.1	1	1.6	2	1.1
Annuals	..	..	..	..	..	..	..	..

Read table: Of the schools over 1000 reporting that they have assemblies, 42 or 79.2 percent indicated them as being among the school's most successful socializing experiences, etc. Similarly read figures for schools of other sizes and for all schools combined.

^a The percents in this table are based upon the number of schools reporting that they provide the activity, as shown in columns 2, 4, 6, and 8 of Table 2.

more carefully and skilfully than others. It would seem that organized class games, pupil participation in school management, service groups, musical organizations, and dramatics should, under wise supervision, rank high among activities providing opportunities for social development. Perhaps some of the reporting principals interpreted the terms "assemblies" and "clubs" to include a number of these other activities.

Amount of money raised thru socializing activities—The question of raising money by means of school activities is important because of the bearing which it may have upon the administration of such activities and upon their educational results. While the reporting principals made it clear that the raising of money is not the primary reason for carrying on these activities, a number of them indicated that substantial amounts are obtained in this way. There are undoubtedly circumstances which justify the use of special activities for this purpose. Moreover, it is possible to conduct enterprises for raising school funds so that none of their socializing values are lost. And when the money so obtained is to be used for a worthy educational or social purpose, this fact in itself may have a valuable socializing influence upon the pupils. Principals reported a variety of projects which have benefited from money raised in this manner.

Table 4 shows the amounts of money collected in a typical school year thru the special activities of the schools reporting. Information on this point was supplied by only 484 principals, of whom 108 reported that no money was raised by this means. For the entire group of 484 schools, the median amount reported was \$83, the

TABLE 4—AMOUNT OF MONEY RAISED IN A TYPICAL YEAR
THRU SCHOOL ACTIVITIES

AMOUNT OF MONEY	56 SCHOOLS OVER 1000	228 SCHOOLS 500-1000	200 SCHOOLS UNDER 500	484 SCHOOLS ALL SIZES
(1)	(2)	(3)	(4)	(5)
None.....	13	45	50	108
\$ 1-99.....	9	63	89	161
100-99.....	16	58	43	117
200-99.....	9	30	9	48
300-99.....	4	14	8	26
400-99.....	1	8	..	9
500-99.....	1	2	..	3
600-99.....	2	4	..	6
1000 and over.....	1	4	1	6
Median amount.....	\$138	\$110	\$56	\$83

Read table: Of the 56 schools over 1000 reporting on this item, 13 raised no money, 9 raised between \$1 and \$99, 16 raised between \$100 and \$199, etc., the median for these schools being \$138. Similarly read figures for schools of other sizes and for all schools combined.

TABLE 5—PURPOSES FOR WHICH FUNDS RAISED THRU ACTIVITIES ARE MOST FREQUENTLY SPENT

PURPOSES	43 ^a SCHOOLS OVER 1000		183 ^a SCHOOLS 500-1000		150 ^a SCHOOLS UNDER 500		376 ^a SCHOOLS ALL SIZES	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Books, magazines, news- papers, and other library facilities	17	39.5	118	64.5	90	60.0	225	59.8
Relief and welfare	26	60.5	69	37.7	55	36.7	150	40.0
General supplies, furnish- ings, and equipment	16	37.2	55	30.1	48	32.0	119	31.6
Pictures and other art objects	8	18.6	45	24.6	31	20.7	84	22.3
Materials for class work and projects	5	11.6	31	16.9	21	14.0	57	15.2
Athletics	5	11.6	22	12.0	14	9.3	41	10.9
Improvement of building and grounds	7	16.3	19	10.4	14	9.3	40	10.6
Musical instruments, supplies, etc.	2	4.7	24	13.1	13	8.7	39	10.4
Expenses of activities	8	18.6	15	8.2	15	10.0	38	10.1
Dramatics and stage equipment	2	4.7	19	10.4	16	10.7	37	9.8
Playground equipment	2	4.7	16	8.7	19	12.7	37	9.8
Radios, phonographs, and other sound equipment	4	9.3	19	10.4	11	7.3	34	9.0
General and incidental expenses	2	4.7	16	8.7	14	9.3	32	8.5
Lantern, and other visual education equipment (except motion pictures)	4	9.3	17	9.3	6	4.0	27	7.2
Entertainment	3	7.0	7	3.8	14	9.3	24	6.4
Motion picture equipment and operation	2	4.7	12	6.6	6	4.0	20	5.3
Excursions, trips, camping	1	2.3	7	3.8	9	6.0	17	4.5
Awards, letters, banners, etc.	1	2.3	6	3.3	8	5.3	15	4.0
Junior Red Cross	1	2.3	6	3.3	6	4.0	13	3.5
Art department	..	..	4	2.2	7	4.7	11	2.9
Duplicating equipment and supplies	1	2.3	9	4.9	..	..	10	2.7
Assembly and other auditorium activities	2	4.7	5	2.7	1	0.7	8	2.1
Gifts and memorials for school	..	..	6	3.3	2	1.3	8	2.1
School publications	..	..	2	1.1	6	4.0	8	2.1
Lectures, and educational programs	2	4.7	2	1.1	3	2.0	7	1.9
Health and physical education	1	2.3	3	1.6	2	1.3	6	1.6
P. T. A. activities	..	..	2	1.1	3	2.0	5	1.3
School garden	1	2.3	3	1.6	1	0.7	5	1.3
Bands	..	..	2	1.1	2	1.3	4	1.1
Cafeteria	..	..	1	0.5	3	2.0	4	1.1
Emergency aids, medicine chests, etc.	1	2.3	2	1.1	..	..	3	0.8
Flowers, cards, etc. for sick	1	2.3	..	..	2	1.3	3	0.8
Gymnasium equipment	1	2.3	1	0.5	1	0.7	3	0.8
Scholarship fund	1	2.3	2	1.1	..	..	3	0.8
Choral groups	..	..	..	..	1	0.7	1	0.3

^a This figure includes only those schools which reported raising funds thru socializing activities.

individual amounts ranging from nothing to more than \$1000. A direct relationship appears between size of school and amount of money raised; the larger the school, the larger the sum. The largest schools reported a median sum of \$138; the next largest schools, \$110; and the smallest schools, \$56.

Purposes for which proceeds of activities are spent—Table 5 lists the purposes for which these funds are spent, and gives the number and percent of schools spending money for each purpose. These purposes are largely educational, including books, magazines, motion-picture machines, radios, duplicators, musical supplies, maps, globes, microscopes, art materials, pictures, playground equipment, cafeteria equipment, seeds and plants for the school garden, and various materials for improving the physical environment. Such purposes characterize most expenditures of school money raised by socializing activities. However, in many schools a part or all of such funds were spent for relief and welfare during the school year 1933-34. Nearly two-thirds of the larger schools reported the expenditure of money for charitable purposes, such as contributing to a milk fund for needy children, supplying clothing, paying doctors' bills, paying for dental treatment, having eye-glasses fitted, and other worthy purposes.

Sources of guidance in developing a socializing program—The principals were requested also to indicate the sources from which they had received the most guidance in organizing and developing a program of socializing activities. These sources are listed and the results of the inquiry given in Table 6. Books and magazines received

TABLE 6—MOST HELPFUL SOURCES OF GUIDANCE IN DEVELOPING A PROGRAM OF SOCIALIZING ACTIVITIES

SOURCES	59 SCHOOLS OVER 1000		241 SCHOOLS 500-1000		209 SCHOOLS UNDER 500		509 SCHOOLS ALL SIZES	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Professional magazines.....	41	69.5	149	61.8	159	76.1	349	68.6
Professional books.....	44	74.6	135	56.0	128	61.2	307	60.3
Observation in other schools.	32	54.2	118	49.0	106	50.7	256	50.3
Yearbooks of the Department of Elementary School Principals.....	21	35.6	122	50.6	83	39.7	226	44.4
Principals' conferences.....	34	57.6	99	41.1	79	37.8	212	41.7
Supervisors and other staff officers.....	20	33.9	66	27.4	69	33.0	155	30.5
Administrative officers.....	15	25.4	34	14.1	41	19.6	90	17.7
Other yearbooks.....	8	13.6	23	9.5	28	13.4	59	11.6

Read table: Of the 59 schools over 1000 reporting, 41 or 69.5 percent mentioned professional magazines, and 44 or 74.6 percent mentioned professional books, as among the most helpful sources of guidance, etc. Similarly read figures for schools of other sizes and for all sizes combined.

the most frequent mention by all groups. Doubtless the easy availability of these sources was a major factor in determining their importance. Observation in other schools ranked third among principals in schools up to 1000 in enrolment, while principals' conferences were given third place in the schools over 1000.

Summary—Five hundred and nine principals of elementary schools in various parts of the United States replied to a general inquiry on the socializing opportunities provided in their schools. The chief findings of this survey are as follows:

1. Of a list of twenty-five activities, assemblies, entertainments, plays, safety patrols, clubs, school teams, class games, and Junior Red Cross were among those provided most frequently by the 509 schools represented. Bands, drum corps, and school annuals were among the activities reported least often.

2. Assemblies, safety patrols, school councils, and clubs were mentioned most frequently by principals as proving most successful in their particular schools. There is reason to believe that many other activities, such as organized class games, service groups, and musical and dramatic organizations, should also rank high among the school's socializing opportunities.

3. The median sum of money collected thru socializing activities in 484 schools was \$83. One hundred eight of these principals reported that no money was raised by this means. A direct relationship appeared between school size and amount of money raised, the larger schools collecting more money than the smaller schools.

4. Generally, funds raised by school activities are expended for educational purposes. However, the need for welfare work among pupils during the depression has caused some of these funds to be spent for food, clothing, and medical care.

5. Principals mentioned magazines and books most frequently as sources from which they received the most guidance in carrying thru a program of socializing activities. The ready availability of these sources may help to explain this. Observation in other schools and principals' conferences were also mentioned frequently.

This brief survey can provide only a sketchy outline of practises in regard to socializing opportunities in the elementary schools of this country. It shows, however, that many principals are aware of the value of informal group activities as means of developing well-rounded, social personalities in children. They are discovering the truth of what Francis W. Parker said more than fifty years ago: "What children learn from each other in play or work . . . is the highest that is ever learned. . . . This mingling, fusing, and blending give personal powers, and make the public school a force for democracy." Since Parker's time, the need for a kind of education which develops social character has increased beyond reckoning. On every hand schools are awakening to the dangers involved in an academic type of training which neglects some of the most important phases of personality—those which determine the interaction between the individual and the group. The growing number of educational publications dealing with social aspects of the school is evidence of increased attention to this vital matter. The following chapters of this yearbook provide a wealth of practical suggestions in this field.

CHAPTER II

ASSEMBLIES

EDITORIAL COMMENT

FROM THE EARLIEST TIMES the people of a community have made a practise of assembling, as a whole or in part, for a variety of purposes affecting their individual and group welfare. If assemblies are valuable in the adult community, they can be equally useful and effective in the school community. School experiences are not merely a preparation for life, but are life itself. The school assembly not only helps to prepare pupils for an important adult activity; it also offers many opportunities for personal achievement, for the enjoyment of the contributions of others, and for the consideration of problems which affect the success and happiness of the student body.

The value of pupil assemblies depends, of course, upon the way in which they are planned and carried out. This chapter discusses a variety of principles and practises for making assemblies contribute to the personal and social development of children. The first article is concerned with the integration of assemblies and regular instructional activities. The second contains suggestions and specific illustrations of how assembly programs may help to achieve important educational purposes. The next three articles also offer suggestions based upon the experience of the authors in their own schools. Another principal tells of the steps followed in establishing a program of assemblies in her school. Two other articles deal with special phases of assembly work, one discussing the values of sound films in such programs, and the other describing the use of a public-address system to transmit class programs, opening exercises, and announcements to all classrooms in the building. The last article in the chapter presents the replies of approximately one hundred principals to a special inquiry on provisions for assemblies in their schools.

The different authors do not always agree on a particular issue. For example, one principal believes that assemblies should be scheduled only, as the definite need for them arises, while others express the conviction that such meetings should be scheduled regularly, frequently, and for a considerable period in advance. Such differences of opinion indicate that no one has found final and conclusive answers to many educational questions.

As a guide to further reading on school assemblies, a list of references is given at the end of the chapter.—*Editorial Committee.*

THE INTEGRATION OF ASSEMBLIES AND INSTRUCTION

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THE TERM "assembly" is used in this article to connote exercises in which the whole school, grouped classes, or departments assemble to participate in and to enjoy activities which are of interest and value to all involved, and which cannot be carried on effectively and economically in separate classrooms. "Integration" means such a combination of two or more lines of endeavor as to cause them to function as a single agency in the achievement of mutual objectives.

Altho the modern assembly has fortunately become highly "auditoriumized," this article does not discuss auditorium work as it is carried on under the direction of full-time auditorium teachers. No attempt is made to deal with all features and all the values of assembly programs; the discussion is limited to those aspects of the assembly which have a bearing on this question: *How can assembly programs be integrated with regular instructional activities so as to accomplish the purposes of the elementary school more effectively and economically?*

WHY INTEGRATE THE ASSEMBLY WITH REGULAR INSTRUCTION?

The writer proposes as his thesis the statement that the results of integrating assembly programs with regular instructional activities should extend far beyond the sum of the benefits which could be secured by the two agencies functioning separately. If they are properly integrated, each will materially vitalize and strengthen the other, and each will be able to render infinitely more valuable service on its own part than if treated as a separate enterprise. The compound resulting from integration not only achieves a wider variety of desirable goals than can be attained by the two elements acting independently, but the outcomes are immeasurably more significant.

Inadequacy of traditional classroom procedures—One of the most disquieting discoveries of recent educational investigations is that conventional classroom materials and procedures, unaided by supplementary agencies, produce extremely inadequate results. Especially is this evident when the products of the conventional recitation, consisting of memorized textbook generalities, are tested in the crucible of application to life situations. When information thus gained is

expected to function, it appears either not to exist or to exist in such form as to be of little or no value.

This discovery created a strong demand for radical revision of materials and procedures. It has led to such innovations as the problem, project, and laboratory procedures; the socialized recitation and directed study; the Dalton and Winnetka plans; correlation, integration, and fusion of subjectmatter in related fields. It has encouraged the conversion of the school into a citizenship laboratory, approximating life conditions and situations. The conventional recitation is passing. The walls between different types of subjectmatter are crumbling. Reforms and improvements are in evidence in every direction. The effects seem to justify the changes made.

Altho we are outlawing the conventional recitation, the conventional classroom is with us yet. It is likely to remain for a long time. Perhaps it should remain with us permanently. It can serve many valuable purposes. But it cannot satisfy all the demands of modern education. A new philosophy and a new psychology of education, together with educational research and measurements, have thoroly convinced us that there are many activities of paramount importance to the learner which cannot be provided in the regular classroom. The limitations in space and the problem of expense in the duplication of equipment make some other arrangement imperative. The need for a real audience situation to provide motivation for expression is almost as urgent. The assembly, properly integrated with regular instructional activities, satisfies all these demands and many more.

Potential values of the assembly—The assembly gives point and purpose as well as body and soul to otherwise pointless and dead subjectmatter. It provides for creative self-expression in natural and life-like situations. It provides the nearest approach that the school can make to the practical application of much of the information and many of the skills acquired in the school. It provides for the translation of information into skills and power. Knowledge is of value to the extent that it functions; it may almost be said not to exist until it is applied or used. The assembly makes possible the application of knowledge and furnishes the best test of teaching and learning. It strengthens classroom instruction at its weakest yet most vital point—the use of knowledge.

The most important values in subjectmatter are the social-civic values. These are the most difficult to realize in the classroom and the most readily achieved in the assembly program. The assembly unifies and coordinates the efforts of all grades and departments in the school. It makes each individual conscious of his place in the

school's program and of his relationship to his associates. The well-planned assembly also:

1. Stimulates more complete mastery of school work
2. Makes learning enjoyable because its values are appreciated
3. Creates better understanding among subjectmatter specialists
4. Provides an opportunity for properly motivated review
5. Refines and educates emotions under proper supervision
6. Trains in cooperation, initiative, responsibility, loyalty, open-mindedness, leadership, and other citizenship virtues
7. Discovers and develops special interests and talents
8. Increases self-confidence and decreases self-consciousness
9. Develops desirable attitudes and habits
10. Discovers gaps in teaching and suggests remedial measures
11. Interests patrons and the community in school activities
12. Satisfies the child's innate desire to do things
13. Makes possible the use of visual aids in teaching
14. Gives chance to exhibit the school's products at their best
15. Develops ability to think and act in life-like situations
16. Creates more adequate concepts thru concrete presentation
17. Correlates and integrates subjectmatter from different fields
18. Brings the values of every subject before the entire school
19. Provides opportunities to popularize the school's objectives
20. Makes possible the utilization of outside agencies as a supplement to classroom instruction
21. Makes possible the concentration of all the forces and resources of the school upon the achievement of worthy objectives
22. Does not interfere with school work, but enriches it and increases its effectiveness
23. May develop high standards of achievement and conduct.

HOW MAY THE VALUES OF INTEGRATION BE ACHIEVED?

Administration and supervision of assemblies—Since another article in this yearbook deals with the administration of the assembly, only a few suggestions are needed here. Since the assembly makes its greatest contribution when suitably integrated with regular instructional activities, a large number of the programs should be of this character. They should grow naturally out of the activities of the classrooms, usually as the culmination of a unit of instruction. Some programs may be used to introduce and to stimulate interest in new units. Others may be used as a special mode of attack upon some phase of the unit which does not yield readily to classroom methods.

It is sometimes advisable to rotate assembly programs in the schedule of activities so that too much time may not be taken from any one group of classes. But the assembly should be an integral part of the schedule and not considered a side issue. So far as possible, arrangement should be made for the pupils to take the lead in conducting programs and in assuming responsibility for their success. Ultimate responsibility, however, should rest with a committee made up of pupils and teachers, with the principal or his representative serving as chairman or as a consulting expert.

Arrangement should be made for parents to attend this type of assembly as well as the special-day type. Whenever possible, the special-day type of program also should be an outgrowth of the regular classroom activities in history, civics, music, English, and other subjects. Altho the programs should be scheduled several days or even weeks in advance, it is not wise to attempt professional perfection. It should be understood that the programs represent and are a part of the regular work of the school, and that they are not finished products for the stage. The latter type of program requires far more time than its outcomes justify.

Many programs should feature dramas, debates, exhibits, pageants, marionettes, travelogs, games, contests, episodic stories, dialogs, impersonations, motion pictures, slides, concerts, music recitals, campaigns, drives, and other activities growing out of classroom work. These should call forth the best in all subjectmatter fields and should give back to the classroom activities the finest values which the assembly can produce. Provision should be made for every pupil to share in the activities and responsibilities connected with the programs. By far the greater number of programs should emphasize pupil activity. Listening and observing types should be presented only to meet some special demand. Each type of exercise must be evaluated in terms of pupil responses. Where there is no pupil participation there can be no pupil growth or development.

When programs are produced by special-subject interests the materials from all other subjects should be utilized to the extent that they can make worthwhile contributions. It will be found, in many instances, that programs can be greatly enhanced in value if produced by two or more departments working cooperatively. The assembly can compensate in some measure for the losses sustained by the division of pupils and teachers into departments, grades, and sections. Cooperative programs can show subjectmatter specialists the value of integrating subjectmatter from the different branches.

No programs should ever be produced simply to satisfy the formal schedule requirements. Every exercise should have some vital purpose, and should come in answer to a real need.

Valuable types of assembly programs—It is possible, tho not in every case desirable, to base an assembly program upon a unit of instruction in any subject. The nature of some subjects, such as English and the social studies, makes them more adaptable than others to assembly procedure. But assembly programs should by no means be confined to the materials composing these subjects. Industrial and fine arts, nature study, hygiene, arithmetic, music, and various combinations of these subjects provide a wealth of material for assembly

exercises, much of which cannot be treated effectively in the separate-classroom environment.

Lack of space makes it impossible to describe assembly programs in detail. For excellent descriptions of a wide variety of programs that have been used in progressive schools, the references numbered 2, 3, 4, 5, 9, 10, 12, 14, 19, and 20 at the end of this chapter should be consulted. The following list of programs includes many that have been produced in hundreds of schools thruout the country. It is intended to be suggestive rather than exhaustive.

Social studies—Framing a constitution. Dramatizing the enactment of a law. Debating the merits of a proposed tariff. Dramatizing the naturalization of a new citizen. Exhibiting costumes and dress of other times and places. Demonstrating the interdependence of nations and races. Organizing a junior civic league. Exhibiting products of local industries. Talks on good citizenship. Pageants.

English—Boosting "Good English Week." Dramatizing children's literature. Impersonating parts of speech. How to select and use good books. How to use the library. Oral compositions. Game of guessing authors. Readings from certain authors. Making a play. Talks on the values of the proper use of English.

Health—"Safety First" campaigns. First aid to injured. Proper diet for school children. Programs on foods, clothing, exercise, sleep, recreation, sanitation, water supply, ventilation, lighting, heating, and the care of the teeth, eyes, ears, and other parts of the body. Contagious diseases. Immunization. Quarantine.

Nature study—Programs on the usefulness of birds, frogs, bees, ants, domestic animals, and various kinds of plants. The conservation of plant and animal life. The proper utilization of natural forces and resources. The care of pets. Man's dependence upon nature. The beauties of nature.

Arithmetic—Number games. The historical method in arithmetic. Playing store. Reading light, water, and gas meters. The values of wise saving and spending. The advantages of cash purchases over credit accounts. Balancing individual and family budgets. School savings banks. Profitable investments.

Fine arts—Exercises in pottery, clay modeling, soap carving, music appreciation, art appreciation, folk dancing, home decorations, weaving, designing book plates.

Practical arts—Mending toys, school furniture, and tools. Exhibits of projects completed in the departments. Handling and caring for tools. Selecting and judging raw materials. A study of bridges, self-supporting roofs, arches, school and home architecture, book binding, printing, concrete mixing, making school dresses, preparing school lunches, making beds, and cleaning silverware.

WHAT GENERAL PRINCIPLES SHOULD GOVERN ASSEMBLY PROGRAMS?

1. The nature and the purposes of the assembly are such that it cannot make significant contributions unless there is a spirit of enthusiasm and wholehearted cooperation on the part of all participants. If it is to serve its greatest purpose, the assembly must be a laboratory of citizenship. Desirable attitudes, standards of conduct, worthy ideals, and a feeling of unselfish loyalty to group welfare should be among the most prized objectives in all programs.

2. The objectives of the assembly differ in no way from the objectives of the school as a whole, the assembly being only one of the

agencies thru which these goals may be achieved. And, for the most part, the assembly can best serve its purpose when integrated with regular instructional activities. Even in a school which carries on regular auditorium work, there is still need for the larger-group activities referred to here as the assembly. At the present time the assembly differs from auditorium work much less in spirit and purpose than in administration.

3. One of the most effective provisions for adapting assembly programs to the interests, needs, and capacities of pupils in the elementary school is to have some of the programs for the primary department, some for the intermediate grades, and some for the advanced grades. Other programs, however, should include all grades.

4. Many programs should be initiated by pupils as well as produced by them. The value of having pupils feel responsible for the success of programs cannot be overemphasized. This is the pupils' best opportunity for training in the responsibilities and realities of citizenship, since here they learn to do in the only way one really can learn—by doing. Of course, they will need supervision and guidance.

5. The assembly should not be allowed to drag and waste time for the audience, because this stifles interest. Something vitally interesting and important should be going forward all the time. It is well to utilize a minimum of equipment which has to be shifted between different phases of the program. Time should not be wasted in making announcements that can be made on bulletin boards or on a mimeographed announcement sheet furnished to homeroom teachers.

6. A definite scheme for checking gaps in teaching should be developed, and when omissions are discovered they should be remedied in subsequent activities. It may be that the assembly will, in the future, take the place of examinations and tests for a large part of school work. At present there is no test for many of the most desirable outcomes of instruction.

CONCLUSION

We live in a new day educationally. It is the day of the "child-centered school." This new school demands life-like activities on the part of the child. It also demands pupil purposing, planning, executing, and judging. It must adapt itself to the pupil rather than adapt the pupil to the institution. Everything must be thought of in terms of child growth and development. The methods, materials, and management of the old school cannot serve all the needs of the child. The assembly is one of the agencies which, if properly utilized, will help to adjust the school to the nature and needs of the child.

FUNCTIONAL ASSEMBLIES

HUGH V. PERKINS

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PLANNED SCHOOL ASSEMBLIES offer unexcelled opportunities for children to grow in social efficiency thru working with and for a group. The preparation of a good assembly requires careful organization. The pupils find many different kinds of tasks to be done, and they learn that all of these can be done well if each child or group of children assumes responsibility for one particular phase of the work. Misplaced materials and misused time may delay progress, but cooperation brings success to all. Thru such experiences children enrich their learning in the "regular" subjects, and discover new ways for the profitable use of leisure. Assemblies which are planned and presented so as to assist effectively in achieving acceptable school goals may properly be termed "functional."

The details of planning school assemblies may be largely delegated by the principal. Teachers to whom this work is assigned should feel free to consult the principal when decisions involving different teachers or classrooms are necessary, but such difficulties will not be numerous. Assemblies may well be scheduled for a semester in advance, subject to change as may be necessary.¹

Grouping pupils for assemblies—The writer's experience in an elementary school consisting of kindergarten and six grades has shown the wisdom of planning two separate series of assembly programs: one for kindergarten and first, second, and third grades; and the other for grades four, five, and six. Planning such a twofold series is made easier if one teacher schedules those for the kindergarten and primary grades, while another arranges for the intermediate-grade programs. Occasionally a program prepared for intermediate grades is valuable also for primary-grade children, and just as frequently, the older children may profitably attend a program prepared for primary grades. Such courtesies foster a more friendly and cooperative attitude thruout the school. Most programs, however, seem to be more successful if presented to an intermediate-grade or primary-grade audience alone. This is due to the widely varying interests, responses, and span of attention shown by children from kindergarten thru the sixth grade. A short student-government assembly, a Christmas program, or a brief patriotic celebration may justify an exception to the segregation suggested above.

¹ This view should be contrasted with that expressed in the article by Doris D. Klaussen.—*Editorial Committee.*

We have found also that while children in the fourth, fifth, and sixth grades cooperate well in community singing, those in the kindergarten, first, second, and third grades vary too widely in maturity to produce an effective singing assembly. Kindergartners and first-graders love to sing, and they learn their songs easily from rote teaching. Their songs are short, consisting of only a few phrases or a sentence or two. Such children do not appreciate or understand the longer narrative and descriptive songs which the older pupils enjoy. When these beginners sing together without the presence of older children, they are happy in presenting several short numbers in quick succession. Second- and third-grade children, however, are bored by the simple songs of the younger ones. Hence, for community-singing assemblies we use three groupings: (1) kindergarten and first grade; (2) second and third grades; and (3) grades four, five, and six.

Scheduling assembly programs—In the Boulevard School, radio equipment brings the Damrosch concerts to all classrooms. We therefore plan assemblies for weeks alternating with the concerts. This spacing allows more time for preparation, and permits the programs to grow out of the classroom activities without the unnatural stimulation which occurs when assemblies come too frequently. By alternating singing assemblies with other types, the extra effort of individual classes and their teachers is reduced to a minimum. Furthermore, in a school having but three sections in each school grade, the plan suggested makes each group responsible for only one assembly per year. Ambitious groups will find opportunities to present additional programs. Extra programs are often presented in the classroom to parents and friends.

Rarely is a semester's schedule of assemblies carried out exactly as originally arranged. The spacing indicated above permits exchange of dates between groups, as well as other alterations made necessary by unforeseen difficulties. However, rather close adherence to the schedule minimizes any tendency to spread programs during the early weeks of the semester and to concentrate them unduly near its close.

Pupil participation essential—A program of functional assemblies should be presented by groups in the school rather than by performers coming to the school from outside. Only thru active pupil participation and expression can this feature of the elementary school function effectively in child growth. The most valuable assemblies embrace classroom activities, dramatizations from children's literature, dramatic interpretations of certain units in the social studies, topics in nature study, and group efforts of other types. Community singing is a valuable assembly activity for which regular provision should be made.

Teachers may see assembly possibilities in certain units of subject-matter, and children often suggest an assembly program based upon some stimulating classroom experience, especially if they have seen such assemblies conducted by other groups. Therefore, each assembly program should be planned together by the children and teacher presenting it, thus integrating assembly experiences with the classroom life of the children.

Descriptions of specific programs—Detailed descriptions of the preparation of a few assembly programs will indicate some ways in which these activities have stimulated pupil growth.

A fourth grade studied ants in preparation for a nature lesson. The pupils became so interested in the intelligent behavior of the various species of ants that the study grew into an absorbing unit of work motivating reading, English, and art. Then, because of the vast amount of interesting material found, the children planned an assembly program. Every child made a large crayon or ink drawing to illustrate some phase of ant life. He then prepared a written report to go with his drawing. These compositions were criticized for content and organization, and were then memorized to increase the confidence of each child in his ability to carry out his part of the program. Finally, these reports were grouped to secure unity of subjectmatter in each section. The assembly program opened with a brief introduction by a member of the class, and continued in an informal atmosphere attained by grouping the children before their drawings. A different pupil leader directed the presentation of each group of reports, which was accomplished by means of dialog closely resembling an informal classroom discussion. The children presented this program before the seventh and eighth grades in a junior high school, and did it so well that they won the interested attention of the entire audience.

After a second grade had heard the teacher read the story "The Magic Gingerbread Boys," their enthusiasm led to dramatizing it. The class chose certain children to portray the principal characters, and then, with teacher guidance, arranged the action so as to use the entire group in the reproduction. When the pupils and teacher had decided which parts of the story were to be used as scenes in the play, they worked out the dialog and accompanying action. Much of the practise for the smaller groups was conducted in the classroom, where other children offered suggestions for improving interpretation of the characters. The children themselves helped decide who of their number had impersonated the different characters best. Practise on the stage continued until each pupil was confident that he knew his part. Inspired by an enthusiastic audience of primary children, these

second-graders acted their parts with a sincerity belying the make-believe of their story.

One third-grade class based an assembly program on a unit in social studies devoted to the life of the people of China. The pupils approached this unit naturally by learning about the dress, food, games, holidays, and other phases of the life of Chinese children. They were fortunate in having the guidance of a teacher who had lived in China for some years. In studying a classic design often found on Chinese plates made in America, the children learned that it portrayed the story of a Chinese legend. After some discussion, children and teacher decided to present a program in two parts, the first illustrating the games, dances, proverbs, and nursery rhymes of Chinese children, and the second reproducing the legend depicted on the Chinese plate. They prepared costumes from materials easily secured at home. To make a background for their play, they all worked to reproduce the classic plate design on a huge circle of paper. Because of the care and patience required in the drawing and painting, the more capable children learned to assume responsibility for accurate work, while others were assisted by the teacher in the regular classroom activities. At two different assemblies this program was presented to both the primary and intermediate grade groups. The interest and attention accorded by each audience testified to the value of the program for all concerned.

Types of assembly for each grade—To indicate the range of assembly programs possible in an elementary school, a partial list of those presented in the Boulevard School during recent years is given here, by grades:

1. Kindergarten (second semester):

- a. Program in which children hopped, swayed, and skipped to different rhythms played on piano.
- b. Rhythm orchestra, using sticks, bells, drums and blocks, and tambourines.

2. First grade:

- a. Circus, with children in costume to represent clowns and animals, and with stunts arranged for the ring.
- b. Presentation of models of different means of transportation, made by the children themselves.
- c. A dramatization of "The Timbertoes," adapted in the children's own words from the story by Edna M. Aldredge and Jessie F. McKee.

3. Second grade:

- a. Physical education demonstration, in which children in squads exhibited a widely varied series of gymnasium stunts.
- b. A Dutch program of songs, stories, and dances.
- c. Indian program, in which the children combined the dances, council fire, legends, and other phases of Indian life.

4. Third grade:

- a. Dramatization of "Snow White and Rose Red," worked out by the children.
- b. Nature program, entitled "Friends and Enemies of the Garden." This was an original arrangement in which a child planted his garden, and then fell asleep to dream of the work of pests as well as of the sunshine and rain.
- c. Viking play, in which the children dramatized the colonizing of Iceland. They used Viking caps and shields, and a Viking boat made from beaver board which they decorated themselves.

5. Fourth grade:

- a. "The Blue Bird," a dramatization by children of the children's edition of Maeterlinck's classic.
- b. Congo program, in which each child gave a report on some phase of life in the Congo region. Each report was illustrated by one or two slides, made by the child in black and white or in colors and projected on a screen.
- c. Garden program, in which two classroom groups united to produce a program consisting of music and dialog between fruits, vegetables, flowers, and garden pests. The scenery was a background of flowers cut from colored paper by the children.

6. Fifth grade:

- a. Health play, in which several children were dressed to represent valuable foods and took part in a dialog having some humor. A second part of the program included pantomimes of various games and field events.
- b. Egyptian play, in which the children dramatized an incident in Egyptian history, using a setting to represent a temple and court in the Nile country. The stage setting showed that the children had a very good conception of Egyptian art and architecture.
- c. "Nutteracker Prince," a shadow play of dialog and dances using Victrola reproductions of Tschaikevsky's music.

7. Sixth grade:

- a. Music programs, including a variety of choruses presented by different groups of children.
- b. "Alice in Wonderland," an original dramatization of Lewis Carroll's story, written by the children under the teacher's guidance.

Teachers' attitudes toward assemblies—Two attitudes toward the preparation and presentation of assemblies have developed among the teachers at Boulevard School. Some teachers prefer to develop a program from a situation as realistic as possible, spending a minimum amount of time in practise and permitting maximum freedom for pupil initiative in the presentation. Other teachers believe that a high degree of finish is essential to a satisfying assembly experience, both for the children on the stage and those in the audience. While finish can be attained only by much painstaking practise, these teachers think this is worthwhile because it develops high standards of excellence in the children. In two years nothing has occurred to mar the esprit de corps of the teaching staff because of this difference of opinion. Programs are presented in succession under the guidance of teachers holding opposite views without diminishing the pleasure and profit of the entire school in the assembly hour.

Results of planned assemblies—Our teachers have observed the following results of the planned series of assemblies which they and their pupils have produced:

1. The children have learned to appraise the various features of a program in comparison with other programs they have seen. Gradually they have acquired some standards of judgment with respect to programs at different grade levels.

2. Thru frequent participation in an audience situation, the children have learned to give courteous attention to their schoolmates who are presenting a program. They respond promptly with alert silence when pupil or teacher steps to the platform or when the curtain opens for the next scene of a play. Thus do children learn the important part played by the audience in any program presented.

3. Children in grades four, five, and six frequently suggest that they write letters of appreciation to a group that has presented an assembly. Lower-grade classes dictate class letters to the teacher of each group interested. All these letters are inspired and written in a real-life situation, bringing thrills to and replies from the recipients.

4. Teachers have reported instances in which the class work of slow pupils seems to improve during the preparation of an assembly program.

5. Practise in preparation for an assembly stimulates a child's self-confidence and helps him to overcome embarrassment when appearing before larger groups.

6. In solving problems and overcoming difficulties incident to assembly production, pupil initiative reveals resources often unguessed by teachers.

7. Community singing exposes children to the stimulus of pleasurable activity in a large group of their fellows.

8. Pupil imagination is stimulated by group dramatization of selections from children's literature. Creative effort is fostered in the arts of drawing, painting, stage setting, and acting, thru which the story is interpreted to the audience.

9. Study of units in the regular school curriculum is motivated, and children's learning of these units is enriched, by the preparation of assembly programs based on these units.

SOME ESSENTIALS FOR SUCCESSFUL ASSEMBLIES

WALTER F. KARST

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BOTH THE PREPARATION and presentation of assembly programs provide opportunities for the individual and social development of pupils. Probably the preparatory phase has the greatest potential value, because it can give children practise in exercising initiative, solving problems, and working together with other members of the group. The presentation of the program, however, has an important contribution to make. The natural audience situation, if wisely handled, stimulates pupil interest and effort, and eliminates or reduces self-consciousness in pupils. Participants in the program obtain practise in giving something worthwhile to an audience. The audience, on the other hand, has a chance to practise courtesy and to express appreciation for the efforts of the participants. If these values are to be obtained from assemblies, however, careful attention must be given to matters of organization and to the content of programs.

Organization of assemblies—In the writer's schools the following suggestions have been used in organizing assembly work:

1. The children making up an assembly group should be near the same age and grade level. Boys and girls work best on things that are within their comprehension and range of interests. They are not interested in activities which are beneath or beyond their own stage of development.

2. The assembly programs should come frequently and regularly.¹ Those participating in assembly activities cannot take part naturally and unaffectedly if the programs occur at long intervals. When meetings come too infrequently they are likely to become stilted, and there is a temptation to have a "show" for other pupils and teachers. This tendency often seems to be stronger on the part of the teachers than it is on the part of the children. Regularity as well as frequency of assemblies helps to prevent the development of unduly formal programs.

3. Pupil leadership should be utilized. The preparation for an assembly program offers many excellent opportunities to use pupil chairmen and pupil committees. In giving children major responsibility for such activities, we need to remind them that we are not producing a show, but are merely "having an opportunity to tell others of some of the interesting things our class is doing."

4. While we do not want our assembly programs to become formal, they must be well planned. Teachers can arrange tentative schedules

¹ For a different view, see the article by Doris D. Klaussen.—*Editorial Committee.*

for their assembly groups in advance for each semester. This procedure does not mean that there may be no later change in plans, or that assembly programs may not be postponed. Sometimes the postponement of a program is both necessary and desirable. The greatest share of the planning necessary for a good program will be done by the pupil chairmen and their committees, with the cooperation of the teacher. This cooperative planning helps to insure that the assembly programs will run smoothly and promptly.

5. Each child should have an opportunity to participate in one or more programs during the semester. Care is needed to keep a few capable pupils from doing all the work and receiving all the applause. The individual should be featured sparingly; major emphasis should be placed upon the achievement of the group.

6. The pupils presenting a program can arouse interest in it by sending attractive invitations to the other classes in their group. This procedure is more than mere advertising of a "show." It is a real service to the other classes, as well as a friendly gesture which in itself has socializing value.

In one of the writer's schools, three classes unite to form each assembly group. These groups are known as "Assembly Group A," "Assembly Group B," etc. One of the teachers in each group acts as the assembly chairman for that group. The chairman's duties include drawing up the tentative schedule, seeing that the janitor has sufficient chairs ready for the programs, and other administrative details. There are about 110 pupils in each assembly group. The range in the grades making up each group is from one and a half to two years.

As we do not have a school auditorium, our assembly programs are held in the kindergarten. They begin at 11:10 a. m., and usually continue for about a half hour.

Content and sources of assembly programs—Probably the best sources of material for assembly programs are the regular instructional activities of the school. The assembly at its best is an outgrowth of the life of the school, rather than an extra activity introduced as a diversion from study or as a means of bringing in people and ideas from outside the school. Moreover, assemblies may help to motivate work in the school subjects, and to integrate various phases of school and community life which otherwise might remain relatively isolated. Countless opportunities for assembly programs are to be found in the social studies, science and nature study, health, literature, art, and music. Often contributions from these sources can be organized to advantage around the observation of special days or special weeks. Even when one particular topic receives major emphasis, a variety of materials and activities may contribute to the program.

For example, a program presented by a fourth grade centered about a Viking project. Literature was brought in thru the dramatization of Viking myths. Music contributed the Viking song, "To Norway." The writing of the dramatization was a project in language, while the costumes and the Viking boats were designed and made as part of the work in art. The social studies contributed information about the Vikings and their ways of living, and even some arithmetic was necessary in constructing the boats.

In another instance, a fifth grade decided to present an assembly program based upon nature study and devoted to insects in particular. The children read and discussed their material during the reading period. In their language period paragraphs were written and oral talks were given by the pupils. Insects were drawn during the art lesson. Finally, the following program composed of short talks and the reading of favorite poems was prepared and presented:

1. Life history of an insect
2. Characteristics of an insect
3. Division of an insect's body
4. Difference between true insect and spider
5. Harmful insects and the harm done by them
6. Helpful insects
7. Poems about insects.

A third illustration was an assembly about Hallowe'en presented by grades 1A and 2B. This program, which involved reading, rhythms, singing, language, dramatization, and creative expression thru cutting, designing, and coloring, was as follows:

1. Songs about Hallowe'en
The Owl
The Jack O'Lantern
The Brownies
2. Rhythms
Imitating brownies
3. Poem
The Jack O'Lantern
4. Dramatization
The Pumpkin and the Pussy Cat
5. Audience Reading
Laughing Jack O'Lantern

Audience participation—An important part of any assembly program is the opportunity for participation by the audience. At the school mentioned above, about five minutes at the end of the program are used to secure constructive criticism from the groups attending the assembly. We try to develop a spirit of friendliness among the pupils, and to establish a feeling that the audience must strive to be courteous listeners during the programs. Special-day programs pro-

vide opportunities for audience participation in such activities as singing songs and saluting the flag.

Attendance of parents—Should special invitations be sent to parents urging them to attend the school assemblies? Our practise is to call their attention to the assembly programs along with other school activities such as arithmetic and reading. In this way pupils, parents, and teachers are led to consider these programs as a part of our regular school work. Of course we are pleased to have parents visit the assemblies, just as we are pleased to have them visit any of our other school activities, but we do not issue special invitations to them.

Summary—The most effective results from assemblies will probably be obtained if the programs come regularly and frequently. There must also be careful organization and planning on the part of pupils, teachers, and principal. Pupil chairmen and committees should have an important part in this planning and in directing activities in preparation for the assembly. All school subjects should contribute to assemblies at some time during the year. The relation between the assembly and other curriculum activities should be so close that pupils, teachers, and parents alike will think of it as an integral part of school life.

THE ASSEMBLY which is the culmination of work on a particular problem or unit of study is no doubt the major contribution of the auditorium. This type of assembly is usually an occasion when a single group of pupils presents to other children the results of purposeful research and activity. In the same manner but on a larger scale, the pageant or play as an all-school project may serve as the culmination and coordination of the work of the entire school.—Flores, Zella K., see p. 290 of this yearbook.

A THREE-CYCLE PLAN FOR ASSEMBLIES

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THE SCHOOL ASSEMBLY can be an important socializing agency when its opportunities for this purpose are adequately utilized. To obtain socializing values there must be (1) careful planning, and (2) delegation of real responsibilities to the pupils. Planning is needed to coordinate all available resources and activities, and to make sure of utilizing fully the possibilities offered by holidays, special weeks, and curriculum materials. Delegation of suitable responsibility to pupils is essential if genuine rather than pseudo-socialization is to be developed. Pupils must share extensively in initiating, organizing, and developing assembly programs, and the success or failure of such enterprises should rest largely upon them. The teacher can serve best as a kindly, sympathetic co-partner.

Planning the schedule of assemblies—Planning assemblies well in advance helps to insure definiteness of purpose, proper observance of holidays, equitable distribution of work among classes, adequate time for preparation, and a desirable variety of programs. Such planning should involve the cooperation of pupils, teachers, and principal. The actual work of schedule-making may be delegated by the whole school group to a special assembly committee, but all should share in the selection of special objectives, and should approve and support the completed plan. The completed plan, altho definite, must be flexible enough to allow for unexpected occurrences, such as the arrival of a special guest, an important current event, an emergency occasion, or the availability of an especially appropriate contribution from a class or individual pupil. This flexibility can be increased by reserving a number of open dates in the schedule to allow for necessary shifts of programs.¹

It has been found helpful to plan assembly activities for a year in advance, on the basis of three cycles, as follows:

CYCLE 1	CYCLE 2	CYCLE 3
<i>Holidays and other special days, such as</i>	<i>Special weeks, such as</i>	<i>Subjects of the curriculum, including</i>
Lincoln's Birthday	Health Week	Civics
Washington's Birthday	Music Week	English
Memorial Day	American Education Week	Health education
Flag Day	Book Week	Safety education
Constitution Day	Fire Prevention Week	Music
Columbus Day		Geography
Thanksgiving Day		Nature study
Franklin's Birthday		History
Christmas		

¹ On the question of scheduling assemblies, see also the opinion expressed in the article by Doris D. Klaussen.—*Editorial Committee.*

In this plan, each class is given the responsibility for presenting at least one assembly program in each cycle during the year. The socializing values may occasionally be increased by the collaboration of two or more classes in organizing, preparing, and presenting specific programs. Such collaboration is especially appropriate for the celebration of the special weeks and some of the major holidays.

Most valuable types of program—When classes are given definite responsibilities for the development of assembly programs, under the leadership of sympathetic and understanding teachers, they usually rise to the occasion with honor and credit to all. Practically every program in our school during the past year had some important socializing values in it. These values were fewer as a rule, in the case of special holiday programs, than in those developed for special weeks or in connection with the subjects of the curriculum. The chief reason for this was the greater availability of suitable material already prepared for special holidays. The other two types of programs were usually more valuable because the pupils created what was, for them, an original form of presentation, in addition to developing the content of the program.

A Book Week program—An assembly for Book Week, given by one fifth- and one sixth-grade class, called for much cooperative planning and effort behind the scenes in the development of the program. The introductory speech, as written and given by the pupil announcer, reveals the nature of this work:

One of the things we learn in school today is how to spend our leisure time. The reading of good books is a splendid way to do this. For several weeks the pupils of Miss W.....'s and Miss F.....'s classes have been planning various lessons to be combined into a program for Book Week.

During our art lessons we made the covers for our book reports. Then, too, several boys who do well in shop work made the large book which you will see later in the program.

During our English work, in poetry appreciation, literature, library reading, study reading, and written English lessons, we have talked about whether the material would be interesting for our Book Week program.

The sections chosen by the pupils have been combined by two of Miss W.....'s pupils into a play called "Jack's Awakening in Book Land."

Time: An evening

Place: A living room

Characters: Boy

Girl

Fairy

Book children

A safety education program—The assembly is especially useful for socialized expression in connection with subjects of the curriculum. These programs are outcomes of regular class work and may be definitely planned for assembly presentation, or the assembly may be

the culmination of an extensive socialized activity and may have helped to maintain interest in the activity over a considerable period of time.

A program dealing with safety education in a fifth grade illustrates the socialized development of an enterprise that was definitely planned for assembly presentation on a date specified in the yearly schedule. In keeping with the principles of socialization, the problem was presented to the pupils in this way: "Safety education is our topic. How shall we present it?" From among the procedures suggested by the pupils, that of "playing school" was adopted by the group. A pupil-teacher was chosen by majority vote of the class, and the selection approved by the class teacher.

For the content of the program, the pupils recalled a study reading lesson from a civics reader and decided upon "A Narrow Escape" as the specific topic to be developed. This was followed by exploring the possibilities of the topic in oral and written English lessons. Written paragraphs were read in class, and twelve of these were selected by vote of class and teacher for use in the program. An appropriate introduction and continuity were prepared, and when the program was presented the twelve paragraphs were "written" and read by the class as an illustrative lesson on the assembly stage. These statements constituted the basis for a closing summary and for the formulation of appropriate safety slogans by the pupils.

This program met one of the major requirements for socialization in that the pupils largely assumed responsibility for the planning, development, and execution of the project.

A program on Indian life—A socialized activity which culminated in an elaborate assembly was a first-grade project on Indian life.² The goal of an assembly presentation was a continuing inspiration to the pupils for many weeks during the development of the project itself. The aims of this activity in terms of conduct controls were as follows:

1. *Knowledge*: To enable pupils to learn facts of Indian life, as outlined in the history course of study
2. *Habits and skills*: Practise in oral reading. Careful workmanship, care of tools and materials. Work in sewing, drawing, construction, clay modeling, and weaving
3. *Attitudes*: To make cooperation a joyous experience. To lay a foundation of understanding and respect for other people

² The Philadelphia course of study in history specifies lessons on Indian life in grades one and two. In grade one the topic is the Indian home: the baby, mother, boy, and father. In grade two the specific topics include the training of Indian boys and girls, and a few characteristic scenes from Indian life. In this particular assembly project, some second-grade material was included because the pupils became so interested in the subject that they wanted to present as complete a picture of Indian life as possible.

4. *Ideals*: To present the Indian as a figure endowed with character traits worthy of emulation, such as courage and industry

5. *Appreciations*: To give the children an opportunity to enjoy simple forms of Indian design, music, and dancing.

With pictures and stories of Indian life as their principal sources of information, the pupils discussed things they could make in the classroom which could be used as properties for their show. These included a large tepee, decorated with appropriate designs, costumes, headdresses, moccasins, bows and arrows, spoils of the hunt, drums, rugs, baskets, pottery, papooses, and cradles for papooses. The pupils arranged themselves into committees according to their interests and capabilities, and then discussed and constructed these properties during the succeeding weeks.

For the assembly presentation, the class teacher prepared a story in simple verse, to be read by ten pupils, beginning:

Ten little people from Room Five
Have a game to play;
They will pretend they are Indians
Just for today.
This is the home that you now see

As the story continued, the pupils who had made the costumes and other articles presented them in pantomime to the audience, illustrating such typical incidents in Indian life as the following:

1. The chief, his headdress, and his place as leader of the tribe
2. The braves and their moccasins, bows and arrows, and trophies of the hunt
3. The squaws and their work in tilling the soil, grinding corn, and making baskets, rugs, pottery, and water jugs
4. Papooses and their care
5. Indian children and their training in the use of the bow and arrow and in the secrets of forests and streams.

The foregoing examples merely suggest the rich socializing opportunities in the school assembly. To realize these opportunities fully, there must be definite planning for this purpose and a delegation of genuine responsibility to the pupils. Given such planning and such responsibility for group enterprises in which they have a genuine interest, even very young pupils often show a surprising degree of initiative, resourcefulness, and cooperation.

SHARING EXPERIENCES THRU THE SCHOOL
ASSEMBLY

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THE PROGRESSIVE SCHOOL thinks of an assembly as a way of sharing common interests. As we come to think that what the learner does is the important thing, our assemblies take on the dominant atmosphere of *doing*. The assembly is the place for children to express themselves. It should be democratic in nature, planned and executed almost entirely by the children themselves. The audience may best be chosen by the pupils and teachers together on the basis of the probable interests and contributions of different groups of children.

Wisely conceived and conducted, the assembly becomes a vital factor in building and maintaining a fine school spirit. It helps to unify the life of the school and to make each group feel that it is a part of the whole school family. To achieve these purposes, there must be wide participation of pupils in the assembly. The children are citizens of the school. They should feel it a real privilege to present an assembly program. They should be led to realize that by sharing with others the worthwhile things they are doing, they are participating constructively in the life of the entire school.

Should assemblies be held regularly?—The writer believes that it is unwise to schedule assemblies at regular times.¹ They should be held only when there is something worthwhile to be presented. The volunteer way of arranging assemblies works out splendidly. When a group has something really vital that it wishes to share with the rest of the school, it volunteers to do it. This feeling of need among the pupils themselves undoubtedly makes the assembly period more valuable to all. Assemblies "just for assembling" cannot be justified. There should be something valuable to share if time is to be given to a meeting together. If assemblies are scheduled to occur regularly thruout the year, there is danger that many of them will be held without any special purpose. Meetings without purpose are likely to do more harm than good.

In our school we have found that the student council serves very well as a clearing-house. When a group of pupils is ready to give an assembly, it reports to the president of the council. This officer looks over the school program and helps the group to plan a time for

¹ This viewpoint should be contrasted with that expressed in the articles by Walter F. Karst, Raymond L. Chambers, and Hugh V. Perkins.—*Editorial Committee.*

the assembly that will work in with the rest of the school life. The president of the council presides at all assemblies, making announcements and introducing speakers.

How frequently should assemblies be held?—This question has been partially answered above. Assemblies should be held no oftener than the need for them arises. Moreover, they should not be held so frequently that they lose their appeal and become commonplace affairs. Each assembly should be a red-letter event in the life of the school. It should be so planned that it will be eagerly anticipated by the children and remembered with joy when it is past. If the interest can be kept so high that the children keep asking, "When may we have another assembly?" such meetings will be real events in the lives of the children.

Types of assembly programs—Any kind of program which has real educational value for groups of pupils has a place in the assembly. There should be surprises and novelties as well as fine pieces of work presented. It is especially important to avoid too much routine, formality, and ceremony in the programs. The assembly should never be an occasion for scolding, fault-finding, or preaching. It is not the proper time for making announcements unless they concern the general welfare of the children.

Assembly programs should be varied in type and should be adapted to the interests of the particular groups of pupils involved. Sometimes it is advisable to divide the school for assemblies. The lower grades may wish to meet alone, while some programs may be suitable only for the upper grades. The important thing is to make both the programs and the grade groupings correspond to the needs and interests of the pupils.

The most worthwhile type of assembly is probably that arranged by the pupils as an outgrowth of their regular school activities. Such an assembly calls for careful selection of material for the program, plans for making the audience understand what it is all about, construction of illustrative materials or of scenery, and a great deal of classroom discussion and problem-solving. Part of the educative value of such an experience is in learning just what is expected of those who give and those who hear public presentations.

Assemblies of this type will present interesting and varied phases of school life, such as the culmination of a class project, the completion of a unit of work, a talk festival on a subject of interest, a dramatization, an exhibit of things made during the study of a particular topic, a performance on musical instruments made by the children themselves, a science demonstration, an original play, or a movie. Such programs, when planned and presented largely by the

pupils themselves, have both individual and social values. They broaden and deepen the interests of the children. They give added impetus to the regular classroom work, and at the same time create an attitude of satisfaction in sharing the results of work with other children. Special care should be taken to make all such assemblies interesting as well as instructive. They should be short enough to hold the attention of the group thruout.

Another type of assembly is that in which pupils participate in large groups, as in chorus singing or pep meetings. Mass singing helps in developing a fine school spirit. Many schools have school songs which are very effective when sung by the entire student body. "Song assemblies" are valuable for unifying a school and arousing loyalty to its ideals and purposes.

While pupil participation in assemblies is important, it is a mistake to assume that pupils should be given the center of the stage in every assembly. Outside speakers should be used occasionally if their contributions are consistent with the work of the school. Such a speaker may be particularly appropriate upon special occasions like graduation day, Washington's birthday, or Fire Prevention Week. At times the principal may use the assembly to talk to the children about something of interest to all of them. Sometimes a teacher may present the program, or a parent may be asked to speak. The choice of the major participants must depend upon the purpose to be served.

Following is a list of typical assemblies that have been found valuable in an elementary school:

1. A pageant of the city or county: Given by a group after a half year spent in the study of their own community.
2. An original Viking play: Words, scenery, and costumes all made by the children after reading *The Vikings* by Jennie Hall.
3. A typical hour in the first grade: The children engaged in regular activities, such as construction work, easel painting, sewing, reading, and drawing, and at the end of a short work period discussed the worthwhileness of what they had been doing.
4. A Book Week assembly: The children played favorite scenes from favorite books.
5. A campaign assembly: The nominees for student-council offices gave their campaign speeches.
6. Graduation assembly: The seventh grade about to leave the building always gives the last assembly of the semester. At this time they read their class history, will, prophecy, and poem, or have a speaker.
7. Geography pageants: These are worked out in connection with various topics studied in geography.
8. Greek and Roman plays: An outgrowth of work in Greek and Roman history.
9. Movies made by the children.
10. Written and oral compositions from English classes.
11. A nature assembly: Given after a few weeks spent in a special study of natural phenomena. This program included original stories, poems, and songs.

12. A Boy Scout, Girl Reserve, or Camp Fire Girl assembly: One of these organizations demonstrated certain aspects of its work.
13. Assemblies for special days, such as Armistice Day, Memorial Day, etc., for which outside speakers were called in.
14. A radio assembly to listen to a Damrosch program.
15. An assembly at which the school orchestra entertained.
16. A pet show: Children in the school brought their pets, told about them, and showed any tricks they could do.
17. Presentation of student-council officers to the school.
18. Presentation of real "movies."
19. Poem assembly: Consisted of reading or quoting original poems or favorite poems.
20. Music assembly: Children in the school who play instruments entertained the group.
21. Science demonstrations: Showing experiments performed in science classes, with explanations.
22. Safety-patrol assembly.
23. "Pep" assembly.
24. Song assembly.

Little time should be given to special practise of the program to be presented. Care should be taken that the responsibility for planning and sharing rests upon the groups of pupils giving the assembly. It is advisable to have the entire class responsible for some phase of the presentation, because this makes the children feel that it is really their program.

Conclusion—Under wise and sympathetic guidance, the pupil assembly can play a vital part among the socializing influences of school life. It makes for unity within the school. It serves as a source of inspiration and pleasure to the children. It affords a means of growth by developing both self-reliance and the ability to work and share with others. It is a real stimulus to fine spirit and successful achievement. As a result of well-planned assemblies, the children feel at ease when talking; they learn to express themselves clearly and fully; and most important of all, they develop a sense of responsibility for the entertainment and education of an audience.

THE LIST OF REFERENCES at the end of each chapter is a valuable guide to further reading.—*Editorial Committee.*

INITIATING A PROGRAM OF ASSEMBLIES

JUNE H. MACCONKEY

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ASSEMBLIES ARE NOT a new activity in the elementary schools of Chicago, but no uniform plan has been developed for conducting them. Materials and methods vary with the different schools. In the junior high schools, on the other hand, assemblies constituted a definite part of the school program for many years. With the inception of that department of the school system, the third period of each day was set apart for special activities. On two days of the week this period was used for club meetings, on two other days for home-room activities, and on the fifth day for an assembly. When the board of education abolished the junior high schools in July 1933 and sent many members of their faculties to the elementary schools, a special problem was created, namely, "What materials and technics developed in the junior high schools may be saved and adapted to the elementary schools?" No one could have seen the socializing influence of assemblies without desiring to extend it. The writer was assigned to the principalship of a well-organized school with a progressive faculty, where assemblies had been held only occasionally. This article tells of the steps followed to establish what is proving to be a valuable program in this field.

Character of the school and of available equipment—The Falconer School has a faculty of thirty-three teachers, including an assistant to the principal. The school is composed of the eight elementary grades and kindergarten, with a total membership of approximately 1500. The building contains an assembly hall with a balcony. The stage has two dressing rooms, a curtain, and a screen which can be lowered to the desired position. A stereopticon booth is in the balcony.

The visual education department of the board of education has an excellent assortment of slides, some of them colored, which can be secured on requisition for classroom or assembly purposes. Many of these slides are accompanied by material for explanatory lectures, and they cover a majority of the subjects of instruction: history, geography, science, literature, music, and art.

Preliminary planning with teachers—At the first teachers' meeting of the year, the subject of assemblies was discussed. This discussion, it must be admitted, was largely a monolog by the principal, presenting the arguments in favor of assemblies and describing two possible types of program, one given by a single room and the other made up of contributions from several rooms. The subject of the

first type was to be chosen and worked out under the direction of the teacher concerned. It might be either a foundation for future class work, introducing new material, or the presentation of a completed project. The second type was to be used in the observance of special days, with a program arranged by a teacher chairman. This chairmanship was to rotate so that no teacher might miss an opportunity of serving, or feel that she had been asked to do more than her share of the work. It was deemed essential to maintain a feeling of fairness and equality among the teachers. The principal asked their cooperation, and the spirit of the meeting assured that it would be given.

Grouping pupils for assemblies—In order that each audience might form a somewhat homogeneous group, the grades were grouped in four divisions: (1) kindergarten, first, and second; (2) third and fourth; (3) fifth and sixth; and (4) seventh and eighth. Arrangements were made flexible so that on special occasions, such as the presence of an outside speaker, any group might be enlarged. Pupils were seated on the main floor only, and in locations permanently assigned to the same rooms. The balcony was left vacant to accommodate visitors, who from that position could see nearly all of the pupil audience as well as the performers.

Scheduling assemblies and rehearsals—No assemblies were held on Mondays, as each teacher desired time for a review or rehearsal on the day before presentation of the program. A schedule of dates was arranged covering the entire semester. Each group of pupils was assigned a certain day of the week and a certain period on that day. These arrangements also were flexible, but adherence to them was encouraged. Blank forms were placed on the bulletin board in the office, and each teacher entered her initials opposite the dates which she preferred.

A similar schedule covering the entire semester was arranged for use of the hall for rehearsals. This eliminated any chance for conflict. Teachers were left free as to choice of program and time for rehearsal. They were encouraged to help one another, as in the case of a non-musical teacher who was assisted with class or assembly singing, and of teachers skilled in the arts who aided in poster work or in the making of simple costumes and scenery.

Topics covered in the programs—The assembly programs covered a wide variety of subjects, and supplied much opportunity for creative work on the part of both teachers and pupils. In only a few instances were commercial plays or dialogs used. Some astonishingly good stanzas were written in English classes, and some fine dramatizations were worked out. The titles of a few illustrative programs follow:

1. The spirit of Chicago
2. Heroines (Mother's Day)
3. Franklin D. Roosevelt (President's birthday; contribution to Warm Springs Foundation)
4. Explorations
5. Character thru play
6. Mathematics hour
7. Poetry appreciation (first grade)
8. Appreciation of some of our pictures (corridor decorations)
9. Safety program
10. Correlating history, English, music, and citizenship
11. Old songs and new
12. The orchestra speaks
13. Submarine telegraph (Illustrated, with lecture by pupils)
14. Birds of Chicagoland (Illustrated, with lecture by pupils)
15. Glimpses of China (Illustrated, with lecture by pupils).

Encouraging attendance of parents—At every opportunity, invitations were extended to parents urging them to attend the assemblies. Much work remains to be done along this line. While rather large audiences attended the programs given by the youngest children, the number attending diminished as the age of the groups increased. If the school assembly is to take its place as a force in community living and as a means of acquainting parents with the purposes and work of the school, the attendance of parents must be increased, especially in the upper grades.

Conclusion—Many problems remain to be worked out in connection with assemblies at Falconer School. Only a start has been made. Ideals and purposes need to be clarified. It is difficult for any of us in the beginning to realize that the value of a program does not lie in its finished perfection, but in the development of those who participate. Commendation for good work done and emphasis upon desirable objectives are the contributions of the principal to the growth of the work. Just as a teacher must help a shy, self-conscious pupil to overcome his diffidence and mistrust of his own abilities, watching eagerly for the appearance of special interests and aptitudes, so must the principal be on the alert to help the teachers with encouragement marked by deep sincerity. Thus may both pupils and teachers find in a planned program of assemblies an added source of strength and happiness.

THE TALKING PICTURE IN THE SCHOOL ASSEMBLY.

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THE SCHOOL ASSEMBLY represents a comparatively undeveloped field for educational effort. Too often the lack of constructive programs for auditorium activities has resulted in a round of announcements, devotions, orations, and group singing. More and more, however, we are coming to realize that the assembly period is one of the most fertile opportunities in the school day for developing desirable attitudes, appreciations, and abilities. In the assembly there is the audience situation as distinguished from the small-group and individual situations which characterize the classroom. In the assembly the individual responds as a member of a large group; his own personal reactions are colored inevitably by those of the audience. Socializing experiences are inherent in the very nature of the assembly. The individual feels the impact of group consciousness, either as a member of the audience or as one who appears on the program.

Wide appeal of sound films—One of the problems confronting those who are trying to organize assembly programs about modern educational objectives is the heterogeneity of the assembled group. The school assembly often represents a wide range in chronological age, intelligence, and experience of the children. The program must be so arranged that it makes contact with every pupil; it must make itself immediately personal to him. Even acquired politeness usually fails to mask the boredom created by programs which are not geared to the interests of the child audience. This difficulty tends to disappear in the case of well-selected talking pictures, because every individual is released for the time being into a vivid new world.

The sound film is both an individual and a group device. It is individual in that the experience presented is complete for each person, who takes it intimately to himself because the picture's vividness and reality fuse the new material with his own background of experience. It is a group device from the standpoint of organization, since talking pictures can be presented to a group of any size. It is a group device in another sense because it helps to mold group attitudes and opinions.

Vivid reproduction of life situations—Another problem in the development of certain types of assembly programs has been the difficulty of reproducing life situations. Where experiences from the world at large are to be presented, where realism and versatility are important, the talking picture can make a unique contribution. Strik-

ing evidence of this has appeared in a current study of the use of sound films in the auditorium program of a platoon school.¹ One of the projects was a unit in vocational guidance, centering around the talking picture "Choosing Your Vocation," for a group of two hundred sixth-grade boys and girls. The pupil interest and participation showed clearly the impetus which the film medium provided.

One of the neglected realms of school-assembly work is that of appreciations and emotions. An experience in which the individual's reaction is colored by the patent enjoyment or disapproval of the rest of the audience has powerful socializing implications. The talking picture can provide these socializing experiences in abundance.

These general values of the sound film may be obtained in several different types of assembly programs, three of which are discussed briefly in the following paragraphs. In planning each of these types, the possibility of using films to provide continuity for a series of integrated programs should be carefully considered.

Assemblies stressing consideration of conduct problems—The sound film may be utilized in assemblies which are directly concerned with problems of character and citizenship. Authorities generally agree that character education—the development of a sense of values with respect to questions of ethical conduct, and of skill in judging all the elements of a problem situation—cannot be taught merely as an area of subjectmatter. Opportunities must be created in the life of the school for discussing pertinent questions of conduct. The difficulty has been to provide suitable life situations which will serve as a common basis of discussion and interpretation. The talking picture, recreating selected scenes from everyday life, can furnish the starting point for group thinking and action on conduct problems. It is entirely feasible to present a film of this type in the assembly period, and to follow it with discussion in the homerooms, where each individual may have an opportunity to contribute his reactions. Howard LeSourd, dean of the graduate school of Boston University, has recently made informal experiments concerning the value and use of selected talking pictures for character training, and under his direction a series of films based on these experiments is being developed.

Assemblies for the consideration of occupational opportunities—Another area to which the talking picture can contribute significantly in assembly programs is that of vocational guidance. Today the occupational world with its increasing specialization is so vast that the student has little opportunity to explore broad occupational fields. Contact with the occupational world may be established in the ele-

¹ Public School No. 170, Brooklyn, New York. The program was developed by the principal, Mortimer L. Simpson, and supervised by the assistant principal, Mary S. Casey.

mentary school, so as to build up a background of experience for the individual. Films especially designed to show different kinds of workers at their tasks are admirable for this purpose. It is also possible, when films not primarily vocational are shown, to develop an understanding of occupations which have been presented as incidental to the main theme. Here again the showing may be given before the entire student body, with discussion taking place subsequently in the homerooms. An integrated program in this area, utilizing talking pictures as well as other helpful sources of information, can open up a continuing vista of the occupational world in which the student sees not only the nature of the work, but also the social and economic significance of various occupations.

Cultural or appreciation assemblies—Another type of assembly program to which the talking picture can contribute is that which aims to raise the cultural levels of the children. In some communities there is a dearth of cultural opportunities and agencies. The school must accept the responsibility, particularly in view of increasing leisure time, for developing cultural appreciations. A talking-picture program may be organized which broadens the pupil's knowledge of the modern social structure, of international relationships, and of social, political, and economic problems. The talking picture may also be utilized to develop appreciations in the arts, especially music and the drama. Recent experiments testing children's attitudes toward theatrical films indicate that the foundations of discriminating judgment may be laid even in the elementary grades.

A significant project in the use of talking pictures in school assemblies has been carried on during the past few years by J. C. Noonan, superintendent of schools in Mahanoy City, Pennsylvania. Dr. Noonan's purpose has been to broaden the children's cultural horizon by providing selected talking pictures at regularly scheduled intervals. These showings have been entirely removed from the classroom program, with no follow-up study or discussion prescribed.

Suggested principles for utilizing sound pictures in assemblies—An assembly program worthwhile as a series of educational experiences is one that has been carefully planned, first in terms of desirable objectives and outcomes, and second in terms of the activities and materials which will accomplish these ends. The use of talking pictures in the school assembly is no exception to the application of this planning principle. Sound films selected more or less at random and shown casually in the auditorium may contribute a certain enrichment over and above the enjoyment which the pupils derive; but where the selection and showing of pictures are guided by a

definite purpose, each successive assembly invigorates and expands the appreciation to be developed. There is a cumulative effect which reinforces each single experience.

The idea of a planned program, of course, applies specifically to the educational talking picture. This is not to be interpreted as denying the value of entertainment films for elementary-school children. There is probably a very definite place in the school assembly for theatrical films which have special appeal and merit for children. Even when such films are used, however, alert teachers will find opportunities to utilize the film's stimulus for exploring inviting new fields in geography, history, and the arts.

Pupil participation also is desirable in assembly programs which include educational talking pictures. Suppose, for example, that the assembly project for the term has to do with the better understanding of health values, and that films have been selected to give a well-rounded presentation of essential facts and appreciations. Each assembly period in this program may be devoted to one particular aspect of health. Student speakers may introduce the film of the day, and after the film showing, point out the significance of the pictured ideas for the daily living of the group. The assembly program may be followed up in homeroom discussions, in art projects, and in English classes. Pupil participation should not end with the more or less passive reception of the film experience. If the picture has been well chosen, it helps to release the motive power for doing something about what has been seen and heard.

The objectives of the assembly program furnish the basis for the selection of pictures. Sometimes this order of procedure may be reversed, as when the release of a new series of films suggests an outstanding assembly program. If pictures are to be selected for a predetermined program, however, all available film sources must be canvassed, in order to secure films which not only are technically excellent but which also integrate with the program in subjectmatter and treatment. It is well to prepare a list of criteria which films for assembly use should meet, such as technical excellence, suitability for the elementary-school child, and emphasis on social ideals.

The chief responsibility of the school principal lies in determining the social needs of his students so that any film program organized will effectively meet those needs. It is to be expected that as the sound film comes into greater use in school assemblies, and so benefits from wider experimentation, creative educational leadership on the part of the principal will discover new and better ways of applying this new medium in the field of socializing experiences.

THE RADIO ASSEMBLY

WILLIAM J. LARAMY

Principal, Oakmont School, Haverford Township, Delaware County, Pennsylvania

THIS IS STATION WOAK, Jack Holcombe announcing. Mr. Laramy will read the Bible."

At 9:01 each morning during the school year a message similar to this comes from the loud speaker in each of the homerooms in the Oakmont School. It is the beginning of the day's opening exercises, broadcast over the school's public-address system.¹

After reading the Bible the principal continues: "All stand. Our Father . . ." While he leads, the pupils in their classrooms recite with him the Lord's Prayer.

At the close of the prayer the announcer is heard again: "Flag Salute. Dick King."

Dick: "Attention! I pledge allegiance . . ."

As they finish repeating the pledge, the pupils return to their seats to listen to the special features for the day, consisting of music, plays, compositions, and poems.

At the end of the program there is a period for announcements by student leaders. The baseball manager may tell of the practise or game to be held, and may give the results of a game the day before. The safety-patrol captain may make some comments on the conduct of the pupils. Finally, the principal has his period for announcements and messages to the school. Then from the pupil announcer: "This is Station WOAK signing off."

Auditorium space limited at Oakmont School—The Oakmont school has 635 pupils in its six grades, and these are distributed among nineteen homerooms. Since the auditorium seats only 200, it is impossible to assemble even one-half of the children at one time. But they can all listen to a broadcast assembly. The school building was remodeled in 1931 and completely equipped with a public-address system, which reaches all the classrooms, playrooms, library, auditorium, and cafeteria. Sometimes about one-third of the pupils gather in the auditorium for their program, while the remainder listen in over the loud speakers in other rooms.

Planning and organizing the broadcasts—The broadcasts are under the direction of a committee composed of the school principal and the music and English teachers from the fifth and sixth grades. The programs emanate from two locations. On Mondays, Wednesdays, and Fridays the principal's private office becomes a broadcasting

¹ The last three letters used for station identification, OAK, represent the first syllable in the name of the school.

booth, the controls being located in the outer office. On other days the microphone is set up in the auditorium.

On Tuesdays and Thursdays the programs are in charge of the various homerooms, each one in turn. The Tuesday program is assigned to one of the first, second, or third grades, and the Thursday program to one of the fourth, fifth, or sixth grades. On these programs even the Bible readings are given by the pupils.

The homeroom programs are carefully planned, practised, and timed, with the microphone and the auditorium loud speakers available for rehearsals. The other programs are more informal, so that there is opportunity for a variety of extra features.

Nature of programs—Generally speaking, the material on the programs represents the classroom work of the pupils, and thus has a special motivating value. An English class, for example, wrote compositions on fire prevention, and the best of these were read over the microphone during Fire Prevention Week. A first grade has been learning health verses for one of its programs. The "radio" provides a convenient medium for exhibiting the work of one group to other interested groups or to the entire school.

The first week of October was Junior Red Cross Enrolment Week. Each morning during that week the programs were devoted to the Red Cross. Pupils read their own compositions or items from the *Junior Red Cross News*. The result was 100-percent enrolment in the Junior Red Cross for the first time since the school was first enrolled some years ago.

The next week was Fire Prevention Week. Pupils formulated and presented rules for the prevention of fires. On Wednesday the principal invited the fourth grades to prepare oral compositions on "What I Would Do if I Found a Fire in My Home," and the best one from each homeroom was given over the microphone on Friday. The fire drill on Monday was criticized and discussed, and the result was a practically perfect performance on Friday.

In addition to the morning programs, special features are broadcast from time to time. Thru the courtesy of a Philadelphia department store, Captain Tim Healy of the Ivory Stamp Club visited the school, and while the pupils interested in stamp collecting saw and heard him in person in the auditorium, the whole school was able to hear him broadcast over WOAK with their own Jack Holcombe (first-grade announcer) taking the place of the professional announcer on WJZ.

Several other features have been found valuable and interesting. A "weather man" with his daily weather report is looked forward to by the pupils. Special news reporters scan the morning papers

and give their brief versions of the highlights of the news—local, state, and national.

Advantages of broadcast assemblies—The broadcast programs have certain advantages over the ordinary assembly. No time need be lost by taking the pupils to and from the auditorium. Plays can be produced without a great deal of rehearsal, since all the pupils have to do is read their lines. It cost considerably less to install the public-address system than it would have cost to add an auditorium large enough to seat all of the pupils. Moreover, the small auditorium has advantages of its own. For example, an English class can go there to produce a play without being lost in a big hall.

While many fine features of the broadcast programs are to be found in ordinary assemblies, the public-address system at the Oakmont School provides these features with a marked saving of time, and without the disturbance of school routine that characterizes the usual assembly. The system certainly provides the principal with a wonderful opportunity for keeping in touch with the school. He can speak directly to the pupils every day without bothering to assemble them. His office is saved the time and expense of producing many announcement bulletins. Every message or announcement reaches each pupil exactly as the principal wishes. Incidentally, the people of the community have learned the program's value in locating stray dogs and cats. So far, however, there have been no other requests for advertising time, and the programs are all "sustaining."

Practise in public speaking, especially in a form that is becoming more and more common, is given to practically all of the pupils in the school. In the course of a week's program an average of forty youngsters take part. In the fifth and sixth grades microphone training is a part of the regular work in language and reading. The teacher takes her class to the auditorium, the pupils speak into a microphone behind the scenes, and the audience only hears the speaker. Under such circumstances the motivation for careful speech is great.

The principal and teachers have had no special training for the microphone work. Trial and error, experimentation and study have played the major part in the development of programs. This year one teacher with some radio experience has been added to the faculty. But little difficulty has been encountered, even by the inexperienced teachers, in the production of worthwhile programs.

PRESENT STATUS OF ASSEMBLIES IN ONE HUNDRED ELEMENTARY SCHOOLS¹

IN OCTOBER 1934 a special inquiry was sent to 500 members of the Department of Elementary School Principals, requesting specific information concerning assembly practises in their schools. This article summarizes the replies to this inquiry, and offers certain tentative conclusions and suggestions.

One hundred and nine principals, or about 22 percent of those receiving the inquiry, responded to it in whole or in part. Because of the relatively small number of returns, the data obtained cannot be considered representative of elementary schools thruout the nation. They do, however, reveal some interesting facts, and suggest a number of problems which deserve careful consideration by principals and teachers. The ten questions in the inquiry are presented in order, together with a statement of results and interpretation.

Question 1: *Does your school have assemblies?* (Number of replies=109.)

	Percent
Yes	94
No	6

There can be little doubt that the assembly plays a part in the life of many elementary schools. Since the term "assembly" was not specifically defined in the inquiry, some of the principals responding probably included regular auditorium periods under this heading in answering Question 1. While there are administrative differences between regular auditorium work and assemblies proper, it is doubtful whether a distinction between the two is worthwhile from the viewpoint of their socializing opportunities. Both types may contribute much to this phase of child development.

Question 2: *How are grades combined for assemblies?* (Number of replies=99.)

	Percent
Grades 4 to 6.....	35
Kindergarten to grade 6.....	31
Grades 1 to 3.....	30
Grades 1 and 2.....	13
Grades 1 to 6.....	13
Grades 3 and 4.....	12
Grades 5 and 6.....	12
Grades 4 and 5.....	10
Varies according to nature of program.....	9
Grades 5 to 8.....	7

¹ This article was prepared by the Editorial Committee with the cooperation of the Research Division of the National Education Association.

	Percent
Grades 3 to 6.....	5
Grades 4 to 7.....	5
Grades 7 and 8.....	4
All grades combined.....	4
Grades 1 to 8.....	3
Grades 6 and 7.....	3
Kindergarten and grade 1.....	2
Grades 1 to 4.....	2
Grades 1 to 7.....	2
Grades 6 to 8.....	2
Kindergarten to grade 7.....	1
Grade 1 alone.....	1
Grades 1 to 5.....	1
Grades 2 to 4.....	1
Grades 3 to 5.....	1
Kindergarten to grade 2, and special class.....	1
Grades 3 to 6, and special class.....	1
Grades 4 to 6, and special class.....	1
Grades 5 and 6, and ungraded class.....	1

The percents given in the above list total considerably more than 100 percent because many of the replies indicated several grade groupings. For example, a principal might report that grades 1 to 3 meet together for their assemblies, and that grades 4 to 6 do likewise. All cases of this kind were counted as two separate responses, one for grades 1 to 3 and the other for grades 4 to 6. It would have been impracticable to tabulate all the combinations of groupings reported. The figures under Question 2, however, do reveal in a general way which grade groupings are most popular for assembly purposes.

Of the twenty-nine groupings, at least twenty-five indicate definite divisions by grades, with grades 4 to 6 leading in frequency. This shows a definite trend towards grouping by interests and closely allied grade levels. However, there are many assemblies in which all the pupils of a given school, from kindergarten to grade six, meet as one group. It is also of interest that in several of the schools, special and ungraded classes are not isolated but are included in assemblies with certain other grades.

Question 3: *What grades, if any, do not participate in assemblies?*
(Number of replies=103.)

	Percent
None	79
Kindergarten	9
Grade 1	9
Grade 2	9
Grade 3	8
Grade 4	3
Grade 5	1
Grade 6	1
Subnormal class	1
Crippled class	1

In more than three-fourths of the schools, every grade participates in some assembly. The percent of non-participation, centering in the primary grades and kindergarten, is statistically small but important. Apparently Question 3 did not go far enough; it should have included the query "Why?" Without knowledge of the reasons for non-participation in the lower grades of some schools, no valid conclusion on this point can be drawn.

Question 4: *At what hours and on what days are assemblies held?*

(a) *Hours of the day.* (Number of replies=94.)

	Percent
Before 10 o'clock.....	43
Between 1 and 3.....	23
Between 10 and 12.....	21
Varies according to day of the week.....	18
Morning	7
After 3 o'clock.....	2
Regularly at 10:30—on special days at 2:30.....	1
Different hours for different groups.....	1

(b) *Days of the week.* (Number of replies=98.)

	Percent
Friday	47
Wednesday	24
Thursday	21
Tuesday	17
Monday	15
On days preceding holidays.....	4
Special days	3
No regular day.....	2
Day before each holiday and at end of marking period.....	1
Damrosch radio hour (on call).....	1

The hours of the day most favored are those before 10 a. m., and the favorite day of the week is Friday. The tabulation includes some schools which hold regular assemblies daily, as indicated in the answers to Question 6. On the other hand, there are schools which vary their assemblies both as to hours and days.

Question 5: *In what type of room or rooms are assemblies held?* (Number of replies=103.)

	Percent
Auditorium	53
Regular classroom	9
Assembly room	8
Combination gymnasium and auditorium.....	8
Gymnasium	6
In wide hall—sometimes in two rooms thrown together.....	4
Kindergarten or playroom.....	4
In hall	3
"Little Theater"	1
In the hall—when weather permits, in outdoor amphitheater.....	1
An annex to main building fitted for assembly.....	1
An extra room in building.....	1
Room about size of regular rooms but provided with opera chairs.	1
A two-room cottage made over into assembly room.....	1

More than one-half of the schools are fortunate enough to have an auditorium, built originally as part of the school plant. Where there is a gymnasium, but no auditorium, this room is used for assembly purposes. It is interesting to note the variety of rooms, particularly in the 1-percent group. The "Little Theater" and the outdoor amphitheater are novel developments.

Question 6: *What is the regular time allotment for assemblies?*

(a) *Daily.* (Number of replies=33.)

	Percent
15 to 29 minutes.....	27
Varies	18
Less than 15 minutes.....	12
$\frac{1}{2}$ hour to 1 hour bimonthly.....	12
About 30 minutes whenever held.....	6
40 minutes monthly.....	3

(b) *Weekly.* (Number of replies=75.)

	Percent
30 to 44 minutes.....	40
45 to 59 minutes.....	13
60 to 89 minutes.....	8
Less than 30 minutes.....	8
Varies	8
45 minutes biweekly.....	5
90 to 119 minutes.....	3
1 hour on special days.....	3
$\frac{1}{2}$ hour bimonthly.....	3
120 to 179 minutes.....	1
No time set as long as definite purpose is carried out.....	1

Evidently there is no standard time allotment for assemblies; variations thruout the nation are many, both in daily and weekly allotments. However, relatively short assemblies seem to be in favor; 27 percent of the schools allot 15 to 29 minutes for daily assemblies, and 40 percent allot 30 to 44 minutes for weekly assemblies. Included under both (a) and (b) are replies concerning monthly, bimonthly, biweekly, and special-day assemblies. Such replies do not answer the question in a strict sense, but are listed because they indicate the frequency with which assemblies are held.

Question 7: *How many children are seated in a single assembly?*

(a) *Minimum.* (Number of replies=95.)

	Percent
Fewer than 25.....	1
25 to 49.....	6
50 to 74.....	8
75 to 99.....	7
100 to 199.....	35
200 to 499.....	38
500 or more.....	3

(b) *Maximum.* (Number of replies=99.)

	Percent
Fewer than 100.....	2
100 to 199.....	19
200 to 499.....	57
500 to 999.....	22

Curiously enough, the greatest percents for both minimum and maximum seating are for assemblies ranging from 200 to 499 pupils. Other percents indicate wide variations, however, due probably to building design, available space for assembly purposes, size of school, number of pupils enrolled, and grade groupings.

Question 8: *What material equipment is available for use in assemblies?* (Number of replies=102.)

	Percent
Piano	98
Phonograph	81
Stage	71
Stereopticon	68
Motion-picture projector	52
Platform	50
Radio	47
Curtains	7
Scenery	3
Costume wardrobe	2
Player-piano	1
Public-address system	1

Evidently most of the schools responding to this inquiry are well equipped for assembly purposes. The piano and phonograph seem to be indispensable. The presence of radio receivers in 47 percent of the schools and of a public-address system in 1 percent, indicates an awareness of modern aids to teaching.² Other items of equipment, none of which was mentioned by more than 1 percent of the principals, were back drops, spot lights and lighting systems, screens, blackboards, dressing rooms, flags, song books, and pictures.

Question 9: *What specific features of your assemblies contribute most to the ethical and social development of the pupils?*

The replies to this question naturally do not lend themselves to a statistical summary. It is possible, however, to list the leading features roughly in the order of their apparent importance, as follows:

1. Original programs initiated, developed, and presented by pupils with a minimum of teacher supervision, and growing out of school and classroom activities.

a. Dramatization: plays, pageants, reviews of activity units, puppet shows, and scenes; particularly those written, prepared, and directed by the children.

² For further information about such aids, see National Education Association, Department of Elementary School Principals. *Aids to Teaching in the Elementary School*. Bulletin (Thirteenth Yearbook) 13: 117-528; June, 1934. Washington, D. C.: the Association, 1934. Chapter IX, "Radio and Sound Equipment," p. 380.

b. Assemblies conducted by children; each grade in turn takes charge of the assembly according to a scheduled plan; class president or chairman presides, principal and teachers remaining in the background.

2. Music: community singing, school orchestras, bands, glee clubs, rhythm bands, harmonica bands, individual school songs, and music appreciation by means of radio and phonograph records.

3. Visual presentation: slides, particularly those prepared by pupils, silent and sound films, shadowgraphs, chalk-talks, and picture talks for art appreciation.

4. Student-council reports and discussions on school problems: safety patrols, sanitation squads, Red Cross participation, health records, and school citizenship.

5. "Outside" speakers and performers.

Some of the replies to this question included supplementary comments of interest. For example:

These children would rather have the principal talk to them than anything you can suggest. She was sick for a month. A sixth-grade boy said, "Please come to assemblies; we don't want any more without you." She said, "I am forbidden to make a speech." He said, "Then you come and just talk."

Question 10: *What kinds of evidence indicate that your assemblies are effective in the social development of pupils?*

Replies to this question, as in the case of Question 9, do not lend themselves to an objective, statistical summary. It is possible, however, to list the kinds of evidence mentioned in the replies, as follows:

1. Better school morale
2. Increased interest and happiness of the pupils
3. Increase in eager, active pupil participation
4. Development of poise, self-control, and self-confidence
5. Development of individual restraint, cooperation, and responsibility
6. Increased politeness (courtesy and attention as an audience), and respect for the rights of others
7. Development of special talents
8. Development of sincere appreciation
9. Discussions in class following assemblies
10. Better results in cleanliness, safety, and honesty.

Several replies to this question also included supplementary notes, such as:

Increased sympathy on the part of the older children for the younger children, and admiration for the accomplishments of the older on the part of the young, tend to increase effort.

Because most of the assembly programs are the outgrowth of regular classroom work, there is an incentive for the best type of work in every class and every period. . . . Both teachers and pupils look forward to assemblies as recreational and inspirational parts of the school life.

Comments from parents, business people, and residents concerning conduct of pupils outside the school are most heartening.

Parents who attend assemblies are interested and reflect the anticipation and eagerness of their children. Attendance of parents has been a valuable incentive. Because of their participation in assembly programs the children overcome their timidity and feel more free to enter into discussions in the classroom. They become better acquainted and therefore more tolerant and sympathetic.

Summary and conclusions—The replies to the inquiry described above indicate that the assembly occupies an important place in the programs of these particular schools. Principals and teachers seem to be aware of the socializing opportunities inherent in this form of school activity. Special points of significance are as follows:

1. Nearly every elementary school replying conducts assemblies in some form.

2. The majority of these schools assemble the pupils in definite grade groupings, with the combination of grades 4 to 6 appearing as the most frequent grouping. Grades 1 to 3 also assemble together frequently. Such groupings indicate an appreciation of children's interests at different grade levels, and suggest the possibility of even closer groupings on the basis of interest and age. In those schools in which the entire school population is always assembled as one body, there is reason to believe that many pupils cannot be reached effectively because of the wide diversity of interests and ages. While there is probably a place for the all-school assembly under certain circumstances, the trend is definitely away from this type on most occasions.

3. Special and ungraded classes are included with regular class assemblies in some schools, but are excluded in other schools. Is not the participation of these children more desirable than isolation?

4. In almost 80 percent of the schools, every grade participates in some assembly. The percent of non-participation, centering in the primary grades and kindergarten, is statistically small but educationally significant. Why these grades do not participate is not clear. However, unless there are valid reasons, it would seem that the younger children in some of these schools are being deprived of a wholesome socializing influence.

5. The hours of the day most favored for assemblies are those before 10 a. m. At this period of the day the children are rested, alert, and most impressionable, and the proper spirit for the day can readily be established thru a vital assembly program. The favorite day of the week for holding an assembly is Friday. However, in many schools assemblies are a regular daily feature.

6. More than one-half of the schools have regular auditoriums. In other schools every effort is being made to accommodate large groups. Often there are novel arrangements, such as a small cottage made over into an assembly room, or an outdoor amphitheater.

7. Relatively short assemblies are in favor, but there are no standard time allotments for either daily or weekly programs. Assemblies lasting more than thirty minutes, except on unusual occasions, may tax the attention and the patience of a young audience. The length of assembly periods may well vary, however, according to the nature

of the programs. The total weekly allotment of assembly time in 40 percent of the schools was 30 to 44 minutes. A liberal increase in total time for so valuable an activity would seem to be desirable, unless activities of the same kind are provided for otherwise, as in regular auditorium periods.

8. The number of children to be seated in any assembly depends on many factors, such as available space, size of school, enrolment, and grade groupings. In the majority of schools reporting, the maximum number of pupils in a single assembly is between 200 and 499.

9. Most of these schools are well equipped for assembly purposes. The problem, however, is to make the best use of such facilities.

10. The specific features of assemblies which contribute most to the ethical and social development of the pupils are original programs prepared and conducted by the pupils themselves, dramatizations, music, visual-education presentations, and reports of activities by pupils. The whole trend is towards active pupil participation of the entire student body. More and more, pupils are being encouraged to initiate, develop, and present their own offerings. Such emphasis will lead to a greater utilization of the socializing opportunities inherent in assemblies.

11. The kinds of evidence that indicate how effective assemblies are in the social development of pupils are difficult to record on an objective basis. However, it is possible to state that as a result of effective assemblies pupils show an increased interest in school life thru eager, active participation, and there is a greater development of talent, appreciation, poise, politeness, and cooperation.

In brief, the special inquiry reveals a widespread interest on the part of principals in the assembly as a socializing opportunity. Pupils are profiting from these new-type assemblies; school morale has been lifted to a higher plane; and school has been made a happier place in which to live and work. On the whole, the assembly in those schools which responded to this inquiry is designed to give pupils satisfaction in real accomplishment. Its present status in these schools suggests the desirability of continuing and improving the use of assemblies in all schools as a means of fostering the personal and social development of each pupil.

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CHAPTER III
PLAYS AND PAGEANTS
EDITORIAL COMMENT

DRAMATIZATION is another activity which has always had a strong appeal for old and young alike. Everyone enjoys seeing a play, and a surprisingly large number of people are, or have been, ambitious to become actors. It is only natural, therefore, that teachers and principals have found the play and the pageant valuable for stimulating pupil interest in regular school work, for developing appreciations in different fields of art, and for giving children experience in working together upon a common project. Necessary skills and desirable social attitudes both may be readily fostered by activities so inherently interesting as these.

In the projects described in this chapter a relatively new technic is evident. Formerly, the general practise in most schools was to use dramatizations written for children by adults. Copies of the script were purchased, and the pupils were trained to speak the lines and carry out the action as specified by the author. Recently, altho the formal play still has a place in school work, teachers have realized that greater socializing values may be derived from the informal or homemade dramatization. In many elementary schools, most plays and pageants are now developed by the children themselves with the assistance of the teachers. Children select appropriate stories to be dramatized, choose the scenes and characters to be represented, and write the lines to be spoken. They also help to plan costumes and to design and build scenery. The social results of this type of dramatization come primarily from the work of preparing for the performance, and only secondarily from the performance itself.

The first article in the chapter discusses the play and the pageant as cooperative projects involving the entire school. The second describes in considerable detail the preparation and presentation of an all-school festival based upon the customs and institutions of different nations. The next three articles deal in concrete terms with the production of plays by particular grade groups. The last article offers practical suggestions with respect to the coordination of dramatic activities and the regular school subjects.

The reader who is especially interested in school plays and pageants will not overlook the list of selected references at the end of the chapter.—*Editorial Committee.*

THE PAGEANT AND PLAY AS ALL-SCHOOL PROJECTS

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IN A SCHOOL organized to provide rich socializing experiences, the auditorium not only affords opportunity for creative expression and the interpretation of what pupils have acquired and achieved in other departments of the school, but it also serves as the center of school or building activities. The assembly which is the culmination of work on a particular problem or unit of study is no doubt the major contribution of the auditorium. This type of assembly is usually an occasion when a single group of pupils presents to other children the results of purposeful research and activity. In the same manner but on a larger scale, the pageant or play as an all-school project may serve as the culmination and coordination of the work of the entire school. Once each year, perhaps more often, all pupils and all departments of the school cooperate in planning and presenting a program made up of content that all understand, appreciate, and enjoy.

DESIRABLE CHARACTERISTICS OF THE ALL-SCHOOL PAGEANT

Based on previous school activities—So far as possible, the building pageant or project should be a summary, interpretation, or culmination of activities previously carried on in the school. For this reason the end of the year is a desirable time to present such a program. Many times the central idea of the pageant will be determined after the teachers of the building have reviewed the work of the year and have recognized the direction or theme which a reorganization of the year's activities would naturally take.

This procedure was illustrated in a pageant called "The Land of the Shining Mountains," which portrayed the history of Montana. A large part of second-grade activity for the year had dealt with Indians, and these children welcomed the opportunity to depict Indian life in the school pageant. Since fifth-grade groups had gone extensively into the subject of the westward movement and pioneer life, they were prepared to make a significant contribution. Sixth-grade pupils had studied mining and were enthusiastic over the opportunity to dramatize scenes from the days of gold discovery in Montana. Fourth-grade pupils had spent considerable time investigating the history of their local community, and the school pageant motivated the evaluation and organization of their findings. While this pageant required much last-minute organization and finish, the basic content

had been acquired in many weeks of regular classroom activity. The program as presented was as follows:

PROLOG

THE SPIRIT OF THE MOUNTAINS

The prolog interprets thru costume and dance the beauty and attractions of the Land of Shining Mountains. These in large measure made up the lure of the West that resulted in the development of Montana.

Flowers, birds, a sunset, animals, minerals, a wheat field.

EPISODE I—THE INDIAN

Scene 1—Indian camp life and war dance

Scene 2—The peace council

EPISODE II—THE EXPLORER

The scene selected shows Sacajawea leading Lewis and Clark to the home of her own tribe, the Shoshone Indians, at the Three Forks of the Missouri River in Montana.

EPISODE III—THE MINER

Scene 1—The discovery of gold at Alder Gulch

Scene 2—The rush from Bannack to Alder Gulch

EPISODE IV—THE PIONEER

The scene shows how newcomers from the East were welcomed in pioneer homes.

EPISODE V—THE COWBOY

The picturesque side of cowboy life is shown in this camp scene.

EPISODE VI—LEWISTOWN

Scene 1—Trappers and hunters

Scene 2—Peter Koch and the first trading post

Scene 3—The stagecoach

Scene 4—Camp Lewis

Scene 5—The first real settlement

Scene 6—Reedsfort Postoffice

Scene 7—Janceaux

Scene 8—First graduating class

Scene 9—The first railroad

INTERMISSION NUMBERS

Cowboy Band—Between Episodes II and III

Chorus of Old-fashioned Girls—Between Episodes III and IV

1. An Old-fashioned Garden

2. The Quilting Party

Subjectmatter interesting and valuable to pupils—A second principle or suggestion concerning the all-school pageant or play is that its content should be interesting and worthwhile to the children who participate. In the writer's opinion a pageant should not be presented merely for the entertainment of an audience. It should contribute first of all to the development of the children who plan and take part in the program, and second, to the audience that witnesses the performance. The outstanding contributions or features of the pageant may be brought specifically to the attention of the entire school and of the audience. This was done in presenting a pageant entitled "Ye Olden Times," which showed the leisure-time activities of the American people from the colonial period to the present. The mimeographed program listed scenes in the home, church, school, and community, and included also the following statements:

We have tried to show (1) that much early social life centered in the home; (2) that the church and school were other centers of community and social activities; (3) that a fine community and neighborhood spirit was displayed by the pioneers; (4) that many social activities were really cooperative labor; (5) that social and leisure-time activities were not commercialized; and (6) that people actually participated and were not mere spectators.

Every pupil a participant—It is desirable for every pupil to have some part in the pageant. In most cases this means that every pupil will appear on the platform when the program is presented. Resourceful and skilful teachers are usually able to visualize and to plan for universal participation, but occasionally it may not be possible for every child to appear on the stage. However, each will have had a part in working out stage settings, costumes, or dramatizations, and will have a feeling of responsibility and participation. Under such circumstances, emergency substituting usually does not constitute a problem because many children have helped work out scenes and conversations, and are prepared to take almost any part in the pageant.

The suggestion that all or as many children as possible participate in the program makes necessary the handling of large groups, in many cases hundreds of pupils. This is indeed no small task, but the growth of pupil interest and responsibility makes this part of the work easier from year to year.

The occasion when different groups of pupils present the parts of the pageant for each other is more than a dress rehearsal. It is the opportunity for pupils to see completeness and unity in the activity in which each has a part. It also brings out the central ideas or contributions of the pageant or play. The assembly at which everyone has the privilege of seeing the entire program is thus much anticipated and long discussed.

A polished performance not the chief aim—Our chief objective is not a finished product or performance, but rather the provision of socializing experiences for the children. A small group of talented children could present a more polished program, but the large values of the all-school project would be lacking. The child who does a thing best needs additional experience least. Leading parts are not stressed, and year after year there is an effort to distribute prominent rôles among as many pupils as possible. This does not mean that the programs are presented in an extemporaneous or haphazard manner. After a class group has worked out a dramatization and has selected the cast, effort is directed toward the best presentation that these children can produce.

PLANNING AND COORDINATING THE PAGEANT

Determining the content—Probably the best means of securing coordination between the various departments and class groups is the faculty conference at which the building project is planned. The initial stages of such a conference may consist of reviewing the previous activities of each grade or pupil group in order to determine what each could contribute to a pageant or play, or what type of activity would best fit in with the work of each group. The faculty should take into consideration also the types of all-school projects that have been given recently, and the types that could be presented in order to give pupils broad and varied experiences. Social-science material is perhaps most readily adapted to pageants, while children's literature furnishes good material for plays. In addition to the two pageants mentioned above, the following have been presented in one school: "Alice in Wonderland," "Robin Hood," "Frontier Episodes," "Why The Chimes Rang," and "Christmas Eve Around the World." These titles suggest that in the future there might well be more emphasis upon current and everyday problems of the child and of the community.

Assignment of specific responsibilities—After the nature of the pageant has been decided, the teachers in conference under the leadership of the principal will assign specific responsibilities for portions of the pageant to various departments and rooms. Teacher committees are usually necessary. If there is an auditorium teacher she becomes the general director; if not, the principal may assume this responsibility or a regular teacher may be appointed to head the activities of the pageant. If there are special teachers of art, music, and physical education, they will take over the responsibilities peculiar to their departments. The school library must be prepared

to meet many demands, for even tho the pageant is made up of units of work previously carried on, the organization of these units into a pageant requires additional research into details of costuming, stage settings, and dramatizations. Homeroom teachers will probably be responsible for the subjectmatter content as well as for many other details. Altho a special committee has been in charge of costuming, in the final stages of preparation each homeroom teacher will be responsible for securing, checking, and caring for the costumes of the pupils in her room. In the platoon school the auditorium teacher in cooperation with the homeroom teacher has the responsibility of developing scenes and dramatizations; in the traditional school the homeroom teachers alone have this responsibility.

Some may criticize the above procedures on the ground that they are characterized by teacher instead of pupil planning. While this criticism has a measure of truth, pupils as well as teachers recognize that an activity which includes the entire school requires competent leadership and organization. There remains ample opportunity for pupil initiative in working out stage settings, costumes, and the content of that part of the pageant assigned to each pupil group. Pupils recognize also that the part assigned to each group has a direct relationship to their previous activities.

Project treated as part of regular school work—The pageant as planned is not an extracurricular activity. It is made up of subject-matter which has constituted basic work in the past and which continues to be basic work while the pageant is in progress. Frequently out-of-school time is used to work out certain details of the program, but this is in addition to regular classroom time devoted to the project. The point to be emphasized is that the pageant is the most worthwhile activity in which teachers and pupils could be engaged during the time they devote to it.

VALUES OF ALL-SCHOOL PAGEANTS AND PLAYS

The content or subjectmatter values of the play or pageant have been emphasized in the preceding discussion. In addition, pupils have the experience of cooperating in a common purpose and are afforded the pleasure of seeing a comprehensive but unified activity carried out successfully. There is opportunity for the promotion of pupil initiative, responsibility, and consideration for the ideas and contributions of others.

Parents also have the opportunity to share in this enterprise. Costumes and stage properties are needed and most parents express their willingness to assist. In this connection, care should be taken

that no child is deprived of participation because he cannot furnish the necessary costume or equipment.

The all-school project affords opportunity to acquaint parents with the contribution the school is making to the youth of the community. Because it makes possible this contact with parents, the program usually ought not to be planned as a money-making affair. In many communities a program with no admission charge may draw a larger audience than can be seated in the auditorium. This problem may be solved by sending to each family represented in the school as many tickets as the seating capacity of the auditorium will permit. Thus the attendance can be limited to seating capacity, and all parents can have the privilege of attending.

The values and opportunities afforded by the all-school pageant and play are so significant that the elementary principal may well give considerable study to the best procedures and modes of organization for these activities. Success in these events is a result of careful planning and the promotion of fine teacher and pupil attitude. Since each school has its peculiar problems and characteristics, a distinct organization will be required for each situation. General principles and suggestions may be helpful, but they must be adapted to local conditions and needs.

IT IS NOT UNCOMMON to present operettas or pageants with music which is actually bad, on the sole plea that "people like it." . . . If an operetta or pageant which has worthy music cannot be found to fit the situation, it is far better to create one's own plot and story, or better still, to let the children do it, and then to use good folk tunes and other available music which has some permanent esthetic value.—McConathy, Osbourne, see p. 354-55 of this yearbook.

THE FESTIVAL OF NATIONS

AMANDA K. HEBELER

Director of Training and Principal, Edison School, Washington State Normal School, Ellensburg, Washington

THE FESTIVAL OF NATIONS, an all-school activity of the Edison Elementary School of the Washington State Normal School at Ellensburg, has thru three years of experience proved itself very rich in social learnings. The festival idea began when a bazaar was suggested as a means of earning money to meet the special activity-needs of the school. The teachers agreed that any project used to raise funds should also be of real educational value. It should be related, so far as possible, to the interests of the children in grades two to six inclusive, since these would be the groups participating. It must provide many opportunities for vital and worthwhile learning experiences, and should be in harmony with the essential objectives for each classroom group. The original suggestion of a bazaar was rejected as inadequate, but from it the Festival of Nations developed.

NATURE AND ORGANIZATION OF FESTIVAL ACTIVITIES

The organization of the festival included plans for representing nations, groups of people, or world regions which had been studied by the children at some time during the year. The particular regions or countries chosen were carefully examined, and suitable festival activities were selected. It was decided to provide exhibits and entertainments for the guests, as well as refreshments to be offered for sale in tea rooms, bazaars, and coffee shops which would be typical of various countries and groups of people. In all of these activities the children and teachers attempted to reveal the spirit of the work and play of different peoples by presenting examples of their art, music, dancing, games, language, food, handicrafts, and manufactured products.

Japanese doll and kite festival—As suggestions were discussed in the different classrooms, and attempts were made to plan the various activities for the festival, it was found that in the intermediate grades, where the children were engaged in studying the various peoples of the world in history, geography, literature, art, and music, there was sufficient background for many excellent activities. In the primary grades, however, ways of participating in the festival growing out of children's interests did not seem so evident. The second-grade teacher was puzzled and began seriously to doubt if her group could participate without being "dragged into the situation." The

solution came one day when the children, in reading the story of the Japanese "Feast of Dolls,"¹ thought of bringing dolls to school and of having a festival similar to that of the Japanese. This seemed an opportune time to discuss the Festival of Nations and what the older boys and girls were planning to do. From the reading lesson and the discussion that followed, the second grade evolved its plans for helping in the Festival of Nations by having a Japanese doll and kite festival. The pupils planned to dress dolls in Japanese fashion and to make kites which would be decorated with true Japanese designs.

Sharing knowledge of Scandinavian countries—In a somewhat similar way, plans were made for the third grade to share its study of life in the Scandinavian countries. Because this group was inclined to make questionable generalizations regarding life in the far North after studying the Eskimos, the teacher wished the children to understand that people in northern lands do not all live in the same way. Some ideas were gained from the story of "Ola,"² but more was learned from stories told by the teacher, the parents, and college students of Finnish, Norwegian, Danish, or Swedish ancestry.

Some of the children discovered, much to their delight, that grandmother or possibly Uncle Peter had come from Norway; or that mother had a piece of lace and a hand-knit bedspread which had been brought from Sweden, or some beautiful amber beads from Denmark. Having hopes of being able to claim ancestral connections with these Scandinavian peoples, some children were disappointed when their mothers told them that they were "just Americans."

A Dutch flower market—A fourth-grade class that had studied life in the Netherlands decided to have a Dutch flower market. Holland had been such a fascinating study that bulbs had been bought earlier in the year, planted carefully in pots, and nurtured thru the winter months. There were numerous difficulties and unfortunate occurrences in this first venture in flower farming, but a number of flowers developed in time for the festival. Some of the adversities that occur in any real business venture were vividly brought to the attention of these children when they found that their bulbs would not all burst into blossom at the right time. Additional plants and flowers had to be purchased from a florist to make the flower market attractive enough to tempt customers. This, incidentally, greatly reduced the profits on sales.

¹ *Child Story Reader: Book Two*. Chicago: Lyons and Carnahan, 1927-30. "The Feast of Dolls," p. 142; "The Feast of Flags," p. 279.

² D'Aulaire, Ingri, and D'Aulaire, E. P. *Ola*. Garden City, New York: Doubleday Doran and Co., 1932.

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A Chinese art shop and tea room—Another fourth-grade group, in connection with the study of China, planned an exhibit of Chinese articles. These children managed a Chinese shop on a commercial basis during the evening of the festival, in cooperation with a Chinese missionary. In this shop real art objects were sold, and in a typical Chinese Thieves Market second-hand articles were disposed of. For the entertainment of their guests this group dramatized a part of the story "Young Fu of the Upper Yangtze,"³ using as many of the ideas of the Chinese theater as possible. In a Chinese tea room the guests were served with rice cakes, almond cookies, and tea.

Turkish feast and ceremonials—A sixth-grade class that had become interested in Turkish customs reproduced a Turkish candy festival. Their "Sheker Bairam" was colorfully presented in the hall and balcony near their classroom, where mosque-like silhouettes and various ceremonials suggested a scene in the Near East. A Muezzin calling the faithful to prayer from the balcony of a minaret, and groups of costumed children responding to each call in the Mohammedan manner, vividly pictured the characteristic features of this Mohammedan feast.

German customs and achievements—Another sixth grade, when studying Germany, became interested in the language and customs of presentday Germany as well as in German accomplishments in art, literature, and music of previous generations. Stories of the German children now living in the Children's Village at the Wegscheide, their walking trips accompanied by the singing of happy songs, and all the activities of these Wandervögel of Europe, were better understood by the group of American boys and girls when they had learned the songs and dramatized some of the activities of the German children. These songs and dramatizations were a valuable addition to the festival.

American institutions and ways of living—Because the fifth-grade work in history and geography was centered in a study of the United States, this group chose to reveal at the festival some things which they thought everyone should know and appreciate about our own country. Changes in our ways of living from pioneer days to the present were brought to the attention of festival visitors thru exhibits. These exhibits included charts, pictures, and actual pioneer utensils and tools, as well as some fine murals which the pupils had made as a part of their class work in art. The exhibits revealed not only the development of our country from early days to the present, but also showed the diversified industries and products in various sections

³ Lewis, Elizabeth F. *Young Fu of the Upper Yangtze*. Philadelphia: John C. Winston Co., 1932. 265 p.

of our country at the present time. The fifth-grade tea room offered typical American food for the refreshment of guests—ice cream, doughnuts, pie, and cake—and in a nearby booth fresh roasted peanuts and maple-sugar candy were available.

Exhibits and sales booths—Plans to have exhibits for the festival developed as the children began voluntarily to bring from home articles which had come from the country they were studying. When it was finally decided to have exhibits from a number of countries, the search for materials became an exciting adventure. Heretofore unnoticed pieces of glassware, china, lace, beads, silver, books, pictures, and vases, as well as insignificant "what-nots," took on new values when the children happily discovered that these articles had come from one of the countries being studied. Then the news went from classroom to classroom: "The fifth grade knows about all parts of our own country. They are going to feature the United States at the festival." "The fourth grade is studying China, Holland, or France." "The sixth grade has studied Germany, England, Russia, and Turkey." "May we not bring things to help the other classes?"

One day at an all-school assembly each grade group told of its partially completed plans for the festival, and requested contributions for the various exhibits. The response was so enthusiastic that children who did not find all that they wished in their own homes called on friends and neighbors. Then the entire community became interested and began to participate. Messages came from people who had no children in the school: "Would you like some things that we have from Alaska, India, or Italy for your festival?" Because the exhibit rooms that were planned by individual grade groups did not provide space for all these contributions, an International Room was finally established to take care of them.

The sales booths proved as popular as the exhibit rooms, for visitors were eager to buy Japanese dolls and kites; Hawaiian leis; Italian torchetti; Chinese candy, ginger, and art linens; Norwegian fattigmond buckles and sprüts; fresh-roasted American-grown peanuts, maple-sugar candy and ice cream; and recipe books of favorite national dishes. The Cafe de la Paix, where fromage and French pastries with a cup of hot chocolate were sold, proved popular. A Norwegian "Kaffe Stue" was equally well patronized.

On the day of the festival, children from other schools of the city were invited to come to see the exhibits free of charge. For the full evening program, however, passports were sold for ten cents, admitting visitors to all the privileges of a vicarious tour around the world. This included visits to England, the Scandinavian countries, Russia, Holland, Germany, France, Italy, Turkey, Japan, China, Hawaii,

Mexico, and the United States. For each of these countries there were exhibits, including some rare and beautiful treasures, and a limited number of sales booths.

Each year the children and teachers have had new ideas for exhibits, entertainment programs, refreshments, and sales booths, but certain especially popular features have been repeated each year. Among these was the custom of having a host and hostess in the exhibit room of each nation, who could speak the language and greet guests with familiar native phrases. These hosts were parents, college students, friends living in the community, and children from the school. This feature was always greatly enjoyed by visitors as well as by the hosts and hostesses.

Special entertainment features—Besides the Italian street singers and other folk-dancing groups which gave brief entertainment features in the hallways and in the national exhibit rooms, a more complete program of music, dances, and dramatizations entertained guests in the school assembly room. This program also carried out the idea of a world tour. A ship's orchestra played some folk tunes, and third-grade sailor boys sang chanteys and danced. For the visit to Japan, the feast of dolls and kites was described. For China, a visit was made to the theater, where "How Young Fu Paid His Debt" was dramatized by the fourth grade. Thru folk dances and music of Russia, Czechoslovakia, France, Italy, and the British Isles, the children gave the audience some of the spirit which typifies these parts of Europe. The return to the United States was announced by a group of American folk songs.

COOPERATION OF HOME AND COMMUNITY

Thruout the weeks of preparation for this festival there was evidence of unusual cooperation between the school and the home and community. Parents and friends became interested in the exhibits and volunteered to lend treasured articles. Food and other articles to be sold in the various booths were willingly contributed. Interested mothers made French and Turkish pastries, Chinese rice cakes and almond cookies, candy, pies, and homemade ice cream. Enthusiastic normal school students, who were doing their laboratory work in the elementary school, assisted in dressing dolls, making popcorn balls, and preparing surprise packages for the children's booth. They also helped in making booths and in placing exhibits. One mother, a former college instructor in French, gave her time daily for more than two weeks in teaching a group of children the simple beginnings of conversational French, as well as some French songs and folk games. This

was in answer to a request from the children: "Would you visit us and tell us how the French children talk?"

Friends, parents, teachers, and children who knew some foreign language shared what they knew with interested groups. All seemed eager to know such phrases as "Good morning" or "Good-bye" in a foreign tongue. One little boy, who had occasionally been teased as a "Dago," now won the admiration of his classmates when he translated their everyday American phrases into bewildering Italian words. A mother of German descent, who knew the language and yet had never before admitted it to her children, now joyously shared her accomplishment with an interested small son. College teachers gave their time in telling the children of personal visits to foreign countries. They taught typically national songs such as "Giovanezzi" and "Heiden Roslein" in the native languages.

OUTCOMES OF THE FESTIVAL

Financial returns—So many worthwhile interests were continually developing from the festival, that the original objective of earning money was obviously of secondary importance. However, the project proved more successful financially than was expected. Thru the sale of passports—more than six hundred guests attended in one evening—together with the sales at the various booths and the receipts from tea rooms, the total income amounted to \$138.94. After deducting the expenses amounting to \$47.19, there was left a net profit of \$91.75. The results proved that a money-earning project could be so organized as to have many fine educational values. Many guests expressed their appreciation for a most worthwhile and entertaining evening at small cost.

The spending of the proceeds also provided many opportunities for planning and evaluating by children and teachers. In using its share of the money, each grade group had the privilege of selecting and securing materials which would make its classroom more attractive, and of purchasing equipment which would assist in carrying out future units of study.

Educational results—Not all of the outcomes of this school enterprise can be measured or fully determined. Certain results are very much in evidence, however, as they continue to be revealed in the comments of children, parents, normal school students, and teachers a year or more after the festival activities. In some cases materials and art objects had not been fully appreciated by the owners. As these things were included in the exhibits and children became interested, laces, hand-made linens, and other types of handcraft took

on new values to the owners, to the children, and to festival visitors. Thus there developed a wider interest in the accomplishments and cultural interests of people in various parts of the world, and in the materials and art objects which typify these cultural groups.

There has developed an eagerness to share with others treasures of the home as well as information of interest to others. In this enterprise, which included the cooperative efforts of many individuals of varying abilities, interests, and experiences, all working toward a common end, there were opportunities for the development of many desirable social reactions. The entire working group included children of all ages, teachers, supervisors, student teachers, college instructors, parents, and friends living in the community.

From the international atmosphere of the Festival of Nations, and from the many meaningful experiences which the children had in connection with its planning and production, there developed a more intelligent understanding of how people live and think in different parts of the world, and a growing feeling of tolerance. More obvious than this, however, has been the change in attitudes towards different racial groups represented in the elementary school, in the normal school, and in the local community. Respect and interest are replacing intolerance and racial prejudice.

With this experience as a basis, it is to be hoped that these children will continue to grow in understanding and that as they develop more mature patterns of thought, they will become more and more world-minded.

NO ORDINARY LIFE is all music or all dramatics, but to everyone comes the necessity for bargaining in the stores, reading papers, and taking trips. Just so, school life should not be entirely concerned with the narrow production of plays or pageants as such. These, however, may be extended to cover most, if not all, of the normal activities with which children are engaged.—Huggett, A. J., see p. 314 of this yearbook.

THE PRODUCTION OF PLAYS

LOU I. SIGLER

Assistant Principal, Ottawa Hills Elementary School, Grand Rapids, Michigan

THE PURPOSE of this article is to describe the procedure actually followed in the production of plays by fifth- and sixth-grade children in the writer's school. Each play is presented at an evening performance near the end of the year. Altho the children look forward during the whole year to the presentation of the play, the actual time spent in producing it is only two weeks.

GENERAL PLAN OF PRODUCTION

The preliminary work of production includes selecting the story to be dramatized, writing the play, selecting children for the speaking parts, designing costumes and scenery, choosing groups of children for dances, stunts, or feature numbers, and rehearsing the play. In selecting the story, the following questions are kept in mind by teachers and children:

1. How many children can be used?
2. How many scenes will be necessary?
3. Can we make scenery to suit the story?
4. Is it a story that most people know?
5. Is the plot a simple one?

When the story has been chosen, appropriate incidents are selected for dramatization, the number of acts is determined, and the principal characters are discussed. Then the children begin to write the play. As soon as the first draft of an act or scene is completed, it is tried out on the auditorium stage. Children and teachers criticize it, suggest changes, and finally get the dialog revised so that it tells the story clearly and effectively.

Each scene or act is rehearsed separately at first, and the children criticize freely. The dances are taught and practised in the physical education classes, so that when the entire play is finally rehearsed as a unit, the dancers have nothing to learn except when and where to appear on the stage. During rehearsals the children who have speaking parts sit near the front of the auditorium, while the dancers are assigned to other seats. In case of a long rehearsal the children take books along to read or study while awaiting their turns on the stage.

A PRODUCTION OF "CINDERELLA"

Selecting the story—For our first play we decided to use a fairy story, because (1) such a story, if well known, appeals to an audience

more than any other type; and (2) the costumes, scenery, and dialog need not conform to any particular historical period, but can be creations of the children's imaginations. After much discussion, "Cinderella" was chosen from a suggested list including "Hansel and Gretel," "Aladdin," "Beauty and the Beast," "Snowdrop," and others.

Writing the play—The play itself was constructed in five scenes, three of which were in the "kitchen" and two in the "ballroom." The first scene took place in the kitchen, the time being the evening of the first ball. This was followed in order by scenes in the ballroom, in the kitchen, in the ballroom, and again in the kitchen to conclude the play. The fifth-grade children wrote the dialog for the ballroom scenes, and the sixth-graders did the same for the kitchen scenes. The writing was the most interesting part of the entire activity to the children. They were very hard to satisfy, and insisted on making changes in dialog each time they practised.

Choosing the characters—After making a list of the principal characters, we let each child read from the stage while the rest listened from various parts of the auditorium. Those whose voices could be heard most plainly were selected for the speaking parts. The physical education teacher then selected from the remaining children several groups for dancing or stunts.

To use all of the children, we created some parts which were not in the original story. A group of the smaller pupils danced on the stage whenever the Fairy Godmother appeared, and they did Cinderella's work for her so that she could go to the ball. A group of boys in fantastic costumes did tumbling and other athletic stunts before the king and queen, while a group of girls did a lovely balloon dance. A couple of boys were heralds. One boy carried Cinderella's slipper on a cushion when the Prince came to her house. One of the tumblers took care of the ballroom clock, striking a huge bell to indicate the quarter hour and turning the hands of the clock ahead accordingly. The fairies brought Cinderella's court dress to the Fairy Godmother in a modern suitcase, and the Godmother telephoned to Fairyland for a taxi to take Cinderella to the ball.

Preparing the costumes—The costumes were designed by the art teacher and made by the children's mothers. The mothers came to school to see the designs for the costumes which the various groups of children were to wear. In this way they realized the importance of having all the costumes for a group made just alike. The materials used were cambric and sateen, the latter being resorted to only when cambric of the desired color could not be found. The basic colors were yellow, red-purple, blue-green, black, and white. When

the costumes had been made, the children put painted decorations on them, using colors which enhanced the effect of those in the costumes.

The make-up used in the public performance of the play was very simple. One of the mothers helped with the make-up of the children who had speaking parts.

Making the scenery—As our stage was already equipped with dark red-orange curtains at the back and sides, it was possible to do without much special scenery. All we needed were a fireplace in the kitchen scenes and a throne in the ballroom scenes. A large platform was placed at the back of the stage, with a smaller one on top, giving a rather striking two-step effect. The fireplace was put against the back of this platform, first covering it with a dark grey paper. The edges of the mantel and the risers on the two-step platform were colored a dull, grayed red. Back of the mantel and extending up out of sight on the curtain we hung a wide strip of purple sateen, with a black strip on each side and a narrow edging of dull red to match that on the mantel risers. The fire was made by painting flame forms on paper with red, orange, and blue-green paint, and then turning a hidden electric light on it. Except for this firelight and some dark blue lights overhead, the stage was dark when the first scene opened.

The same setting was used for the ballroom scenes, except that the fireplace was removed and three chairs decorated in dull red, green, and gold were placed on the platform. Bright lights made these scenes gay and festive.

Some members of our high-school dramatic club took entire charge of the lights. They attended the dress rehearsal and suggested several good lighting effects. The play could have been given satisfactorily without these special facilities, but they unquestionably made the production more effective.

CONCLUSION

The production of plays of this kind in the upper elementary grades appears to be amply justified on several grounds: (1) the sheer enjoyment that children get from such activities, (2) the resultant growth in the children's artistic and constructive powers, and (3) the development of their ability to work together harmoniously for a common purpose which involves giving pleasure to others as well as to themselves.

A WINDOW PLAYS A PART

MABEL P. VENOSS

Principal, General Beadle School, Sioux Falls, South Dakota

DRAMATICS SHOULD HAVE a place in every schoolroom. Through dramatic activity the child learns to adjust himself to the group; he grows in appreciation of the contributions of others; and he enters into experiences which he otherwise might never have. In playing a part, the child's personality is freed in such a way that self is forgotten and he lives the character he portrays.

This development of character and personality begun in the classroom may be extended by means of entertainments which are developed as all-school projects. In nearly every school there is some teacher who has had special training for, and is particularly interested in, play-producing. Such a teacher readily assumes the chief responsibility for school entertainments, while the other teachers help by supervising the planning and the making of stage settings, costumes, and programs. The children, of course, must have the opportunity to do all they can in developing the entire enterprise.

In the writer's school it has been the custom to give, shortly before Christmas, an evening entertainment featuring as many children as possible. For this program no admission is charged. It is our gift to the patrons of the school and to all in the community. Consequently we have always tried to present something that would portray the true Christmas story or the real spirit of Christmas, rather than the Santa Claus myth.

Preparations for the play—Two years ago we chose as our offering the story of "Why the Chimes Rang," to be given by children of the intermediate grades.¹ The pupils of the sixth grade used the story as reading material early in December. There was great incentive for improvement in reading when the children knew that one of their number would be chosen to serve as the reader when the story was given in pantomime. How they strove for pleasing voices, correct pronunciation, clear enunciation, good posture, and poise in telling this lovely story to their listeners! And as they worked with it the story became a part of them.

As the reader may recall, most of the action in the story takes place in a church. We decided to use the stage of our auditorium as the altar and choir sections of the church, and the auditorium proper as the nave. Thus, those who came to see the play were a part of it.

¹ The deeply religious aspect of the activity described in this article will appeal to most, if not all, of the yearbook's readers. Undoubtedly, however, activities of this type are more likely to be appreciated in some communities than in others. Tact and good judgment should guide the principal on all questions of this kind.—*Editorial Committee.*

They comprised the congregation, and some of the actors—the writer, the king, and the rich men and women—sat among them.

In their history and geography classes these same sixth-grade boys and girls were studying the great cathedrals of Europe. Interest in stained-glass windows and in artists of the Renaissance was at high pitch. Soon the suggestion was made that the children be allowed to make a stained-glass window and organ pipes for the Christmas play. Since all grades were using Raphael's "Madonna of the Chair" as part of their December picture study, we decided to show this picture in the window. It seemed like a big task and indeed it was, but nothing we have ever done has gained so much admiration from young and old alike as did this window.

Making the "stained-glass" window—From their knowledge of making large wall maps from small maps by using the lantern, the children knew that they could put a miniature print of the Madonna into the opaque projector and enlarge it to the size desired. So the $3\frac{1}{4}'' \times 4\frac{1}{4}''$ picture was focused upon a large piece of tagboard made by joining nine $24''$ by $36''$ pieces together, and the outline of the picture was traced upon this. Next the art teacher was called upon to plan the marking out of the joining strips, which would give the leaded effects, and to indicate which sections should be cut out. The cutting was done with sharp blades, and the remaining strips were painted a deep grayed-brown.

Discrimination in the choice and harmony of color was necessary when the cut-out sections were replaced with cellophane. Many lovely shades of this material were used, ranging from the palest flesh-pink for the faces and the arms of the Madonna and children, to the deep violet, purple, and red, the vivid blue, rich green, and glowing amber for the shawl and other garments.

Altho reinforced by a frame of narrow boards, the main part of the window was a fragile network of narrow pieces of tagboard. For this reason most of the work of pasting the colored cellophane in place was done by girls. They worked with almost feverish excitement so that they might see the completed window in place. Finally it was finished and placed so as to cover all but the lower fourth of the middle section of the wall at the back of the stage. Then the children stood back and viewed their handiwork, and it was almost unbelievably good.

This window became the central piece of scenery, around which the rest of the stage setting was built. An altar improvised from a large library table was placed below the window. The boys made the organ pipes, which were to be placed diagonally on either side of the window so as to conceal the rest of the back wall of the stage.

Wide lengths of corrugated roll were fastened together and painted with brown, bronze, and gold to simulate pipes. The ordinary width of corrugated board, stained a dark brown, formed the sides of the choir stalls which occupied both sides of the stage. Kindergarten chairs and low benches were used as choir seats.

In the music classes the carols to be sung were rehearsed. The sweetest, clearest voices were to be used in the choir; the other singers were to have front seats in the congregation. Everyone realized that much of the success of the play depended upon each individual singer. The songs must be memorized accurately, and care must be taken to give fitting expression to each phrase of the music. For accompaniment we used an organ concealed behind the organ pipes, and for chimes a phonograph record of bells chiming "Joy to the World."

An extra platform was built at the left of the stage. It was covered with white and banked with fir trees. Near a table covered with snowy linen stood the reader, a fair-haired girl dressed in a long flowing robe of white. The only light came from a five-branch candelabra.

Presentation of the play—After the first part of the story was read, the pantomime of Pedro and Little Brother took place in front of the curtain. A spotlight followed the children across the stage.

For the second scene the curtain was drawn open to reveal a stage dimly lighted except for the moon shining thru the stained glass window. As the organ prelude began, an altar boy lighted the candles. The stage became lighter and lighter; the "stained-glass" gleamed brighter and brighter. The Madonna from the window spoke her message to the audience and a hush fell upon the assembled crowd.

Then from the back of the auditorium came the children representing the congregation. When all were seated, the processional of the vested choir, led by two boys carrying tall white tapers, entered from either side of the church, and chanting "O, Come All Ye Faithful," proceeded down the main aisle. The singers were followed by the bishop, who took his position near the altar. The service was opened by the singing of Christmas hymns.

The rest of the story is familiar to all: the presenting of the gifts—the book from the writer, the money and jewels from the rich—and then the eager expectancy of the congregation as the King and his attendants mounted the steps and the royal crown was placed upon the altar. Still there was no sound of the bells. The choir began to sing "Silent Night," but while they sang the organ stopped and the glorious chiming of the bells pealed forth as Little Brother crept in and laid Pedro's tiny piece of silver on the altar. The singing of the hymn continued as all left the stage and attention was again

focused on the picture in the window. It had played a part in a sermon not preached.

Using the window a second time—Last year at Christmas we presented the story of the Nativity in pageant form. Again we used the window, this time with black cloth drops reaching from ceiling to floor on both sides of it. The choir and the organist were hidden from view behind these curtains.

We divided the story into four episodes: (1) the angel's appearance before Mary—the annunciation; (2) the manger scene; (3) the coming of the shepherds, the wise men, and the kings; and (4) a great procession of children costumed to represent boys and girls of many lands, coming two by two—the tiniest first—down the center aisle, each child carrying some gift to the Christ Child. Thru this idea we hoped to foster the feeling of international peace and goodwill (which is the basis of Junior Red Cross activities).

Appropriate Christmas hymns were sung during the action of the various scenes. With the singing of the recessional, all the minor characters left the stage and the lights faded upon the original manger scene with the window in the background.

It is not necessary to make or to buy elaborate costumes for such a performance. The garments of Mary, Joseph, the angel, and the shepherds are simple ones. Lovely fabrics and rich colors, bits of this and of that, can be combined with brilliant effect for the kings and the wise men. Costuming the children of other lands is not difficult. Some pupils will have foreign costumes in their homes. In other cases, the planning of the costumes can be made an outgrowth of the social-science study.

Conclusion—Both pageants mentioned above were beautiful in such a simple way that they were really touching and soul-stirring. The lovely music, the unpretentious settings, the eager faces of the children thrilled by the play, the changing lights, and the colorful costumes all made a living, moving, vital thing—a true expression of the faith and natural reverence of children the world over.

Similar projects can be carried on, and are carried on, in other schools, altho the details must necessarily be different. The play must grow from a natural setting. It must come from the reading, the study, and the inborn interests of the children themselves. If the necessary background is supplied, the children will do the rest. Whatever may develop, if the children have the major part in producing it, it will be of untold value to them.

DRAMATICS AND THE REGULAR SCHOOL SUBJECTS

STELLA HOWARD

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DRAMATICS HAVE OFTEN been considered as having five purposes: (1) to teach poise, (2) to improve enunciation, (3) to improve articulation, (4) to improve the speaking voice, and (5) to give vividness to thought by providing clarifying action. To these purposes should be added one of even greater importance, namely, to give practise in activities which require the cooperation of individuals for the benefit of a group. While all of these aims are worth striving for in themselves, their attainment may contribute also to better work in the regular school subjects.

Improving children's speech—Facility and precision in the use of language are essential to the giving and receiving of ideas in any field of subjectmatter. Pupils need training in enunciation and articulation so that they may learn to recognize and reproduce correctly the sounds which make our language. Such training will help them both in expressing ideas orally and in selecting symbols for writing. Since the desire to act a part is natural in children, a strong appeal for more accurate speech can be made thru dramatic activities.

Better enunciation and articulation bring a natural improvement in the speaking voice. Much additional work is usually needed to produce a thoroly pleasing voice, but here also the child who is to act a part will exert himself to attain the ideal.

When children feel confident that they will make a good impression before an audience, their poise is sure to improve. It requires much practise, of course, to develop a high degree of poise in public, but drama provides both the opportunity for practise and an unusual incentive for work. Results are evident in class recitations.

Clarifying and interpreting ideas—Appropriate action always helps to clarify and interpret thought. In the primary grades, for example, teachers have long found it helpful to have children act the stories they read as informal language lessons. Dramatics can help to organize ideas and make them more interesting at any age or grade level. Let us consider how this may best be accomplished.

The pupils in the writer's classes are of central and south European ancestry, and are therefore attracted racially to the pageant and the play. They are not so attracted to the correct use of English or to the mastery of subjectmatter because these things have little place in their home life. They will, however, do almost any amount of work to prepare for a "show."

At first we believed that these children would learn more history and geography, and would obtain better training in speech, by acting in plays which had been written especially for educational use with children. Experience showed that this was not true. When the pupils had done nothing to prepare the play, their principal interest was in making a good impression on the stage. They were achieving improved enunciation, articulation, and poise, without appreciable improvement in comprehension or thinking. Pupils who had been self-conscious and unskilful in assemblies became more pleasing in public, but this result alone did not satisfy the teachers and principal. It was decided to have the children write their own plays as part of the regular class work in English and the social studies. Effort was centered in grades four, five, and six.

Under the present plan, pupils read from such books as *Little American History Plays for Little Americans*¹ and *Plays from American History*,² to obtain ideas as to the arrangement of printed plays. Thru free discussion the class then chooses for dramatization an episode from a reading lesson, an event in history, or a scene from the home life of a people. The children imagine themselves in the period chosen and decide on the setting and characters.

During several lessons the class plans conversation to make the dramatized event clear to an audience. Any pupil may suggest what a character should say. For each bit of dialog many suggestions are written on the board. Criticisms are made and the best is chosen. These periods afford excellent opportunities to correct English, because the class is much more interested than when "just a language story" is being written. Here, too, cloudy bits of history or geography are clarified.

Costumes and furnishings for the scenes are determined by the class and are often brought from the homes. Different children try the parts before the class, and the best actors are chosen. The play is given at assemblies to which other classes and parents are invited.

In preparing assembly programs for special holidays, we sometimes choose a different scene for each class to write. The several scenes, in sequence, tell the story. For Thanksgiving, one group may write about "The Pilgrims in Holland." Another may select "The Pilgrims and the Indians." Still another group may tell of "The First Thanksgiving."

¹ Hubbard, Eleanore. *Little American History Plays for Little Americans*. Boston, Mass.: Benjamin H. Sanborn Co., 1919. 182 p.

² O'Ryan, Anna, and O'Ryan, Frances. *Plays from American History*. New York: Hinds, Hayden and Eldredge, 1925. 225 p.

Following is the script of a scene written in the manner described above, emphasizing the spirit of Christmas:

HAPPINESS THRU OTHERS

(An original play written by Grade VI—Room 11)

Place—In Mr. Fairfield's office

Mr. Fairfield (looking out of window): Aren't those people foolish, giving away their money to the poor when they could save it for themselves! How happy everyone seems to be. Why should people be any happier now than at any other time of the year? Well, I must get my work finished. (Goes to desk and begins working)

Bob (enters): Good morning, Mr. Fairfield, would you be kind enough to help me? My father, Mr. Brooks, worked for you until he became too ill to work. My mother is sick. We have no food and no money with which to buy any.

Mr. Fairfield: Get out of my sight, you beggar! Your father wasn't ill when he left here. Now get out! (Bob leaves)

Mrs. White (enters): Will you buy a magazine from me? The money will help to buy my children a Christmas dinner. I have four children. Their father is dead and I am their only support.

Mr. Fairfield (working very busily): I have no money to spend on magazines, so don't bother me. Can't you see I'm busy?

Stephen (enters playing "Silent Night" on his violin): I fought for my country during the World War. I was blinded by a shell. I have been supporting myself by playing on street corners. Won't you help me to have a happy Christmas?

Mr. Fairfield: I thought the country had hospitals for soldiers who were wounded in the war. Why aren't you in one of those hospitals now? Why should I give you money when you should be supported by the government? (Soldier leaves)

Mr. Fairfield puts his head on the desk and falls asleep.

Dorothy (Mr. Fairfield's daughter, who comes to him in a dream): Dear daddy! I have watched you turn all those unfortunate people away from your office without helping them. Put me in poor Bob's place. Would you have me starving on Christmas Day? What if Mother were Mrs. White? Would you let her go hungry at this happy time of year? What if you had had a son in the war? How proud of him you would have been and here you are turning a poor blind veteran away. Won't you let the spirit of Christmas enter your heart and help others to be joyful? (Leaves)

Mr. Fairfield (awakens, rubbing his eyes): Why! I've been dreaming of Dorothy. She wants me to spread the Christmas spirit. My! I really do feel different since Dorothy spoke to me. I guess I'll go out and see if I can find Bob, Mrs. White, and the veteran. I'm sure that by bringing happiness to others, I'll make myself happy.

*Conclusion—*Let no one think that we have conquered all difficulties in teaching regular subjects by the use of dramatics. We have found, however, that playlets written and produced by our own pupils are pleasant and effective means of securing their attention and effort in all fields related to the play. With the marked improvement in speech, in poise, and in organization of ideas, there has come also a greater ability to work together for a common end.

COORDINATION OF PLAYS AND PAGEANTS WITH
REGULAR SCHOOL ACTIVITIES

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OUT OF EVERY school activity, traditional or new-type, should come some worthwhile product. Differences of opinion exist as to what constitutes valuable training for the child and as to what fruit the educational tree should bear, but in the absence of objective evidence to the contrary, most school people agree that regular class activities are the primary concern of the school. The public supports schools because it knows that reading, writing and arithmetic are still taught, together with some character education, and not because it hears that the personality of the child is being developed thru participation in dramatics, or that he is being given stage presence thru extra-class activities, or that teachers are helping to solve his leisure-time problems. If faith with the public is to be kept, each dramatic effort must be an outgrowth of a regular classroom activity, and each play or pageant must contribute in a marked way to the regular work of the class rather than merely attempting to satisfy the more nebulous aims usually advanced for it.

Need for coordination—As every subject of the modern school is, or should be, related to every other offering of the curriculum, so the play or pageant should be a part of the ordered whole. Such an entertainment may be able to stand alone in educational value, but it must be coordinated with other valuable activities if the theory of presentday education is to be followed. Isolated subjects no longer have a place; nor do isolated extra-class activities. The play or pageant must meet the same requirements as the more prosaic subjects.

In the elementary grades, it seems necessary to encroach somewhat upon the time allotted to other work when a public exhibition is to be given. The play or pageant can be carried thru the first stages by using only the regular auditorium and music periods. Toward the end, however, there must be more time for practise. If we are to present anything at all, we want it to be good because many citizens will judge our product largely by the success of exhibitions, unfair tho this may be. Many people have no contact with the school during the year except when attending a play or pageant, and often they can be interested in nothing else. From the public-relations point of view, therefore, the production must be made good. This demands practise, and practise takes time. As a rule, however, elementary children should not be kept after school hours, because parents call

for them at school or look for them to be home at stated times. In high school it is relatively easy to conduct after-school or evening practises, but these are not practicable for younger pupils.

It follows, therefore, that unless regular subjects are to suffer, the play or entertainment must be coordinated with the work in the traditional branches. The writer is not debating the worth of the accepted schoolroom procedures; he is simply saying that it is the duty of educators not to neglect the work which the public expects of them, because they are employees of the community and in the last analysis must follow the popular will, if such there be.

Moreover, a school is a miniature community under more or less ideal conditions. So far as possible, it aims to give the child the same type of experiences that he will undergo when his formal schooling is over. We teach cooperation by giving opportunities to cooperate, develop leadership by allowing situations to develop which demand leaders, and teach how to do by permitting the child the opportunity of doing. No ordinary life is all music or all dramatics, but to everyone comes the necessity for bargaining in the stores, reading papers, and taking trips. Just so, school life should not be entirely concerned with the narrow production of plays or pageants as such. These, however, may be extended to cover most, if not all, of the normal activities with which children are engaged. Only when so developed, in the writer's opinion, are they worthy of a place in the curriculum. The next few paragraphs attempt to indicate briefly how this may be done.

General suggestions for coordination—An old chemistry professor of the writer's had the habit of coming around while we were engaged in laboratory work and asking what we were trying to accomplish. Too often we were following a "cook-book" technic with the manual spread before us and each step being taken according to the directions, but with no real insight into the experiment being attempted. Invariably on such occasions the instructor would say, "You aren't performing a chemistry experiment; you are just playing with the dishes."

Many of us, likewise, become too involved in the technics being followed to see the educational implications of what we are doing. It is doubtful, moreover, that there is any school project to which the more prosaic classroom activities may not be connected. The principal question is whether or not we will see the possible connections. One can learn to discover these if he forms the habit of always looking for them. A strong desire to integrate classroom activities with other types helps to develop the capacity for accomplishing such integration.

A study of pupils' out-of-school life will often reveal worthwhile activities which may be connected with the school play or pageant so as to stimulate better work in reading, arithmetic, or writing. For example, a boy who likes to build rabbit pens or to construct such playthings as stilts and scooters, may be shown the value of careful measurement by actually measuring materials in building the stage for a puppet show.

Some connections between the pageant or play and the work of the classroom are relatively easy to establish. Measurements involving arithmetical computations come in naturally when one is building stage equipment to scale. Reading is necessary if the children are to be able to dramatize or write plays.

One must be careful not to dictate too much. Sometimes it is necessary to suggest procedures to the pupils in order to keep things going. Suggestion should be kept to a minimum, however, and should be as subtle as possible. Let the child occasionally take credit which is not rightfully his, because he will do better work if he thinks that he is carrying out his own ideas and desires.

Suggestion may be accomplished by apparently idle comments, such as "I wonder how long the scenery will have to be in order to fit into the proper space." Or the desired action may be inspired by asking, for example, whether anyone knows what "brownies" look like. As children usually have no very clear conception of this, the idea of reading to find the answer soon comes.

To keep the enthusiasm at high pitch is as important as to generate it. The work of preparing for a play or pageant should be scheduled and administered so that it will not be completed until near the time for the final production. When a child loses interest, it is difficult for him to regain, and the educational values of the project will be reduced accordingly.

Coordination with specific subjects—A few specific suggestions on this point may be helpful.

As already mentioned, coordination of the entertainment with class work in reading is comparatively easy. One has only to suggest that certain information is needed, and when the question of where to find it is raised, to tell the children in what books it may be located. Reading is painlessly done by this method. Associations with spelling and writing likewise may be made without great difficulty.

Suitable coordination with the social studies is a somewhat more difficult problem. Properly stimulated, however, the pupil will want to read about the history and geography of nations whose customs and achievements are portrayed in the play or pageant. He can be

helped to desire a knowledge of Asiatic customs and topography after he has dramatized a Chinese story, and he can be led to learn more about the life and institutions of the Romans after he has participated in a pageant featuring some characteristic of this great people.

Since music and art usually have integral parts in the play or pageant, there is seldom a need for special efforts to coordinate these subjects. The writer has often seen children make up songs, under the direction of the music teacher, about the people and places being studied. It is surprising how tuneful some of these songs are. Art naturally is brought into the entertainment thru the making of costumes and the designing of scenery.

A certain amount of coordination with arithmetic is natural, too. The stage and equipment need to be measured. It is often necessary to deal with costs, and sometimes materials may be purchased by the pupils. Occasionally some arithmetic can be brought into the play itself. However, since the amount of arithmetic learned incidentally during the production of a play would not usually be sufficient for all purposes, even tho it is of the sort that one uses in his everyday life, formal training in the subject may always be necessary to supplement that received in other activities.

Language activities are associated naturally with almost any play or pageant. The speaking of acceptable English and the appreciation of correct forms should be insisted upon by teachers in everything undertaken, no matter what it is. A pupil should receive language training in preparing for an entertainment, just as in every other activity of the school.

Appraising results—There should be no activity whose efficiency is not judged as carefully as possible. Without appraisal, we cannot better our production or decide whether or not present methods should be continued. Following are some suggestions for evaluating the results of entertainments:

1. Enthusiasm on the part of the pupils should tell something about how effective the coordination of activities is. What the children enjoy must have some merit, at least.

2. Objective achievement tests and other measuring devices are useful in judging all activities which call for subjectmatter learning. Valid and reliable tools of this kind should be employed whenever possible.

3. One of the most useful indications of educational effectiveness is the degree to which the pupil adjusts to out-of-school situations, whether they be situations involving things learned inside or outside the regular classroom. This kind of evidence may be obtained only

by reports from parents, friends, merchants, and others in the community. If the teacher and principal can get such reports in sufficient numbers, they will have something really significant on which to base an estimate of their work.

Conclusion—This brief article has not attempted to cover its subject in an exhaustive manner. The writer has simply suggested a few things which he has learned from his own experience. Others can doubtless extend and clarify these points in relation to the work of their own schools. It is important that the problem of coordinating activities be recognized by school people everywhere. School work should not be split up into little compartments because that is not the way of life. Instead, pupil activity should be a united whole, vital and interesting. This is an old, old need, but it has never been more essential than it is today.

UNITS OF WORK are those larger situations which draw upon all phases of experience and make use of all kinds of subjectmatter. The larger units are rapidly becoming the core of the elementary school curriculum. Each unit of work should be selected from a real-life situation, and should be of such a nature as to be considered worthwhile by the child. He should feel that he has helped in selecting it, and he should find in it opportunities to satisfy his conscious needs. A good unit of work must be a flexible affair, permitting frequent readjustments of plans as the activity proceeds. We must not be surprised if certain outcomes fail to appear, or if other outcomes result which we had not anticipated.—Howard, Maude, see p. 509 of this yearbook.

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CHAPTER IV
RED-LETTER DAYS
EDITORIAL COMMENT

MUCH OF WHAT has been said in the chapters on assemblies, plays, and pageants applies to the celebration of special occasions in the school. The content of this chapter, however, is sufficiently distinctive in scope to deserve separate consideration. While the observance of red-letter days often includes assembly programs and special features for the entertainment of an audience, these things are by no means always essential. Many occasions may be suitably observed thru the study of appropriate units of classroom work, or thru modest entertainments prepared by and for the members of a single class. Moreover, as one contributor points out, any day of the year can become a red-letter day for the children if they feel that its activities have been unusually interesting and worthwhile.

The articles in this chapter have been selected with a view to picturing several different types of red-letter observances. The first contributor tells about the activities carried on in celebrating a variety of special days and weeks as a part of the auditorium program in a platoon school. Altho the year's program in this school might be difficult to approximate in many schools, most principals will find helpful suggestions among the numerous activities described. The second article is quite different. Its author writes of those red-letter occasions which develop spontaneously and informally as the need for them arises. Such occasions have their setting largely in the local environment, and are not necessarily associated with established holidays or special weeks. The third contribution describes an annual red-letter day, on which the children and teachers make a special effort to interest the public in some particular part of the regular school program. The last article tells how an integrated unit of work in the second grade led up to an exhibit of achievements which constituted a real red-letter occasion for the children and their visitors.

The Editorial Committee feels that this chapter, altho brief, is unusually rich in the variety and significance of the activities presented. The list of selected publications at the end will also be helpful to principals and teachers who wish to read further on the observance of special occasions in the elementary school.—*Editorial Committee.*

CELEBRATING SPECIAL OCCASIONS IN A PLATOON SCHOOL

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THE PLATOON-SCHOOL organization offers unusual opportunity for the suitable celebration of special occasions. Before the platoon plan was introduced in our school, the teachers used to wish for a "Let Us Alone Week." Now the observance of special days and weeks is much more easily and adequately provided for as a part of the regular auditorium work. This article describes briefly the types of activity carried on in connection with a variety of outstanding occasions during the year.

General plan for auditorium work—By way of background, the reader should know that the program in this school provides for a thirty-minute auditorium period daily for each of the twelve classes in the platoon. These periods come in the afternoon, there being six double classes. The classes in each pair alternate each week in taking charge of the work and in acting as audience. Every class is organized according to parliamentary law, so that many children have a chance to act as officers. The program committee plans to give each child an opportunity to help entertain at assemblies, special programs, and regular club programs. The clubs meet every two weeks during the regular class periods.

The chief occasions observed by special programs are Constitution Week, Fire Prevention Week, Columbus Day, American Education Week, Book Week, Thanksgiving, Christmas, Lincoln's Birthday, Washington's Birthday, Health Week, Music Week, Forestry Week, Arbor Day, and Hobby Week. The following paragraphs tell something about the celebration of each occasion.

Constitution Week—To culminate the week's study of the Constitution, and as a mark of respect for our American form of government, the sixth grades gave a patriotic program. The entire school gathered in the auditorium and sang patriotic songs, recited the flag ritual and the American's Creed, and listened to a speaker from the American Legion. After this assembly the children were eager to review the interesting points of the program and to discuss possible improvements for the next assembly.

Fire Prevention Week—Shortly before Fire Prevention Week a committee of boys visited the local fire station and took notes on the work and apparatus of the department as explained by the firemen. Four of the best boy speakers reported on their visit at our special assembly during Fire Prevention Week. The assistant fire chief also

gave a splendid talk to the children. A third-grade class added color and interest to the program by giving a fire prevention play. Seeing the need for preventing fires acted out, and hearing such an important man as the assistant fire chief made a strong impression upon the children.

Columbus Day—The American history classes were especially interested in celebrating Columbus Day, and chose to dramatize some of Columbus' experiences. The children worked out their own play, and hunted up pictures to help in designing costumes. Tables with paper sails were used for ships. The kings, queens, pages, and sailors became important people in the minds of the children. Such a dramatization undoubtedly arouses keener interest in history and greater appreciation of historical characters. The children not only develop a pleasurable attitude toward study, but they are supplied with wholesome imaginative material for their leisure activities outside the school.

American Education Week—Education Week was celebrated in all the classrooms, and in addition each auditorium class portrayed a particular phase of school life, usually in the form of a play. The parents were invited to attend these programs and to visit the regular classes. During the geography periods, pupils of European and Mexican ancestry (of whom there are many in our school) delighted in finding on the map the former homes of their parents and in telling about the kinds of schools their parents had attended in their home lands. To illustrate their talks the children brought various toys, wearing apparel, money, and other articles typical of the countries which they were discussing.

In the English room the children wrote about their parents' schools in other lands. The best papers were memorized, and at a special evening program the children gave their talks dressed in the costumes of the countries which they represented. This part of the program aroused much interest at home as well as at school.

Book Week—The activities in connection with Book Week probably give more real pleasure than any other celebration of the year. The library looks forward to this week each year as its particular red-letter occasion. The children begin early in the year to save their pennies to buy books, which by special arrangement are sold very cheaply. Many a child who has never before had a book of his own is proud to be able to buy one.

The library and the auditorium work together in preparing for a parade of book characters. Last year about 100 pupils took part in this parade, dressed to represent people who have just stepped out of favorite books. There is great rivalry in hunting up costumes to

represent these book characters, and the auditorium teacher hears many requests for articles for the varied ensembles. "May I have a shawl?" or "I need a knight's helmet," or "I have everything I need now but a pirate's red sash." In the midst of busy preparations there is always a spirit of helpfulness and a willingness to lend. The costume department supplements the array of things brought from home.

Last year an original book pageant was given as a pay entertainment, in which 140 children took part. Music, dancing, singing, and acts from favorite books were presented to interest parents and children in the care and enjoyment of good books. The pageant was divided into five groups represented by the following types of books personified: Reader, Geography, History, Music, and Poetry. Poetry became alive with "The Barefoot Boy," "Little Orphan Annie," "The Whistling Boy," "The Pirate Don Durk of Dowdee," "Hiawatha," "The Girl Next Door," and many others. Geography brought all corners of the world close together. The Japanese girls sang their lullabies and the Mexican children gave their colorful dances. The accordions and beautiful songs of Italy, the Scotch highland fling, the Irish lilt, the Grecian combat, the Russian dance, the English horn pipe, and our own minuet illustrated the books most impressively. Likewise the fairies and the elves, the knights and ladies, characters from American history, and the colored minstrels of the South all contributed to an evening of enjoyable entertainment. Every department in the school participated in this project.

Thanksgiving—All classes participated in the Thanksgiving celebration. One program was given by the third and fourth grades, and another by the fifth and sixth grades. These programs included songs, poems, book reviews, stories, accounts of other harvest festivals, and short plays worked out by the teachers and pupils. The stage settings were constructed as class projects with the cooperation of the library department. History learned in this manner is never dry and is not soon forgotten.

Christmas—To the children there is no other celebration of more importance than Christmas. The preparation for this red-letter day begins soon after Thanksgiving. The decorations and the stories, the carols learned in the music room, the candles, holly, and mistletoe lend enchantment to this wonderful day. Last year the story from the Bible was worked out in a simple but beautiful pageant by the sixth grade. The carols were sung by the entire school, and the little folks completed the program with an operetta presenting Santa Claus to gladden the hearts of young and old.

The class work leading up to this program was varied and profitable. Our foreign children told how Christmas is observed in their parents' native lands, and we were invited to see their home decorations and to take part in their celebrations. These children also brought special cakes and cookies to show the classes the kind of confections they have in their homes.

The music department prepares for our annual Christmas music fête, when all the schools take their best carolers to the city auditorium. To hear these hundreds of white-robed children singing the lovely old carols is an inspiration to the people of the city.

Birthdays of Washington and Lincoln—February, the month of great birthdays, is celebrated in each class by studying the lives and works of the men we wish to honor. Stories and poems about them are read and recited, and plays showing some incidents of their lives are developed. Just before Washington's birthday we give assembly programs consisting of short plays about Washington and Lincoln, with songs, appropriate dances, and drills, thus completing a well-rounded observance of the month. We find that these celebrations are particularly valuable for their lessons in courtesy. No preaching is necessary when etiquette can be taught by dramatization.

Health Week—The observance of this week also involves the entire school, and includes a wide variety of activities such as English lessons, hygiene projects, art posters, songs, plays, and gymnasium stunts and games. One morning during the week is set aside as an outdoor play period. The gymnasium plans this program, and each teacher together with a child leader has charge of a group carrying out a definite game, dance, or drill on the school grounds.

It is a beautiful sight to see the hundreds of children in their various groups dotting the grounds. Some are playing games, some dancing around the Maypole, some doing stunts on the bars, some running races, and some jumping rope. All of these activities are based on the regular gymnasium work done during the year.

Parents and friends are invited to these programs to enjoy with the children the songs, dances, and games stressing health and the clean-up, fix-up, paint-up crusade. Our foreign parents are learning how we Americans think their children should be cared for.

Music Week—This week is celebrated mainly in the music department. Last year choruses from the different buildings met in the high-school stadium for a music festival, giving a magnificent display of the work done by the music department. In our own building the library furnished information about the lives and works of noted composers and the stories of many lovely operas. One year a fifth grade studied the works of Wagner and created a very simple

dramatization of "Lohengrin." When the latter was presented, part of the music was rendered by a noted local violinist. Another class dramatized Grieg's "Peer Gynt." The dances were taught in the gymnasium, and a phonograph furnished the music. These operas were enjoyed by the whole school and were the finest kind of lessons in music appreciation. The teachers, too, appreciated the operas more after helping the children interpret them for others.

Forestry Week provides a special incentive for the study of trees, their effect on climate and rainfall, their importance as homes for animals, and the care necessary to preserve our forests from fires and ruthless destruction. Lumbering and the many topics related to it make a rich field for study and discussion.

Several times, in our observance of this week, we have obtained a forester or a forest supervisor to talk in assembly and to show lantern slides. Such an occasion is indeed a red-letter day, for the life of a forester makes a strong appeal to nature-loving children.

Arbor Day—Programs built around this occasion vary according to the needs of the school. Often the classes prepare papers on various subjects related to Arbor Day. In the library favorite poems about trees, birds, and animals are read and sometimes memorized. Music, songs, and spring dances enliven the programs. When trees or shrubs are to be planted the ceremonies are, of course, held out-of-doors. We have found that when children help in the planting of trees and shrubbery, they take a greater personal interest in their protection and care.

Hobby Week was observed in our school last year for the first time. This project began in the auditorium, but later received assistance from several of the teachers and the principal. On Monday of Hobby Week the children brought their hobbies, labeled and ready for display. The vacant room used for the exhibition was almost filled with every conceivable kind of collection. The hobbies were listed under eight heads and were arranged and judged accordingly. Teachers acted as judges, and ribbons were awarded to the best in each group. The winners were very proud of their prizes, and doubtless future contests will attract many more competitors.

Conclusion—It is impossible, of course, to evaluate precisely a year's program of activities like the one outlined above. Probably the following examples of good results observed will be of more interest to other principals and teachers than any formal or generalized statement of outcomes:

1. During summer vacation a fourth-grade girl called a teacher on the telephone to tell her about a club that a group of girls had organ-

ized as we had done at school. She said they were giving plays which they had written themselves, dramatizing familiar stories.

2. In helping with club programs the auditorium teacher gets many interesting reactions from the children as outgrowths of our own special celebrations. A sixth-grade girl said she was much interested in operas and enjoyed listening to them over the radio. She said she hoped that some day she could write a little one herself. The teacher suggested to the girl that she help her club make a study of operas.

3. Stamps, small toys, rocks from many places, and other objects have been shared with teachers for hobby collections.

4. A little girl reported that she was taking piano lessons so that she might help more in the programs. Many children are preparing for the orchestra or the glee club, because they feel the need of such organizations.

5. A little boy brought a book of poetry and wanted to read some of the poems to the class. Books become friendly when they meet a real need. Our programs create such a need, and our librarian is always ready to help pupils explore books in any field of interest.

Many other illustrations could be given to indicate that the appropriate observance of special occasions has made the children happier by extending their opportunities for self-expression, for learning to work together, and for accomplishing ends that are worthwhile both to the individual and to his fellows. As a means of encouraging hobbies and worthy interests, discovering and fostering special talents, promoting health and physical activity, cultivating the enjoyment of nature and outdoor life, and creating a love for good music, poetry, pictures, and good books, this program of celebrations has a place of utmost importance in our elementary-school curriculum.

WHENEVER POSSIBLE, the special-day type of program also should be an outgrowth of the regular classroom activities in history, civics, music, English, and other subjects. Altho the programs should be scheduled several days or even weeks in advance, it is not wise to attempt professional perfection.—Baldwin, J. W., see p. 249 of this yearbook.

BIRTHRIGHT OF THE SMALL-TOWN CHILD

BLANCHE ELLIOTT

Principal, Washington School, Coshocton, Ohio

ANY SURVEY of playground activities will sooner or later reveal that children have a liking for special observances. In the small-town school where the children spank each other on their birthdays (one lick for each year), and the Spartan-like "spankee" enjoys the celebration almost as much as the spankers, it is no trick at all to get up an informal and satisfying celebration almost any day in the year. In fact, it will likely get itself up. But if it is to be a "red-letter" day instead of a "black-and-blue" day, it may need some direction on the part of the teachers.

But teachers are not averse to celebrations either. Sometimes teachers send a small boy skipping about the second floor hallway to pass from room to room with a music reader open at "The Star Spangled Banner." As one teacher naively explained, "O, that's our little celebration code. It means, 'Get on your toes. Somebody's visiting.'" Not that anyone would be sagging, of course, but the song goes around just "in case." And, who knows, maybe they do that on the principal's visiting day. Anyway, such good-natured cameraderie, such "small-town stuff," indicates that teachers and children alike respond to the call for celebrations. It is in this very foundation that the principal may find her strongest socializing aids and helps.

Our location—Our school is a four-room brick structure three years old. It is one of a system of eight schools serving a small industrial town whose population is 10,000. The school fronts a busy national highway and is surrounded on three sides by modest homes with backyard gardens of hollyhocks and sweet corn. The fourth side stretches away into hill farmland, the near parts of which may soon be laid out into city lots.

While the school is located almost where the sidewalk ends, the children attending it are in no sense rural; neither are they village children. They are the children of industrial America. Their parents are pottery workers, novelty and enamel employees, railroad section hands, CWA workers, and business, professional, and trades people. The location gives the children as a birthright, in addition to industrial knowledge, much first-hand knowledge and enjoyment of outdoor pursuits. This includes gardening, nature study, and observation of pets.

A livestock census of the school district would include a plentiful supply of rabbits, chickens, house dogs, hunting dogs, pigeons, cana-

ries, white rats, a ground hog, possibly a duck or two, and one cow and calf. Nearly everyone has a grandpa or an Uncle Jim somewhere just over the hill who owns a farm with sheep, cattle, and horses. The community has an active parent-teacher association, which spends its funds for "free" milk and dogwood trees for the school. (They supply the needs of the spirit as well as the body.) While the town is large enough to have a juvenile court, the children of this district are the busy, rollicking, not too studious kind who never know of its existence.

Our brightest red-letter days—It is not the purpose of this article to describe the regular Thanksgiving, Christmas, and February programs of the year, but rather to deal with the red-letter days or hours that bubble forth more or less unexpectedly in response to needs felt by the community.

One day when all four teachers were gathered together in one of those hallway letdowns near the end of the school year, the principal asked, "Girls, what was the brightest red-letter day in your classroom this year?" "The day when the library books came," said the second-grade teacher. "The Maypole winding," responded the third- and fourth-grade teacher. "The time the children saw the bull calf," laughed the first-grade teacher. "The afternoon we went to the woods and dug trees for the playground," said the fifth- and sixth-grade teacher, and then she added, "or maybe the day Benjamin got one hundred." (There's always a big Ben, isn't there?) Had the president of the parent-teacher association been at hand he would have said, "And don't forget the Jamboree!"

These were the spontaneous answers that bobbed up immediately. Later the teachers proposed the same question to their classes. The children's answers revealed that nearly everyone had some particular day stored away in his mind for remembrance. Here are some of the answers:

When we wound the Maypole.

When I was May Queen.

When I found the turtle eggs and brought them to school.

When my Dad found a Buckeye tree (state tree) on Sunday up the bottoms, and went back next day and dug it for me to bring to school.

When Miss W—— took all of us boys out to the woods to dig trees.

When I won a cake in the Jamboree cake walk.

When Al brings his gloves and stages a boxing match.

When I brought my white rabbit to school.

When I brought my Plymouth Rock hen to school and she laid an egg.

When I brought my collie to school.

When Janette's terrier comes. He's fun.

When Don brings his guitar and we sing "Old Spinning Wheel" and those other songs.

When we made Hallowe'en masks.

When we get new library books.

When we go to the museum.

When I brought the yardsticks from my Dad's factory for the big boys' kites.

When we won second place in the basketball match among schools.

When we had the Easter egg hunt.

When Mrs. S—— (the schoolboard president's wife) brought us a shell collection from Florida.

The day we brought our "lettuce bed" scarecrows to school. (From a Junior Garden Club boy.)

When the schoolyard beech-tree nuts are ripe and the blue jays come.

I saw the orioles first when they came back this year.

But I was the first to see their new nest.

When the playground snapshots of us girls and boys are posted on the hall bulletin board.

When we made peep shows.

When we had a lesson in kite making just before the Kiwanis kite tournament.

When William Green, President of the American Federation of Labor, gave our schoolyard a hickory tree from his birthplace just over the hill. (It is to grow nuts, not switches.)

Surely the small-town child has a birthright which he is ready to share with his teachers and school chums, the immeasurable value of which should be undisputed. Sometimes it proves a little difficult to win the parents over, but this is usually due just to a parental concern for that undisturbed quiet which schools are supposed to foster. For instance, Jim reports, "Mother says I can't bring my hen, 'cause you wouldn't really want a hen at school."

That time when the teacher turned out Mary's little lamb, she established in the minds of parents a precedent which is slow to give way. In most cases the parent will most willingly scrub the dog and get him ready for Pet Week at school. And if the dog should break loose and come over unexpectedly some day when one really has no time to count his toes, write a story about him, or talk about the care and feeding of pets, a pat on the head and a display of tricks at recess will put a red letter on the calendar for all concerned.

However, while no one thinks that a birthright is to be sold for a mess of reading, writing, and arithmetic, the celebrations need, for the most part, to be planned ahead of time in order to insure tranquillity, for celebrations unrestrained may be disconcerting to the very educational processes of which they are a part.

Pet Week—A week of pets is a feature that has assumed a yearly place in the school program. This usually starts at Easter. One child in a schoolyard who loves pets and demonstrates it, is worth more than a whole bookful of stories when it comes to educating in kindness to every living thing. But how shall a child demonstrate unless

the pet be present? A few years ago one of the primary teachers posted a notice on the hall bulletin board, saying, "We need a bunny for Good Friday. Come in and talk to me about it if you have one to bring." Now the children ask weeks ahead of time if they may engage in this privilege.

This year no less than eight rabbits spent Good Friday in our school building. Two were tame enough to be released from their crates a short time in each classroom. The children are always quiet and orderly "because the bunny likes quiet people." One nest of rabbits was a mother and five babies, beautifully penned in an eighteen-inch wire crate and bedded with dried clover. Two high-school brothers carried them a quarter of a mile for a sixth-grade sister, and stopped on the return from school to take them home.

If the weather is favorable the rabbit day evolves into a week of pets. Almost the only instructions given are: "Fur and feathers do not always mix well; so provide your canaries, hens, white rats, and dogs with a crate, a cage, or a leash." The children usually state a day ahead of time what pets they plan to bring. As yet there have never been too many on the horizon at one time. Dogs (big ones) never come further than the playground and are sent home "just before the last bell rings." But an occasional fox terrier or puppy dog has been known to spend a forenoon in school. Children (or parents) must be given credit for the good judgment they use in never bringing any but friendly pets. "Bring a nice pet" is the slogan.

Seldom is it the teacher's privilege to witness a day of group awakening to sex differences such as occurred in the first grade last spring. That was the unexpected red-letter day about the calf. Just when all heads should have been bowed for the morning prayer, Dicky D. burst forth with, "O, there's a calf tied out there in the orchard by the playground. That is, I think it's a calf. It looks like a calf. Joe says it's a bull but I say it's a calf." And immediately Joe, with a half dozen ardent supporters, rose to a point of defense. "But it is a bull." "It really is." "I know it's a bull." "The big boys say it's a bull." Whereupon the teacher took the bull by the horns (figuratively speaking), and explained that it probably was a bull calf and that a bull calf is a mother cow's baby boy.

The point being settled, the furore subsided to a quieter discussion of what a funny sound a calf makes when it "rips off" grass, and ended with including in the morning prayer a word of "thanks for calves." It was noticed that at recess the children went singly or in groups to the far end of the playground to have another look at that calf. For weeks thereafter they not only talked about it, but

they petted and worshipped it with a fervor that would outdo a Brahmin.

Library Day—Library Day occurs so frequently that one might expect it to assume a status as matter-of-fact as Monday morning. But such is not the case, for many of the children chose it as their favorite red-letter day. Library Day is the day when new books come from the library to be exchanged for those already on hand. When eager children gather round a table of books, sharing with each other the pictures and the reading (particularly the humor), they present an interesting social group. Here, in addition to securing information, they teach each other about taking turns and about respect for property and personal rights. Perhaps, too, they learn something about appreciation of the public library as a community project. It is the school attendance officer who brings the books. This gives the children a highly desirable opportunity for pleasant contacts with him as they help carry the books to the classrooms. If any attendance officer wishes to establish his popularity, let him become the "toter" of library books.

May Day—Fortunate is the school that has a teacher who knows a simple way to wind a Maypole. The Maypole winding ought to mean something more than bitten fingernails on the part of the children and gray hairs and a headache on the part of the teacher. The third- and fourth-grade winders used a sort of "barber-pole" wind, all marching in the same direction with no interweaving. The parent-teacher association had bought the pole of iron pipe. The janitor painted it green. He made a cement block in the grass around a piece of solid pipe, into which the green pole was screwed. When the day came, two teachers fastened the crepe-paper strips to the top of the pole. ("Pink is for boys and blue is for girls," said a first-grader.)

The May Day program consisted of songs, exercises, and singing games already familiar to the various groups. The May Queen wore a gold paper crown and had a lace-curtain train over her school dress. The new queen, who came over the hill at the appointed time to be crowned for next year, received a paper crown from the reigning queen while the springtime music played on.

Arbor Day—When a new school has a two-acre playground with very little shade except that borrowed from the apple trees across the line fence, every child knows he is doing a good turn for the next generation when he plants a tree. Last April, the fifth- and sixth-grade boys, their teacher, and the janitor went to "that hill above the Red Sea" one afternoon and dug trees for the playground. The teacher had previously secured permission from the land owner.

In order to insure parental knowledge of the adventure, a note from home granting permission to go was required from each boy. Since it was a real "spring-fever" day and the trip was to be made partly during school hours, no one forgot the note. The boys brought tools from home. Mattocks and spades were held to be the most desirable. (One boy brought the family coal shovel, which is not exactly what the well-equipped man should carry for digging purposes.) A few of the boys went without tools so there would be plenty of unburdened hands to carry home the trees.

The delegation returned with twelve trees. As the leaves were not yet out, these were temporarily identified as two hazel bushes, two wild cherry, two beech, three redbud, one maple, and two that brought disagreement as to whether they were basswood or ash. When the leaves came out (much to the basswooders' joy), they were identified as basswood. The book, *Common Trees of Ohio* by Illick, was secured from the public library to aid in identification. A small wooden marker tabulating the date and the name of the variety was wired to each tree.

Jamboree—One highly successful feature of the school year was the Jamboree conducted by the parent-teacher association in order to raise money. In this association the dads as well as the mothers are active. The president is an ice cream manufacturer, and the ways and means committee is composed of a mail carrier, a high-school printing instructor, an electrician's wife, and a milk dealer's wife. When such a group decides to put on an affair using only local talent and local supplies, it is time for the lark and her family to move, for as the third-reader says, "The harvest will be taken in immediately." Publicity, food arrangements, program planning, ticket printing, and ticket selling were soon under way.

The Jamboree was just what its name implies. Everybody and his son and daughter attended. It was put on informally in the high-school gymnasium one evening in January. There was a master of ceremonies who engineered a variety program of fancy-dress parade, cake walks, music, stunts, speech making, and "eats." The admission was five cents but anyone who had cake, candy, or pie for the selling booth was admitted "free." The president said, "We figure that by charging only five cents we will get a crowd, and then if anyone has another nickel it is up to us to get it away from him." The sum of \$80 was cleared and everyone had a good time.

Conclusion—Just why should tree planting, May Day singing, library acquaintance, pet observation, and jamborees be allowed to crop out inside the school walls? Seemingly such activities need no

defense. They are the child's birthright. The small-town child lives among trees, libraries, pets, May Days, and jamborees—the trees and pets of his country cousin, the libraries and May Days of his city cousin, and the jamborees uniquely his own. These wholesome, socializing contacts are not only instructive, but they provide the child with happy hours and so may be large factors in building his mental health and his character. As such they are a vital part of education. They offer the material about which a child not only dreams, but about which he also reads, writes, and figures.

And blest is the child whose days go down
In a little school in a little town,
A little school with rooms not more
Than eight or six—or maybe four.
Whose cozy walls are opened high
To an auditorium of sky.

THE ACTIVITY SCHOOL is informal in nature, being neither an unorganized chaos nor a rigid mechanism. It is intended to meet successfully the unpredictable and the indefinable aptitudes of the child. Because it stresses self-activity, it offers opportunities for creating learning conditions and sets up situations thru experiences which are not too far removed from the activities that are natural to child living and future adult participation. In such a school our teachers are less zealous in their "teaching," but are more concerned about "learning."—Duffy, Fred H., see p. 521 of this year-book.

RED-LETTER DAYS FOR SCHOOL AND COMMUNITY

JOSEPHINE THOMAS

Principal, Frank T. Howard No. 1 School, New Orleans, Louisiana

PUPILS often look forward most to those red-letter days which are so marked on the calendar, because such days mean closed schools, parades, excursions, picnics, freedom from responsibility, and more time for play. For the past three years, however, our pupils have learned to enjoy a different kind of red-letter day—one that is celebrated in school and requires much hard work.

The first Monday in May is our annual red-letter day. On that day we make a special effort to interest the public in some particular phase of our school program. Invitations to visit the school are sent to parents, schoolboard members, city officials, chairmen of social, civic, and business agencies, state and local superintendents and supervisors, superintendents of private and parochial schools, the presidents of our two local universities and the heads of their departments of education, and other interested friends of education. Ninety percent of those invited come to our open house, while the other 10 percent send their regrets. This 100-percent response indicates that these are really red-letter days for both school and community.

Health Day—The first of these red-letter days originated in our desire to demonstrate the value of our new course of study in health and safety, which had been introduced the preceding September. During the second semester each teacher planned her work with the demonstration in mind. For two weeks prior to the day of the demonstration, the classes reviewed their work thoroly. Each pupil felt that he could explain fully and definitely to visitors the purpose of the work and the health habits to be developed. Each class was organized for receiving and guiding the visitors, the pupils choosing a reception committee, a registration committee, and a steering committee. The pupils were to have entire charge of the program, and they developed a surprising degree of confidence in their ability to handle any situation which might arise. Several of them remarked that the teachers would have nothing to do on the day of the demonstration.

Each of the twenty-nine rooms, including the kindergartens, participated in the program. Every class was sure that the visitors would learn something of importance from a visit to its room. The following paragraphs indicate the variety and scope of activities carried on.

One kindergarten labeled its room "The City Park," and the children explained and demonstrated what a careful child should do in the park in order to protect himself and others from illness or

accident. The first grades advertised their health work with such titles as "Health Land," "The Happy Home," and "Children of Happy Town." The second grades invited their parents and friends to a "Safety First Pageant," while visitors to the third grades were greeted with programs entitled "Fire Prevention," "Peace and Safety," "The Cafeteria," and "The Happy Child."

The general topic "Safety" was used by three fourth-grade classes, while another one drew a large crowd with the intriguing caption, "Foot Notes, or the Footpath to Health and Happiness." The latter program emphasized the proper care of the feet and showed correct shoes for all ages and occasions. Shoes that are too narrow, too pointed, or too high in the heels were compared with correct types.

The fifth grades stressed the study of hygiene. So interested were the visitors that they often directed their friends to rooms that had been passed by. This type of direction was common: "Go to the sixth grade, and you will see how bottles containing poison should be fixed so that no one can make a mistake"; or "You will learn how to recognize poison ivy, and how to treat a person who has come in contact with it." Another sixth grade that had studied the use and care of the eye showed visitors the best methods of lighting homes and classrooms. The New Orleans Public Service Inc. assisted the pupils by furnishing demonstrators and lighting equipment.

The seventh grades went into the problem of community hygiene. One room called itself "The City Board of Health," while another became "The State Board of Health." The duties and services of both these agencies were explained and illustrated by the pupils. The pupils had visited the Public Health Department, and had so aroused the interest of its officers that they were among our visitors.

Thru the activities of our Health Day we succeeded in showing our friends outside the school that we were doing a rather good job of training children in knowledge and habits of healthful living. Within three hours we had a total of 2897 visitors. In addition, we believe that the experience of planning and conducting the demonstrations helped to develop initiative, self-reliance, a sense of responsibility, and a spirit of cooperation in the pupils.

Citizenship Day—Schools are sometimes charged with failing to train children in citizenship because the courses of study are not labeled as such. Every teacher knows, however, that citizenship training permeates the entire elementary-school program, from the kindergarten thru the highest grade. To convince parents and other citizens of this fact we made our second red-letter day a "Citizenship Day."

In the lower grades the social sciences provided the best material for our demonstration. One kindergarten class, using as a title "The

Home in the School," dramatized the duties, rights, and responsibilities of each member of the family, and of the family in the community. The other kindergarten used "The Community Store" to show how the good citizen acts when buying and selling. One first grade showed the good citizen in his home, while another converted its room into a "Happy Town," where everyone respected the rights of others and obeyed all the laws regarding traffic, sanitation, and health. A third-grade class illustrated "A Good Citizen at School; at Home; at Play." The fourth grades each emphasized one phase of the relationship of the individual to the state or to public agencies. "Respect for Public Property," "How a Good Citizen Uses the Telephone," and "The Newspaper and the Good Citizen" were projects that stressed right action on the part of citizens.

In a project called "Citizenship thru Poems and Quotations," the fifth-grade classes showed how reading and literature may help to make a desirable citizen. In preparing for this program the pupils read, discussed, and criticized a great deal of pertinent material, and memorized certain selections. The art classes illustrated their contribution to the worthy use of leisure. A sixth-grade geography class presented a discussion on "Conservation," showing what our state is doing and what good citizens must do to conserve natural resources, prevent forest fires, enforce game laws, etc.

One seventh grade demonstrated the use of arithmetic in training for citizenship. This project involved a study of the amounts and sources of our state and municipal incomes, together with a graphic presentation of the amounts spent for different purposes. The cost of educating a child in the public schools was given special emphasis. Among the conclusions pointed out by the pupils were (1) that we all contribute to the support of government, (2) that we pay indirectly for any waste on our part, (3) that everyone, child or adult, must do his part to help the state and city spend money to the best advantage, and (4) that absence from school or lack of effort in school work really represents a waste of money.

Probably the program that held the visitors longest was "Amendments to the Constitution," presented by another seventh-grade class. We were surprised to learn how few adults really know how the Constitution is amended, how many amendments there are, and what these amendments mean.

This second red-letter day was apparently even more successful than the first. The number of visitors was 3025. The newspapers devoted space generously to the project, both before and after its presentation. Most important of all, the children enjoyed themselves thoroly, and were impressed more strongly than ever by the need and

significance of good citizenship. The latter fact has become increasingly evident in their care of the building and grounds, in their attention to personal appearance, in their application of the laws of health, and in their practise of self-control.

Louisiana Day—The third in our series of annual red-letter days was inspired by the belief that a greater knowledge of the geography, history, literature, music, and romance of Louisiana would increase the love and appreciation which every good citizen should have for his state. We knew, moreover, that the public generally was not aware of the training being given in this field.

Among the features of this project which interested the parents most, were excursions to points of interest in or near our city, a trip to our capital by the sixth and seventh grades (the first train trip for many of the pupils), and a "Do-You-Know Club" which specialized in the collection of interesting, unique, and little-known facts about our state. In addition, topics such as the following were selected for discussion and illustration on the day of open house:

1. Farming and Dairying in Louisiana
2. Birds and Animals of Louisiana
3. Holidays of Louisiana
4. The Story of Cotton
5. Louisiana's Treasures
6. Traveling in Louisiana
7. Louisiana's Mineral Wealth
8. The Indians of Louisiana
9. The Natural Resources of Louisiana
10. The Beauties of Louisiana
11. Facts and Figures of Louisiana
12. Louisiana's Schools.

On this third red-letter day we entertained 3309 visitors, which was an increase of 412 over the first year and 284 over the second.

Conclusion—The plan of having an annual red-letter day has had two important results in our school: (1) It has brought the public into the school in greater numbers than ever before, and (2) it has helped to make the pupils more independent and at the same time more cooperative in attitude and action. There is, however, a danger which should be carefully avoided, namely, that of overemphasizing the red-letter program in relation to the rest of the year's work. The program should be thought of as a natural outcome of the regular class work rather than as a major end in itself. Otherwise the emotional results of putting on a "show" for the public may be actually harmful to both children and teachers. If wisely administered, however, such a program provides valuable socializing experiences, bringing children and adults together on matters which are, or should be, of major concern to both groups.

A WILD ANIMAL RED-LETTER DAY

BERNICE WOLF AND THELMA TIDWELL

Teachers, Pennsylvania School, Beaumont, Texas

RINGLING BROTHERS' CIRCUS served as the inspiration for a study of wild animals which culminated in a red-letter day of real moment in the second grades of Pennsylvania School.

How the study of animals began—The circus had come and gone, and on the day following the great performance, the second-grade children were a quivering group of boys and girls, each trying to talk faster and louder than the others. They had one topic of conversation—*animals*. Just animals, but such glorified ones! The children discussed, in the minutest detail, each trick they had seen performed, and they said in very awed tones, "Why, I didn't know that animals could *do* things."

The children could not seem to relinquish the new topic; so a trip to the city zoo was planned in order that they might re-live some of their thrilling experiences by again seeing the animals. This trip served to excite further the interest of the children in their new friends, and we teachers realized that within our grasp was the motivating force for an intensely interesting unit of work.

Some beautifully illustrated animal books were used as the nucleus from which to develop the work. The children pored over the pictures, and asked to read the stories. Then questions were asked and the unit was begun.

About sixty children, in two different rooms, were involved in this work. They were practically all from homes of meager circumstances, and this fact brought up the problem of producing maximum results at minimum cost. The majority of the children were of American nationality, but there were a few Italians and Mexicans. Their homes provided very little cultural background, as they had practically no books and no music. It was the aim of the teachers to enrich the pupils' lives from this angle as well as to impart factual knowledge.

Correlating the project with regular class work—A course of procedure was outlined by which the regular class work could be included in working out this unit. The following paragraphs describe this procedure with reference to several important subjects of the curriculum.

A large amount of material was used in reading. The school library was scoured for all animal books that the children could read. The public library was also used freely. Interesting material that was too hard for the children was read to them. This was often transformed into simple stories which were written on the board for the children to read. Charts were made for reading, and much of

the material used for these charts was collected by the children from newspapers and magazines. Dramatization of many of the stories read was an important phase of the pupils' interpretation.

Physical education and music also were very closely correlated with the animal project. In physical education the children delighted in working out the movements of the animals studied. They liked to imitate the clumsy gamboling of the bear as it stood on its hind feet and danced. They also enjoyed weaving slowly from side to side in the heavy manner of the elephant. The pacing of the tiger and the frisking of the squirrel were favorite imitations. In addition, the children originated some animal movements and performed them for other members of the class, who in turn tried to guess the animal portrayed. These movements were performed to music and were lovely for rhythm work. Many songs about animals also were learned by the children. Favorites were "The Elephant" and "The Squirrel" from *Music Hour*, First Book. "The Hunting Song" was a favorite victrola record.

For our health study we considered the laws of nature which the animals obey in order to maintain their existence. The pupils learned that the animals follow certain practises with respect to cleanliness, proper food, and rest, which human beings would do well to follow.

In language work we read animal stories and dramatized them. We wrote health stories, giving special attention to capitalization and punctuation. Original stories were written and dramatized, and appropriate poems were memorized. There was a great deal of written work in this unit and each bit was carefully done.

In the number classes we made story problems, using our animal friends for material. The squirrel and his gathering of nuts, as well as many other animals and their activities, formed the basis for these stories.

Each room made spelling booklets. We studied the new and strange words found in this unit of work. We also made of the spelling booklets a little dictionary, with pictures to illustrate the meaning of the words.

The whole unit centered around the study of nature. For our specific nature work we studied the haunts, habits, diets, language, actions, and care of animals.

The art work was a natural outgrowth of the children's increasing knowledge about animals. They began to feel the urge to express their knowledge in a tangible form. One of their first modes of expression was free-hand drawing. They illustrated many stories and papers. Soon they combined free-hand drawing and paper cutting. They drew figures and cut out the clothes for them, using both to illustrate

stories. The children also constructed large papier-maché animals. They made their favorites: the bear, elephant, camel, and lion. A colorful and modernistic animal border was made by combining circles, squares, rectangles, and triangles. These animals in their bright colors reminded one of wooden "Tinker Toys." Large, almost life-size animals were drawn on brown paper and then painted with cold-water paint.

The red-letter day—our exhibit—As the time approached for the unit of work to be completed, we decided to arrange our work attractively and to invite the other second grades of the city to visit us. The work was collected and the children, with the assistance of the teacher, selected those parts to be used in the exhibit. Each piece of work was criticized by the pupils, and when any bit was rejected, the reasons were made clear to the children.

The children had a large part in the preparation of the exhibit room. One side of the room was transformed into a jungle by the use of Spanish moss, tree stumps, shrubbery, sand, and rocks. This served as a background for the habitats of our large papier-maché animals. The large animals, cut from brown wrapping paper, and measuring 36 by 48 inches, "stalked" majestically across the opposite wall. A "novelty" table contained small booklets and animals carved from soap. The high border around the room was decorated with the modernistic series of geometric animals, and its effect was rather startling. One corner of the room was devoted to the display of the academic work done by the children, and included spelling booklets, language stories, and other productions. On display also were the beautifully illustrated books borrowed from the Tyrrell Public Library.

A child was stationed at each section of the exhibit to explain it to the visitors, and to tell something of the processes we had followed in our work. Their talks were brief but well given, and the children displayed a poise that was gratifying. As the visitors left the exhibit room, they were given book marks and animal cookies as souvenirs. As a grand finale to our red-letter day performance, a play was presented for our visitors.

Outcomes of the project—The social situation which was shared by the children in this project was rich in real-life experiences. The scarcity of materials at hand necessitated the combination of many children in the use of them. Pupils learned a very valuable lesson in sharing unselfishly and working together in harmony. They also learned many useful devices which could be substituted for materials not readily available.

Taking animal parts in the play made the animals even more vivid and real to the children. They actually went thru the motions and emotions that they had read about in their story. The sounds and calls of the different animals were made realistic indeed, if they could be judged from the reception given by the enthusiastic audience. The play became so real to the children in it, that they often played the story at recess time. One day on the school ground our principal came upon a child crouched behind a large bush. When the principal questioned the child as to her reason for being there, the child frantically whispered, "Sh-h-h-h, I'm the squirrel and the lion ate me up!"

A wealth of knowledge of animal life was gained during the preparations for this event. The whole project was worked in effectively with the regular school work, and served as an excellent motivation for the learning of essential subjectmatter. Each child had an opportunity to express his own individuality, because there were enough experiences involved to inspire each one in a different manner and to give each one a chance to find himself. Even the slowest child had a hand in the construction of materials. A valuable lesson was learned as the children were shown the difference between constructive and destructive criticism.

At the conclusion of the unit, it was gratifying to realize that the interest in animals manifested by the children was no mere "passing" interest. They had gained a firm foundation which could be used to build upon in the pursuit of hobbies or further academic knowledge.

APPROPRIATE ACTION always helps to clarify and interpret thought. In the primary grades, for example, teachers have long found it helpful to have children act the stories they read as informal language lessons. Dramatics can help to organize ideas and make them more interesting at any age or grade level.—Howard, Stella, see p. 310 of this yearbook.

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CHAPTER V
MUSIC AND RHYTHMS
EDITORIAL COMMENT

THE IMPORTANCE OF MUSIC in the history of mankind amply justifies its inclusion in the elementary-school program. During recent years there has been a tendency among a certain element of our citizenry to class music, along with other fields of art, as a fad or frill which might well be dispensed with in times of economic pressure. While curtailments and eliminations have occurred, the evidence presented in this chapter indicates that these probably have been less widespread and drastic than is sometimes supposed. Many parents, like most school administrators and teachers, are aware of the esthetic, emotional, and social values of good music, and are anxious to have musical activities retained in the school.

With the coming of the radio and the sound motion picture, the vast majority of children are receiving some kind of musical education whether we like it or not. While the potential value of these newer agencies is unquestionably very great, their musical output to date has contained more of the cheap and tawdry than of the finer types of composition. Clearly the need for superior musical opportunities in the school has never been greater than at present.

This chapter shows how several different types of musical activities can contribute to a modern educational program. The first article discusses the place which music should have in the school curriculum. The next three articles are concerned with singing activities. One deals broadly with the course of study in music, the school choir, operettas and pageants, the "chorus plan," and the glee club. Another goes more into detail concerning the chorus or choir plan as a means of improving music instruction in rural schools. The third describes a spiritual choir composed of negro children in a "mixed" school.

The next author describes an activity which is closely allied to group singing, namely, the verse-speaking choir. Then follow two articles on rhythmic activity, one stressing the importance of dancing in the school, and the other dealing with rhythm bands and eurythmics in the primary grades. The concluding article summarizes a survey of extracurricular music activities in approximately two hundred elementary schools.

The short list of selected references at the end of the chapter will be useful to those who wish to do more extensive reading in the field of elementary-school music.—*Editorial Committee.*

REEVALUATING MUSIC IN THE CURRICULUM

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ADVERSITY IS NOT only the mother of invention, but the tester of values. Reduced resources usually necessitate the elimination or at least the curtailment of certain activities. A study entitled "The Present Status of School Music Instruction," completed in the spring of 1934, presents data from school superintendents in 1761 communities of various sizes in the United States concerning what happened to music in the public schools during the recent years of intense depression. In slightly more than half of the 1761 towns no changes were made in the music program. While 49 percent reported some curtailment in their cultural subjects (designated in this survey as music, art, and dramatics), only 4 percent or 60 of the 1761 towns reported actual elimination of any of these subjects. Moreover, when there was a discrimination in favor of any one of them, it was predominantly for music. It seems evident that most school systems have decided, in times of adversity, that the contribution of music and the other art subjects is so valuable that they must be retained in the school program.

The contribution of music is probably recognized as applying both to the immediate program of the school and to the home and community life outside the school. This recognition, in turn, is due both to the increasing use of music inside and outside the school, and to newer conceptions by educators of the forces which make an effective school program. No attempt will be made here to enumerate or evaluate the effects upon the production and consumption of music which recent inventions and social developments have brought about. Rather, we shall devote ourselves to a consideration of the larger place in normal education which thoughtful leaders are gradually assigning to music.¹

Relative values in education—Use is the ultimate measure of worth or value. In a very profound sense the common man's query regarding certain phases of education, "What use is it?", is legitimate and fundamental, provided a sufficiently broad meaning is given the word "use." Use must include much more than the narrow utilitarian view of gaining a livelihood; it must include everything that influences conduct in desirable directions, that causes socially valuable changes in the lives of human beings. Herbert Spencer's question

¹ For a more detailed statement of the author's views on the program of music in the public schools, see: Dykema, Peter W. *Music for Public School Administrators*. New York: Teachers College, Columbia University, 1931. 171 p.

of 1861, "What knowledge is of most worth?", will always continue to be a vital topic for educators. But recently educational administrators have openly acknowledged a fact which they had long sensed but which, confused by such expressions as that just quoted from Spencer, they had not definitely formulated, namely, that knowledge is only one force in influencing conduct.

We may well say that knowledge is not necessarily power; it is only potential power. Buried treasure has no value until it is unearthed and circulated. What we learn is likewise of value only as we apply it. Facts are dead unless interpreted and related to our own lives. Knowledge and learning may be as useless to us as a hoard of gold in a vessel at the bottom of the sea. Education cannot, therefore, be defined simply in terms of acquiring knowledge. Our schools must, to a far greater extent than they have thus far, cease considering education as a quest for knowledge. From this it follows that the intellectual approach, which has dominated practically all instruction, must be replaced or supplemented by an approach which is more effective because more inclusive.

Likewise, we can no longer accept the conception of education as the acquiring of habits or skills, valuable as these are when properly used. We need only point out that a trained animal with abilities in a few special lines, but with no power to meet situations outside the accustomed ones, is not an adequate model for an educated human being. The possession of highly developed skills is no more an assurance of good citizenship than the possession of keen cutting tools or of machines which automatically turn out but a single product is an assurance that these will be properly used. Habits and skills must be rightly directed if they are to be socially valuable.

How can we assure an education which will not only involve the amassing of knowledge and the acquiring of desirable habits and skills, but will also direct them so that they shall be properly and effectively used? This is essentially a question of motivation and guidance, of developing right attitudes and ideals of life, and of using these attitudes and ideals to obtain and utilize needed knowledge and skills. The purpose of the following discussion is to indicate the part that music can play in this desirable education. While we are particularly concerned with music as a socializing agency, we must first examine briefly what music can do for individual development.

Music as a factor in individual development—Thorndike² has pointed out that sensations, and motives to conduct, may roughly be

² Thorndike, Edward L. *The Fundamentals of Learning*. New York: Teachers College, Columbia University, 1932. 638 p.

divided into satisfiers and annoyers, and that we tend to cherish the satisfiers and to avoid the annoyers. In other words, what is pleasurable we seek to have repeated and what is annoying we seek to prevent from coming into our lives again. Music, in at least one of its many forms, appeals to practically every child. It thus has the first qualification of an educational agency, that of being welcomed. Unless it is badly presented, music is a pleasurable school activity and therefore is potentially a force for character molding.

A second condition for producing education, after a pleasurable beginning has been made, is the presence of a situation or subject sufficiently interesting and sufficiently within the possibilities of the learner to stimulate him to proceed further. The immense literature of music is admirably adapted to the presenting of a series of stimulating challenges for every degree of ability. The school program which fails to stimulate growth in music, involving power and taste, has not properly unfolded the almost limitless resources of the subject.

As a corollary to effective challenges, there must be, third, attainable achievements. Music exists in such a variety of levels that students should be able easily to measure their progress, provided the school instruction has wisely included a wide range of musical activities. Short-sighted policies too frequently limit school music to a program that is largely passive and lacking in opportunities for individual responsibility and initiative. If the roots of a plant are not allowed to spread out so that they may draw nourishment from a wide area, undernourishment and early death easily result.

Thus we see that music, by meeting these three requirements of effective learning, is admirably adapted to the individual development upon which character formation is normally based. We become what we are thru a series of significant experiences in which the whole self is involved because of interest, absorption, and the recognition that we are growing. Music uses tone as its medium and, of all sensations, tone seems to have the greatest power to stimulate the imagination and to develop emotions. But while doing this, music by its structure tends, even in its freest forms, to induce a feeling of order and restraint because these are the conditions upon which music itself depends. Without form and restraint music degenerates into mere noise. In its finer manifestations music is the considered embodiment of man's noblest emotions, and contact with such music tends to communicate these emotions to performers and listeners.

Music as a socializing influence—Having glanced briefly at the relation of music to individual development, we may now examine somewhat more completely the topic of music as a socializing force. We note, first of all, that music is essentially social in its nature. In

the schools, performance of music is chiefly by groups; listening practically always involves more than a single person; and creating or composing music is generally conceived in terms of communicating a message or a vision of beauty to an audience. In each case the addition of people to the social group usually adds to the pleasure and effectiveness of the musical act. Performance becomes simpler and more enjoyable as others successfully join us in making music; listening in a group is much more stimulating and richer when we have kindred spirits with us; while the approval of a discriminating and appreciative audience is a longed-for consummation of the composer's endeavors. When a group participates in the creating of music, as happens in schools which encourage group song composition, each member, by approving or rejecting suggested contributions, shares in the pleasure of the composition which is gradually brought into existence.

Moreover, in each phase of these group musical activities the members, except when unwisely guided, stimulate each other, frequently to accomplishments that would be difficult if not impossible for the individuals alone. Who, when singing or playing an instrument, has not been spurred on to efforts beyond those he made while alone? What other explanation than the stimulation of mass psychology can be given for the enthusiasm with which great crowds greet the playing of classical numbers which few people would enjoy alone? Every chorus contains singers who by themselves could accomplish very little, but who, spurred on by the example of the more capable members, make valuable contributions to the ensemble. Many a mother has found that the practising of the child at home becomes pleasant and effective if the loneliness of solitary practise is relieved by the presence of listeners or of only a single listener. Every manifestation of music is strengthened by the social appeal.

By this strong social emphasis, music tends to unify its participants. Listeners at a concert unite in glaring at offenders who disturb the quiet needed for good hearing. When everything goes well, members of the audience tend to express their sense of oneness by exchanging comments on the performance, even with perfect strangers. The members of a choral or instrumental group realize that each must contribute his part with due regard to what the others are giving, so that the individual does not stand out, but rather the product made by the whole group. Three members of a quartet may sing well, but if the fourth is unable to do his part, the quartet cannot satisfactorily continue. Composers must bear in mind the limitations and the possibilities of performance and the appeal it will make; even the deaf Beethoven, unable to hear either his music or the approval of

the audience, anxiously inquired of the concert-master whether the Fifth Symphony was being applauded! Music thru its dependence upon many contributors is a potent force in developing a group consciousness.

Music thus makes for normal social development. Pride in the accomplishment of the whole is the essence of democracy. The social spirit developed in the right kind of musical organizations may well serve as a model for a very desirable type of citizenry. This common participation in music leaves each person richer. And not only is the product a satisfaction, but the process of coming into contact with every type of music is essentially one of pleasure and satisfaction. Even when its tone is not happy, when it voices sadness or sorrow, thru its broad, composed spirit, it seems to have much the same quality as the poet suggests in his line: "Parting is such sweet sorrow, That I shall say good night till it be morrow."

Finally, it should be pointed out that while music has great value in the home and in the community for the various individual and social qualities already enumerated, it also has a definite function to perform in the school. Much of the school instruction in other fields emphasizes individual development and independent work by each student. Music is particularly adapted to the developing of a socialized group while still giving abundant opportunity for individual growth. Educators frequently have to face a choice between overemphasizing the individual by the development of his peculiar talents, and submerging the individual by stressing the rights of others. Society can progress normally and steadily only as the individual is able to find his self-realization in acts that are socially acceptable. Music does this most gracefully and happily because, unlike many games in which, if one side wins, the other must lose, participation in united musical activities allows all to win or to succeed without anyone's losing. Music, by providing many happy moments for the children, helps them to think of school as a desirable place in which to be.

Methods of music education—All these considerations of the individual and social values of music are based upon the assumption that it is properly presented to children. This proper presentation may be defined as the field of music-education methods. Frequently methods and devices are confused, and both are considered as arrangements of subjectmatter which can be determined beforehand and set down on paper for anyone to read and to follow. The truth of the matter is that method should always be conceived as the means by which children can be influenced to change their lives thru the incorporation of the ideas, emotions, habits, or skills which are the tools of instruc-

tion. It is not too much to say that the good teacher is the one who most consistently concerns himself with the development of the child by educational activities adapted to his needs. Teaching is essentially a process of bringing about human development thru the means of subjectmatter, rather than the process of dealing out subjectmatter irrespective of the effect it has upon the pupil. The good teacher, like the good physician, is always an empiricist. He may experiment with many new materials, much new subjectmatter, but he will always in the end retain only that which works with the patients. Consider the application of all this to music teaching. Only that which is assimilated by the children, only that which is of interest and significance to them, only that which changes them, is educative; all the rest is waste and dross.

A recent book,³ which stresses the necessity of measuring all music teaching in terms of its effect, makes a simple and significant three-fold division of good procedure in the teaching of music. First, connections must constantly be established between the material of instruction and life. Second, desirable concomitant or associated learnings must always be utilized as far as time, effort, and other objectives will permit. Third, fundamental learnings must not be neglected in stressing the two points just mentioned. Let us see what application we can make of this analysis.

Never before has there been so much music available. The moving pictures and the radio have made music a frequent occurrence in the life of practically every person in our country, and most of the musical facilities available before these became so prominent are still present in only a partially reduced measure. School music cannot be vital if it fails to establish connections with the music with which pupils come in contact every day. Historians and sociologists have shown that music thruout the ages has been a powerful influence in the development of various nations, and today there is no country in which music is not an important factor. Music has not the same place in our lives that it had in primitive civilizations, but its influence is potent in enriching life beyond what it was in earlier times. There are many ways in which school music can be related to activities outside the school. The music of the church, the home, the amusement houses, the social gatherings, and the out-of-door occasions, are all of the same piece as the music which is given in the school, and any connections or parallels between them should constantly be established. These connections in all cases are vital educationally only as they are made vital to the child, only as he finds significant interests

³ Mursell, James L. *Human Values in Music Education*. New York: Silver, Burdett and Co., 1934. 388 p.

in them. In fact, connecting school music with life can mean only connecting it with the total life experience of the child. Merely to cite programs of music outside the school, merely to fill bulletin boards with pictures or articles referring to artists and concerts, is not necessarily to make connections with life. Relating a school song to the experience of a child playing a piano piece at home, or humming a song on the way to school, may be a much more significant interrelating of school music and life.

Music, like any other art, arises only when there is a significant emotional experience; hence, musical compositions frequently have been associated with important events in the lives of individuals and groups of people. The composing and recording of any original composition by a group of children involves problems that parallel those which engaged the composers of the world's great masterpieces. Every musical composition has form, melody, and rhythm which may shed light and zest on something the child is studying, providing the teacher can bring out the connections. The teacher whose acquaintance with the history and development of music is rich and broad, and who is well versed in the art and science of composition, constantly sees even in the simplest music delightful points of contact with other compositions and events, real or imaginary, which make the study of music more appealing to children and more significant for their interpretation of it. Every composition has trailing about it a wealth of interesting associations which are intertwined with its life and which, when known, cause it to have greater appeal for students.

Music is an art into which intense thought and devoted labor have gone for many centuries, and the unlocking of its secrets, its finest treasures, is not for those who treat it lightly, but for those who study it deeply. Any good teaching of music will develop a realization of the need for careful and prolonged study, and will make evident the greater satisfactions that can come only from the ability to handle skilfully the tools of this art. Music cannot be connected with life and the concomitant values cannot be utilized unless there is a steady growth in the power to handle the material with which music is recorded. On the other hand, the study of technic is dry and unproductive unless it is connected with life and unless it also is related to the rich concomitant values discussed above.

One of the best means of insuring a balanced study of music is the wisely directed project in which music, like any other subject, appears only when it has something significant to contribute. But this does not mean that music shall always be secondary, for there have been times and always will be times when music attains the state of a

major activity in our lives. These occasions may not be numerous, but when they come they are of great significance. In the natural development of man, some activities which at first were but assisting parts of some other whole gradually increase in importance as specialization proceeds, until they have a life and existence of their own. The project planners who have their eyes on the development of the child will recognize that at times any phase of the project may become the center of interest and thus be entitled to major treatment. Hence, with subjects such as music, which demand for their right use and development the acquiring of special knowledge and skill, there must be time in the program, in addition to that devoted to its auxiliary or illuminating aspects, for intensive study and the development of special power.

What of the future?—When general educators sufficiently recognize the need of real power in music in order that it may properly serve other subjects of study, when music teachers are sufficiently broad in their interests so that they realize how music can and should reinforce many other subjects of study, and when general educator and music educator sufficiently understand and respect the rights and duties of other specialists, we shall have a much more unified educational program, and much happier and more capable children. When that time comes, music, instead of being as at present a minor subject in the curriculum, may become a major subject. Let us, in closing, consider what this might involve.

Under the conditions just outlined, the child at any age may be approached as a being in whom feeling is a powerful factor in determining what his life shall be. The term "feeling" is to be understood in a broad sense, as having a range from simple sensation up thru noble emotions to the highest intuitions. At all stages there will be opportunity for the child to bring these emotional or affective life tendencies into order and form thru striving to give them artistic expression. This will involve bodily movement in pantomime and dance, at present sadly neglected in most of our schools; vocal expression in song with neutral syllable or with verse; the playing of melodies upon an instrument, sometimes a simple instrument which the child has made together with his own tunes; the child's attempting to record some of his musical utterances, thus introducing him to the notation of music; and the extending of his own experiences by hearing of the lives and compositions of the masters, who more clearly and deeply have expressed experiences paralleling those of the child, as well as other experiences which open new visions to him. Music will aid in understanding other nations and historical events because it gives at the outset the feeling tone which is the heart of integration.

And, finally, music as one of the arts, friendly to the others and constantly invoking their aid, will give the sense that what counts in life is significant experience, that art devotes itself to the expression of such experiences, and that thru the study of art as a major subject, the child, wisely conducted by mature teachers of full, rich experience, will increasingly come into a realization of the beauty and worthwhileness of living. For this broader, more leisurely program, which is founded on the theory that growth comes from inner development rather than from the piling on of external material, a period of generous length each day may be profitably utilized, because into it will necessarily come vital use of English, social studies, and certain aspects of mathematics. Music is naturally an integrating force when a well-qualified instructor is granted time to develop it naturally and deeply.

THE MODERN CONCEPTION of elementary education, i.e., that the school and its studies are not a preparation for life but are life itself, must carry into the music program. The recent trends in education have emphasized the importance of music in brightening and unifying the child's many activities in and out of school. Heretofore, music has been considered largely for its own values, but these values will not be lost or impaired, rather will they be strengthened when music functions as a socializing force. Today, music instruction is focused on music as a contribution to the whole of the child's life.—McConathy, Osbourne, and others, *Music in Rural Education*, Silver Burdett and Co., 1933, p. 10.

SCHOOL CHORUSES

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MUSIC IN THE ELEMENTARY SCHOOL may be considered under four broad divisions: singing, listening, playing, and physical expression (dancing). This article deals with singing only, and with only certain phases of the singing program. To be sure, the four divisions just mentioned are seldom treated as entirely separate activities. There is, and should be, a certain amount of overlapping, because music activities in the elementary school are not usually designed to foster high achievement in specialized fields so much as to expose the child to the varied influences of music, in order that he may discover the happiest place which music may occupy in his own life. The aim of music instruction is to bring the child into such contact with music that his esthetic and emotional sensitiveness will be heightened and refined. We are striving not so much for better music as for finer children.

The elementary-school music program emphasizes singing. The voice is nature's own musical instrument. Nearly every child can learn to sing, and most children find singing a happy, spontaneous means of self-expression. The school should utilize to the full this normal and natural approach to music, and should lead the children to sing not only for the sheer pleasure of singing, but also as a medium of instruction in music itself. Sight reading, appreciation, form, and interpretation—all these may properly have a place in the singing lesson. In short, singing in school should be considered both as a means and as an end.

This article does not concern itself primarily with class singing, but with the special chorus opportunities which should be offered to pupils in the elementary school. The discussion is presented under the following five headings: (1) The course of study in music, (2) the school choir, (3) operettas and pageants, (4) the chorus plan, and (5) the glee club.

The course of study in music—Much emphasis has been placed of late on the integrated school curriculum, wherein all of the child's activities and efforts thruout the day are associated in some large and generally interesting enterprise. Music can play a significant part in such socialized school activities, both because it is so universally enjoyed and because it is associated with so many phases of

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our lives. History, geography, art, literature, physical expression, and other fields are closely allied with music. It is natural, therefore, that in the integrated units of study used in many schools, music should be called upon to make an important contribution. How can the course of study in music be organized so as to make this contribution most effective and practical?

The music course should include songs of many places and times, of many subjects and experiences, and of wide emotional range. The classes should be prepared to sing their familiar selections with spontaneity, charm, and intelligence on brief notice, and should be equipped to learn new material quickly.

But if these calls upon the music classes are to be met, the course of study should recognize the need for developing some degree of fundamental musical skills. If every song must be learned solely by rote, the process will continue to be long and will become more arduous and less certain as the pupils pass to the upper grades. Taste and esthetic development are likely to be sacrificed if only the elementary demands of singing can be met by the older pupils. Those in administrative charge of the school, therefore, should bear these two points in mind: (1) The music classes should have a well-developed plan of study leading to at least some elementary skills in singing and in reading music, and should have time especially devoted to this work; and (2) the music studies should have sufficient relation to the general objectives of the entire curriculum to enable music to make a happy, spontaneous, and effective contribution to the larger units of study.

In addition, a word should be said for music itself. Music is intimately associated with all our emotional experiences thruout life; from the cradle song to the funeral dirge, man's days are filled with music. Because of this universality of music we may easily lose sight of the fact that music has a place of its own in our lives. Dissociated from all else, it stirs certain cores of emotional and esthetic sensitiveness, and elevates and ennobles the spirit. For its own sake, then, our children should spend certain times in the contemplation of beautiful music without reference to its outer associations.

The school choir—While nearly every child enjoys singing, there is a wide range of abilities between the more and the less talented pupils. The school should not only set up favorable situations for the weaker children, but should also offer opportunities for those who have special gifts. The school choir provides such opportunities for children talented in music. Wisely administered, it also serves as an inspiration and guide for the less musical pupils, and thereby gives its members valuable training in leadership and cooperation.

The school choir is a classroom activity, and it uses material from the regular music textbooks.² The choir is selected from the pupils who have shown the greatest interest and ability in music, and they become the class leaders in studying new selections which offer special problems or difficulties. The other pupils listen as the choir works upon the new piece, following the notation in their books so they may learn the music well enough to join in the singing as soon as possible. By thus assigning to the gifted children this honorable and enjoyable responsibility, several desirable results are obtained:

1. The more capable pupils are stimulated to their best efforts thru this special opportunity.
2. Mistakes which often occur because of false tones sung by the less musical children are avoided, and the song is learned more quickly and more accurately.
3. The other children hear the song a number of times before attempting to join in, and thereby are given every chance to learn it correctly.
4. Learning a difficult new song is a pleasurable challenge for the gifted pupils and a happy experience for all.
5. One of the fundamental aims of modern education is met in that the talented children, by helping their less gifted classmates, experience in a delightful and thoroly practical way the joy and elevation of socialized living.

The school choir may also sing occasionally as a model of good tone quality, clear articulation, and artistic interpretation, both for classmates and for special events.

Operettas and pageants—A favorite way of relating the school and the community is by presenting operettas or pageants to which parents and others are invited. Naturally the parents enjoy seeing their children participate in these affairs, and are glad to attend the performances and to help with costumes and in other ways. Such projects are valuable to the children because they provide opportunities for dramatic expression, and because an operetta or pageant may impress vividly upon the child's mind some esthetic or historical idea that is educationally important.

Operettas and pageants include music, and generally most of the music is sung by a chorus. This means the selection of children and their special training for the particular event. These activities are desirable in themselves, but they are open to certain dangers which it may be well to consider.

First of all, there is the temptation to select music which is cheap and tawdry. The music course in school has as one of its fundamental aims the development of a discriminating love for *good* music. Moreover, all good teachers of music agree that no music which is musically unworthy should have a place in any school activity. Yet it is not

² Every good textbook offers a wide variety of selections, differing not only in style but to some degree in difficulty.

uncommon to present operettas or pageants with music which is actually bad, on the sole plea that "people like it." Such a plea could hardly be offered as the justification for our whole educational policy; why then for music? And most teachers who select such trivial music would resent the suggestion that they personally were people of poor taste. If an operetta or pageant which has worthy music cannot be found to fit the situation, it is far better to create one's own plot and story, or better still, to let the children do it, and then to use good folk tunes and other available music which has some permanent esthetic value.

Another matter which deserves careful attention is the way the pupils sing before the public. A good teacher of singing strives to secure a sweet, light, clear tone from her pupils. How often, tho, does the person in charge of a performance demand that the child sing *loud* enough to be heard thruout a large auditorium. Innumerable voices have been ruined for life by thus being strained in early childhood. What can be done about it? Unless the auditorium is small enough for a child to be heard when singing sweetly and naturally, those in charge should forego solo singing and use only chorus numbers. Above all, they should not spoil the months of effort of the music teacher to secure good tone quality from the pupils, for the sake of one night of public display.

*The chorus plan*³—The chorus plan is now used successfully in a number of places over the country. It is equally well adapted to large or small school units, from a whole state to a single school district. A county makes an admirable unit, being large enough to include a number of separate schools and small enough to have the personal supervision of the county superintendent of schools. Altho originally designed especially for rural schools with teachers untrained in music and without special music supervision, the plan is also practicable in well-supervised city schools. Its essential features are as follows:

1. A special list of songs (usually ten), which are relatively simple in text and melody, are made available both in a book or books and on phonograph records.
2. The pupils learn the songs by listening to the records and following the notation in their books.
3. As each pupil demonstrates his ability to sing one of the songs correctly, he is enrolled in the school chorus for that song and may sing with the chorus whenever that song is performed.
4. As soon as a pupil has learned the complete list of songs, he becomes a member of the county chorus (or whatever larger unit of associated schools is planned) and may sing with that combined chorus of pupils from a number of schools whenever it appears in public.

³ See also the article in this chapter by C. A. Fullerton, entitled "Music in the Rural Schools."—*Editorial Committee.*

From the foregoing description it will be apparent that this plan has many attractive features. First, the success of the chorus is not dependent upon the musicianship or singing ability of the teacher. The phonograph records present the songs accurately and repeat them as often as necessary for every child to learn them. Second, the plan is not expensive, involving merely the use of a phonograph (which already is available in most schools or may be borrowed from a neighboring family if funds are not immediately available for purchasing one), a few records, and a set of books. This equipment should be in every school whether or not the chorus plan is being followed. Third, the practise of following the notation with the eye while listening to the recorded song is an excellent way to learn the meaning and purpose of the various characters of music notation, and leads to the ability to read music. Fourth, membership in the school and the county or district chorus is a goal toward which the pupils will eagerly and happily strive. There is a definite and clearly perceived objective, readily attainable, and obviously worthwhile. Fifth, the county chorus, by singing from time to time at public gatherings, not only provides a splendid form of community entertainment but brings the schools favorably to the attention of the general public. Parents and others become interested in the schools and well disposed toward general educational development.

When once the chorus plan is in operation, it may be extended from year to year until the school develops a well-organized and well-conducted course in music, and until the school and community both reflect the cultural and socializing influences of this activity.

The glee club—In addition to the activities already mentioned, there is a place in most elementary schools for the extracurricular activity usually known as the glee club. This organization usually consists of pupils from the upper grades, chosen because they have good voices and enjoy singing sufficiently to be willing to attend after-school rehearsals. Usually the music instructor directs the glee club, altho sometimes a grade teacher who is interested in music acts as leader.

The choice of members of the club is usually determined thru consultation with the teachers who conduct the class music lessons. These teachers know the capable and interested children. Often there is a "try-out" altho this sometimes serves merely as an excuse for eliminating undesirables rather than as a means for discovering talent. More frequently the kind-hearted teacher accepts a poor singer who begs admission even tho she knows that lovely effects are likely to be spoiled. The ideal, however, is to include only children who have sweet, clear voices, sing well, read a little, learn readily and accu-

rately, and attend rehearsals faithfully. Such a group can attempt selections beyond the possibilities of the usual classroom.

The selections undertaken by the club ought to be outside the regular school music material. For school singing instruction a textbook is most important, because it keeps the course balanced, organized, and purposeful. But the extracurricular musical efforts are best stimulated by special music, which looks different from that used in the classroom. Consequently, while a textbook is best for the class music lessons, octave music or special music books are best for the glee club.

Most of the glee-club music should be sung with piano accompaniment. In the high-school glee club composed of mixed voices some lovely unaccompanied effects are possible. But young children's voices are limited, and the brilliancy and harmonic interest of a piano accompaniment add immeasurably to the possibilities of the program.

The accompanist should be an accomplished pianist if such a person can be secured. Often a school pupil is the only pianist available, and where this is the case the leader must make the best of the situation. Sometimes a talented parent or local piano teacher is glad to assist, and this adds a great deal to the musical effectiveness of the club.

The glee club, if wisely handled, is a great asset to the school. It sings for the pupils in assemblies, and for the parents and public at larger gatherings. It represents the school on special occasions. It should be called upon only for events which are clearly well worthwhile, so that there is an appeal to the child's sense of fitness and service. Good music, carefully studied, well performed, at worthy occasions, with dignity, poise, and a fine sense of artistic responsibility—these should be the ideals of the elementary-school glee club.

Summary—As stated at the beginning of this article, the chief aim of musical activities in the elementary school is to foster the esthetic, emotional, and social development of the children. To accomplish this purpose, in the writer's opinion, the major emphasis should be placed on group singing. Most children can learn to sing, and singing is valuable both as a source of pleasure and as a means of learning the fundamentals of music. A variety of singing activities are appropriate for elementary-school pupils: (1) class singing, which should follow a well-planned course of study and should be sufficiently related to other subjects of the curriculum to make a real contribution to them; (2) the school choir, which aids in the development of special musical talent, and inspires and guides the pupils

of lesser ability, thus training its members in leadership and co-operation; (3) opérettas and pageants, which have large potential values but are often accompanied by certain dangers such as the temptation to select inferior music in order to satisfy popular demand; (4) the chorus plan, originally designed for rural schools, which offers splendid opportunities for large-group cooperation and for the development of mutual understanding and appreciation between school and community; and (5) the glee club, whose function is to provide advanced training for especially gifted pupils, to furnish high-grade entertainment for school assembly programs, and to represent the school on special occasions in the community. Under wise and competent supervision, all of these activities may become rich in socializing values as well as in personal enjoyment and individual achievement.

FOR THE FIRST TIME IN THE HISTORY OF MUSIC a group of children in an elementary school under the guidance and with the assistance of an artist teacher, has written and played a symphony composed after the classic symphonic pattern, using many instruments which they made with their own hands and other simple ones appropriate to their composition. The execution of this project is a brilliant example of the kind of experimentation which is breaking down the narrowness of much of conventional practise in the school and introducing in its place new experiences rich in educational values.—Newlon, Jesse H., in *A Children's Symphony*, by Satis N. Coleman. Lincoln School, Teachers College, Columbia University, 1931, Introduction, p. v.

MUSIC IN THE RURAL SCHOOLS

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RECENT CHANGES IN EDUCATIONAL PSYCHOLOGY have been accompanied by improvements in the teaching of school music. Just as the old method of teaching reading by building up words from letters and syllables has been discarded, so have the better schools done away with teaching pupils to build up melodies by drilling on the scale intervals and time values of individual notes. We know now that a normal child will learn a word or phrase in much less time than he will learn the individual letters or syllables in it. Similarly, we believe that children should be given a rich singing experience before spending much time on the more technical phases of music. Since the beginning of the present century an increasing number of teachers, editors, and publishers have been striving to place school music teaching in line with the best modern thinking in education. This article is a generalized statement of the writer's efforts to bring about this change in one-room rural schools during a period of more than twenty years.

Need for modern methods in rural schools—Since the conditions for music development in one-room rural schools are peculiarly unfavorable, it was clear from the outset that the older methods of teaching music would fail entirely in such schools. We were forced to eliminate all false motions and to put the major emphasis on matters of greatest importance. To succeed at all, we had to develop a course of procedure which would be continuously interesting to both children and teachers, and which would produce such good musical results as to insure the hearty cooperation of the patrons. Our problem was to obtain these results in ordinary one-room schools, with rural teachers of only average ability and without special music supervision.

Using the phonograph—At the early stages, teaching these rural children the theory of music was decidedly incidental. Teaching them to read music independently was out of the question. They could learn to sing beautifully only by first hearing songs beautifully sung, and usually the only practicable way of accomplishing this was to reproduce fine phonograph records daily in the schoolroom. By this means the children could always hear the songs correctly sung, and from the first could be unconsciously developing good singing habits.

The following course of procedure has been used with practically no variations during the entire twenty years this choir plan has been in operation:

1. Have the children listen to the song with the books open before trying to sing any of it with the phonograph.
2. Have them sing the easy parts with the phonograph (the parts marked "class" in the book), listening to the machine for the other parts until the class is able to sing the easy parts well.
3. Have the class exchange with the phonograph, that is, sing the more difficult parts (the parts marked "phonograph" or "teacher"), listening to the phonograph for the easy parts.
4. After the class is able to sing alternate parts well, let it sing the entire song lightly with the phonograph, then without the phonograph.
5. Have pupils sing individually with the phonograph. Carefully record on the choir membership chart the success or failure of each pupil to sing the song exactly as sung by the phonograph.

How choirs are organized—This method of teaching music is often called the choir plan, because a choir is organized in every school-room. The choir consists of the boys and girls above the third grade who learn to sing a list of songs exactly as they are recorded. As soon as a pupil learns to sing one song accurately with the instrument, he is a member of the choir for that song. When he learns to sing the ten songs accurately, he is a regular member of the choir or of the county or state chorus. Choir membership charts are used on which are recorded the ten songs and the names of all the pupils. A plus sign is used opposite the name of the pupil for each song that he sings correctly. Choir membership certificates are generally issued to the regular choir members.

From the beginning the influence of even a small group of children who can sing the song accurately with good tone quality is very marked. Those who have not yet learned to sing make much better headway by listening at least half of the time, than by constantly attempting to sing while their ears are filled with their own discordant tones. Experience has convinced us that the most successful way to get all of the children to sing is gradually to build up choirs and to have the choirs frequently sing a number by themselves. Making haste slowly is essential to success.

Mastery of essentials emphasized—While we say little about measurement, every step in this procedure is an achievement test checked by a 100-percent standard. We consider that we are dealing with minimum essentials, and our ambition is to have all children pass these tests. We say little about their being tests. We are willing to have the schools consider this procedure as an interesting and effective method for learning to sing, rather than as a series of tests and measurements. We say nothing about natural musical talent or

the absence of it. Encouragement, not discouragement, characterizes our procedure. We use the technical phraseology connected with our standardization tests sparingly if at all, but in a rapidly increasing number of schools we have the satisfaction of having all four "quartiles" of the children charm the public with their singing.

Improvement in rhythm—The beautiful tone quality that characterizes the singing of these children who learn their songs from the phonograph is matched by the light, easy rhythm in their singing. Singing accurately with the instrument not only produces accurate intonation, but it develops a sympathetic feeling for rhythmic movement which is almost as important. Singing songs "phrase-wise" alternately with the machine develops in children a phrase-consciousness in contrast to the measure-consciousness which has been altogether too prominent in school music. Formerly pupils learned the individual notes first, then the measure, and finally some of them went on and learned the phrases. These children in the rural schools learn the songs phrase-wise from the artists thru the phonograph, and it is conceivable that they could do a great deal of very acceptable singing before they have consciously had much to do with measures.

The delightful lilt in the rhythm of these children's singing is exerting some influence on choral conductors. Some of them are asking themselves if the detailed attention that measures have been receiving is justified. There is a growing suspicion on the part of some that they have been taking measures and beats all too seriously. It is not a question of lowering the standards of technical skill, but a question of rising to a higher plane in musical interpretation.

A simplified system of conducting has been devised that rural teachers can master in a few moments. It does not include the regular conductor's beats. The teacher stands before her choir with fingers closed, palms forward level with the face, while the phonograph plays the introduction, and then opens her fingers for the choir to sing the first word, sketching the rhythm lightly with the hands. She lowers the hands for "soft" and raises them for "loud." For releasing tone, she closes the fingers. If each school choir becomes accustomed to this procedure, it is a very simple matter for the conductor of the chorus to get good results. These children are so sensitive to rhythmic movement that even a strange conductor can soon have them well in hand.

Children are, of course, getting valuable training in rhythm when, with books open, they are following the melody with the eye and singing the song accurately, but we do not rely wholly on the effects produced in this way. Apart from the rhythmic training received

in singing these songs, we rely on bodily movements for the development of the sense of rhythm. The first year's work in any rural school includes, in addition to learning a list of ten songs, the mastery of six rhythmic movements, and this same series is included in every succeeding year as a fundamental basis for rhythmic activities. This series consists of sliding hands upward alternately, clapping hands and touching shoulders, clapping hands loud and soft, imitation of marching with hands, then adding marching with feet, followed by marching with feet alone. These simple, fundamental movements we take up from the very beginning; later we add the simple elements of Dalcroze eurythmics, which include stepping note values, stepping time to songs, and sketching the rhythm with the arms while stepping time to the songs. We proceed slowly here and undertake only what can be successfully accomplished.

One very valuable feature of rhythm training with the phonograph is clapping rhythm to alternate phrases as the song is sung by the instrument. Another feature of rhythm training which is rich in byproducts is making the common characters used in music on writing tablets or blackboard to the rhythm of the phonograph. Growing out of this is the copying of songs on writing pads or blackboard by what is known as the ten-step method. This is a means by which the song is used as a basis for developing a mastery of the simple rudiments in music. The last step in the ten-step series is writing the song on the staff in any required key.

The results of the choir plan have been especially good with the primary grades. We do not give them special music training by themselves; they are a part of the class in all that we do in music. It is a constant surprise to note the progress that they make. They are having the opportunity to learn to sing by the same natural process by which they came into possession of that rather extensive vocabulary which they acquired before meeting their first teachers. In the eight-year cycle of choir lists for rural schools, the regular choir (grades four to eight) learns ten songs each year as its minimum, while the junior choir (grades one to three) learns five songs each year. The same songs used for the junior choir are learned by the general group but are not sung by them on the public programs.

County music festivals—The choirs developed in the rural schools sing occasionally on school programs and at various community gatherings, and generally they are assembled in a county chorus to sing at the eighth-grade graduating exercises. They sometimes sing also at county fairs.

The singing of large groups of children naturally leads to the county music festival, which seems to be growing in favor. If the

choir plan has been systematically carried out, there is no risk involved in placing the large chorus of assembled choirs on the program even tho there is opportunity for but one rehearsal, for the choirs are ready for a festival at any time.

A typical program for a county festival of this type includes a chorus consisting of the assembled choirs from the one-room rural schools. The chorus sings a group of songs from the choir list for the year. There is also a chorus consisting of, say, the fifth or sixth grades from the graded schools of the county. This chorus sings a list of songs that have been standardized in all the schools by the phonograph records. The rural chorus and the graded chorus then combine for a group of songs that are included in the rural list. Also, at the beginning of the program and again at the close, both of the choruses join with the audience in singing some songs that the children have learned from the records. In addition to this, the afternoon program generally includes some special numbers by a band or an orchestra, or by some of the high-school glee clubs. At the evening session each high school in the county furnishes at least one glee-club number of its own choosing, and then all the assembled glee clubs sing a group of songs that have been standardized in all the schools by the phonograph records.

The singing of the entire festival, with the exception of special numbers by the high-school glee clubs, is standardized with the phonograph. The beautiful tone quality that well-trained glee clubs develop for their music contests is no more satisfying to the critical ear than the pure, light, buoyant tone of these children's choruses. And the festival audiences, when participating in the programs with the children, are exalted in spirit well above the level of ordinary mass singing.

Conclusion—This new deal in music education brings results which could never be obtained by the old methods of teaching, especially among rural children. Not only does it produce more artistic singing, but it provides a new center of community interest and morale. When children can be inspired and guided by the singing of artists, and when both children and parents come together from all parts of a county for a musical festival in which all participate, we have reason to believe that music is making a significant contribution to better group living.

A SPIRITUAL CHOIR

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THE SPIRITUAL CHOIR of the Charlton Street School was organized by the writer primarily to provide a means for the negro boys and girls of the school to make a contribution to the school life. Of the sixteen hundred pupils in the building, about 67 percent are negroes. Because of very poor home conditions, limited opportunities, and economic instability, these negro children have few chances for doing legitimate things that gain favorable recognition from the other members of the group. As may be supposed, there is no lack of the desire to obtain some form of recognition. Whether it is gained in a correct manner or not is the nice question that is frequently not seriously considered. In fact, it was the rising frequency of wrong choices in this respect that led the writer to seek for a positive means of securing the desired end. The spiritual choir was a happy solution.¹

Organizing and training the choir—One afternoon about two years ago, forty of the upper-grade negro boys and girls were asked to meet in the school auditorium. A short talk was given concerning the value and beauty of the spirituals. A sufficient number of books containing about one hundred of the most widely known spirituals had been secured. These were distributed and the children were asked to look thru the books to see if there were any songs that they knew. Several were found and these were sung in unison. The suggestion was made that the spirituals sound even more beautiful when sung as part-songs. This was tried. As these boys and girls were in the seventh and eighth grades, and had acquired some proficiency in part-singing thru the music work in their classrooms, the result was very favorable. Seeing that the enthusiasm was growing, the writer asked if they would like to form a permanent organization and learn to sing some of the spirituals in a really fine manner. Not a pupil refused to take part, and an afternoon was selected for rehearsals.

The choir meets every Monday afternoon at the close of school for a rehearsal lasting three-quarters of an hour. In spite of the fact that no form of coercion is used, the attendance at rehearsals is almost 100 percent. There are nearly as many substitutes and apprentices as there are regular members. The substitutes and apprentices attend the rehearsals, so that the choir is a continuous body.

¹ In some schools and communities where more than one race is represented, the limiting of a school activity to children of a particular race might have unfortunate consequences. Where such a procedure is feasible, however, the spiritual choir as described here appears to offer excellent opportunities for personal and social growth.—*Editorial Committee.*

From the very beginning every effort has been made to sing the spirituals in a manner befitting their dignity and sincerity. While constant care is taken to preserve the natural rhythm of the songs, careful watch is maintained to see that no hint of the jazz element is introduced. The writer assumes the responsibility for the conducting and is capably assisted by two of his upper-grade teachers. These teachers have very graciously given their time to assist in training the pupils to sing the various parts. The choir sings in four parts: soprano, alto, tenor, and bass.

Public performances—The choir's first public appearance was in the school assembly. It was received with great enthusiasm. Even after the entire repertoire was given, the audience was loath to allow the concert to close. Non-members, both white and colored, speak with pride of our school's spiritual choir. About six months after the group was organized, it was asked to sing at a large mass meeting held in the local armory by one of the city's educational organizations. An audience of between five and six thousand adults was as enthusiastic in its reception as had been the school assembly. Considerable city-wide recognition was gained as a result of this appearance. The writer received many invitations to have the choir appear before various audiences. Only those from Newark schools were accepted, as it was not thought wise to allow any hint of commercialism to enter into the project. To date the choir has sung before the pupils of nine of Newark's schools. Several have asked the group to sing again, and invitations have been accepted from others also.

Results among the pupils—The results of this project have been numerous. Some were expected; some were surprises. Some had to do with the members of the choir as individuals, some with the group as a whole, and some with those children who were not members. As stated at the beginning of this article, the choir was started with a hope that it would provide an opportunity for legitimate self-expression on the part of the negro boys and girls. This hope has been realized. To date not a member of the choir has been involved in an undesirable overt act of major significance. It is not implied, of course, that this project has solved the problem for the entire negro group. Other means have been and are being found to provide desirable chances for non-members of the choir to gain recognition.

Another group development has been the ability to sing ensemble music. This development came as a result of attention to tone production, phrasing, attack, and coloring. No attempt is made to give technical background. However, the members do have practical experience with these musical technics. Along with this ability to sing ensemble music there has developed a deeper appreciation for the

beauty and dignity of the spirituals themselves. This outcome has spread beyond the membership of the choir. The pupils of our school, and the pupils of the schools where the choir has given concerts, have gained in their appreciation of the spirituals.

The result mentioned next is one which the writer feels is being realized, but which cannot be measured—the development of personality. The personalities of the members of the choir are strengthened as they realize that they have the ability to make a contribution to society. It must mean something to them to know that their race has made a gift to mankind. Undoubtedly a feeling of security is developed with the realization that all people, regardless of color or creed, respond favorably to their offerings.

The case of Clifford—Perhaps an illustration will serve to show why the writer feels that this outcome is a real one. Clifford was a very undesirable pupil. He had had trouble with most of his teachers thruout his school life. He was indifferent in his studies. He had a “mean” disposition. He delighted in disturbing the class. When the choir was organized Clifford was asked to join. He had a very good bass voice. He soon became interested in the activity, attended rehearsals faithfully, and gave many helpful suggestions. He had found a place where he could gain legitimate recognition. When he graduated, after being in the choir two years, he was a different boy; his school work was better, and instead of a disciplinary problem, his teachers considered him dependable and trustworthy. While there were probably other factors in the situation, the writer firmly believes that the choir was a potent force in Clifford’s readjustment.

Coupled with the outcome discussed in the preceding paragraph is the matter of attitudes. Not only have the negro pupils realized that they have a worthwhile contribution for society, but this same realization has been gained by the white pupils. This is true not merely of the pupils in our school, but also of the pupils in other schools. Race prejudice is broken down as differing groups grow in appreciation of the worth of each group.

Influence of the choir among adults—One last outcome remains to complete the story. As a result of the formation of the spiritual choir in the Charlton Street School, the adults who attend the recreation center held in the school and sponsored by the board of education, have formed a choir of their own to sing the spirituals. Many of the members of this adult group are mothers and fathers of the pupils in the school choir. A quartet also has been formed, which, by the way, was organized and is directed by Clifford.

THE VERSE-SPEAKING CHOIR

GERTRUDE ENFIELD

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ONE OF OUR MOST OBVIOUS NEEDS in America today is an improvement in the average citizen's speech. We need a clearer enunciation (a stronger emphasis on the consonants), a more careful pronunciation, a more intelligent and more pleasing modulation of tone. No one speaks more beautifully than our highly cultured Americans, and few people bring such scorn upon their native land by harsh, careless, and provincial speech, as do those of us whose education in this field has been neglected. Most of our children pass thru eight years of elementary schooling without having been conscious of the beauty of their mother tongue, or having experienced its virile strength and dignity.

There is no question that this is a weak spot in many otherwise excellent educational programs. The need of good speech as a means of expression as well as communication is a fundamental thing. If the reader doubts this, let him watch a group of children engaged in the activity of the verse-speaking choir, and see their joy and satisfaction. Also, let him note their patience and willingness to try and try again to achieve what they know to be the best interpretation, and their pride and happiness when they have succeeded.

We have been very thoughtful of the child who is seriously defective in speech. We have established whole schools devoted to gifted children alone. But the great middle class, the so-called "normal" child, has been long in the grind of the bread-and-butter program, in which his speech has been left largely to the accidents of his parentage and his everyday environment. This large group of normal children should have more and better speech training, and our elementary teachers should be prepared to supply it. But how can even capable teachers train these hundreds of children to speak correctly and beautifully when the school program is already so full? A partial answer is found in the verse-speaking choir.

What is the verse-speaking choir?—The verse-speaking choir in modern education is concerned with speech in both its corrective and its artistic aspects. The definition which the writer prefers is as follows:

A verse-speaking choir is a group of children (or grown-ups) speaking rhythmic prose or dramatic or lyric poetry in unison, or antiphonal rendering—speaking with force or charm or delicate precision of diction, with beautiful or convincing modulation of tone, in interpreting the moods and messages of the poets.

The origin of the art of group speaking is as old as the Greek drama, and probably much older. Since the Greeks borrowed so much from Egypt and the Orient, they may have patterned their Greek chorus from some such art in the spoken rituals of a still earlier day. No one who has heard the dark, rich harmony of the Greek chorus in the plays of Aeschylus and Euripides can deny the appeal and power and beauty of group speaking. Recently, we have used the idea in a modern and a brighter way. We have even adjusted it to the needs and interests of children, and find that the results repay the effort a hundredfold.

Values and results of the activity—Under a competent teacher director, a group of twenty-five children can, by the expenditure of thirty minutes a week in rehearsal, achieve in five months a repertoire of sixteen or more beautifully finished poems. In that time all of the children will have become able to speak beautifully upon occasion, and will have learned to enjoy and appreciate the best in literature. Their vicarious experience in projecting their personalities thru the experience of other characters or of the poet himself will have broadened their comprehension of life. They will have learned the pleasure of self-expression in the rhythmic and humorous and inspirational lines of our fine and sincere writers.

The socializing benefits of the choir are especially marked. There is a subtle refining influence in the material of poetry, as well as the fun and joy of the jingles, ballads, and strongly marked rhythms. In this work, the children learn cooperation to a surprising degree. They achieve an understanding, a tolerance, and an appreciation of the poet and of each other. They learn to think together and feel together, and to work patiently together until all have succeeded. They take the poems to themselves, carry them home, and thus store up material and habits to occupy their leisure time in the finest way. The experience adds to their joy in living, and will help them to meet the endurance test of modern complex living.

In addition to the values just mentioned, the members of the choir learn to use the lips, to open the mouth, to vary the spoken music of the tone. They even learn the correct breathing from the diaphragm, and with their consonants they grip the breath force. What they learn of these elements of good speaking they never forget. They learn to adhere to tone patterns so as to produce a strong, true, composite harmony, very beautiful and convincing.

The writer has observed the verse-speaking choirs among the children of the London schools. They do very interesting work and take great pleasure in it. They, of course, have the problem of the Cockney speech to overcome. American children also are very eager, enthusi-

astic, and responsive to good directing. They have a strong sense of rhythm and a certain buoyancy, as well as abundant energy and a marked dramatic instinct. With such fertile soil, the growth of this activity is very rapid where it is properly planted and cultivated.

Appropriate materials for different grades—It is essential that the material used by the choir be suited to the maturity of the children. The kindergarten children love the Mother Goose rhymes, and such poets as Rose Fyleman, Robert Louis Stevenson, A. A. Milne, and Humbert Wolfe. Some of the old English jingles are lovely for these small children and are easily mimed.

The older primary and middle-grade children can master and appreciate poems of Walter de la Mare, Christopher Morley, Hilda Conkling, Eleanor Farjeon, Margaret Wilkinson, Vachel Lindsay, and the simpler and happier of the ballads.

The children of the seventh and eighth grades and those in high school do excellent work with material from Sara Teasdale, John Masefield, Emily Dickinson, Hamlin Garland, Bashford, Lew Sarett, Sir Henry Newbolt, Alfred Noyes, Kipling, and many of the more dramatic ballads. Inspirational materials, such as chants and Psalms and hero tales in rhythmic prose, are fine with these heavier voices.

Conclusion—Every child has a right to be happy tho educated; his process of learning should bring him joy as well as benefit. The writer highly recommends the verse-speaking choir as an activity that will function in the elementary school as a speech corrective, a speech art, an inspiring influence, and a socializing experience.

FACILITY AND PRECISION IN THE USE OF LANGUAGE are essential to the giving and receiving of ideas in any field of subjectmatter. Pupils need training in enunciation and articulation so that they may learn to recognize and reproduce correctly the sounds which make our language. Such training will help them both in expressing ideas orally and in selecting symbols for writing. Since the desire to act a part is natural in children, a strong appeal for more accurate speech can be made thru dramatic activities.—Howard, Stella, see p. 310 of this yearbook.

DANCING—A BASIC HUMAN NEED

OLIVE WHITWORTH

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DANCING IN THE ELEMENTARY SCHOOL is too often thought of as a relatively minor or non-essential activity, even in those schools which include it in their programs. Many teachers and principals are carrying on this activity in some form without any real conviction that it contributes significantly to the major purposes of education. If dancing is to be a part of the regular school program, as many educators believe it should be, it should have the wholehearted support and intelligent guidance of those who administer the program. Otherwise there is danger not only of wasting the pupil's time, but of actually creating undesirable attitudes.

These facts indicate a need for a reconsideration by teachers and principals of the purposes of dancing and of the contribution which it can make to the welfare of elementary-school children. Perhaps the best way of developing appreciation for any school activity is to show its significance in the lives of human beings generally. Teachers need to have experience with the activity in a real-life setting. This article describes a procedure actually used in one community to give teachers such a background with respect to dancing, so that they might be better able to reevaluate this activity and to reformulate standards for conducting it in the school.

A preliminary survey—The community used for this experiment was a large city containing a variety of nationalities. In certain neighborhoods where a single nationality predominated, a preliminary survey was made to discover what part dancing played in the lives of the people. Halls and churches where different national groups met were visited, and contacts were made with the group leaders.

Inquiry revealed that in several neighborhoods well-established groups of adults engaged regularly in the folk dancing of their own native lands. There was nothing commercial about this activity. Nor was there any attempt to teach or extend the activity outside the original groups. These people were engaged in dancing merely because they enjoyed it. Yet there was evidence that certain standards were carefully maintained. The dances were simple, straightforward, and unsophisticated, and the dancers moved as well-coordinated units. Moreover, the various groups had definite ideas about the music. It could be played correctly and yet be "wrong." There was only one "right" way to execute it if the dance was to be a success. These lines of evidence indicated that the activity of dancing was vital in the lives of these people. It appeared to originate in some funda-

mental need within them. They generally referred to it as "our dancing," and it obviously represented an accepted good.

Securing the cooperation of nationality groups—Since folk dancing was found to be persisting in some neighborhoods, it seemed probable that bits of it might be located in other neighborhoods. How could these bits be discovered and brought into the open? The most promising procedure was to have teachers in the schools of these neighborhoods make a further investigation thru the children in their classes. Twenty teachers from as many different neighborhoods became sufficiently interested to meet and plan for such an investigation. At their first conference the teachers made tentative plans with reference to the following points:

1. Making a psychological approach with the children of the various nationalities so as to obtain a "lead" concerning their dances
2. Following up these leads so as to make helpful contacts with adults
3. Getting both boys and girls interested in forming a group for dancing in each neighborhood
4. Arranging meetings of these groups so that the adult helper of the neighborhood would feel "at home" in the school building
5. Bringing the project to a climax in a series of four monthly programs to be presented at the city's museum of art.

As the work on the project went forward, the teachers held additional conferences to exchange experiences and methods of procedure. Every teacher succeeded in obtaining outside help for her group, such as a mother or father, uncle or aunt, grown-up brother or sister, or a neighborhood music teacher who knew the dance of that particular group. All concerned became intensely interested in the plan to present their dances in a series of community programs.

General plan of the programs—The essential features of these dance programs as eventually developed were as follows:

1. The four programs were given on Saturday afternoons, one each month beginning in February.
2. The teacher and children of each group were present at all the programs.
3. These children, numbering in all about 250, occupied a single block of seats in the central part of the auditorium.
4. Each group actually participated in one program only, but all groups were prepared with a background of intelligent understanding for the other programs.
5. Each program was balanced so as to reduce or eliminate the purely superficial element of "show." This balance was obtained by having the children, the teacher, and the "helper" tell something about the dances, the costumes, and the music.
6. The notation of the melodies and guidance in arranging music for the performances were obtained thru the music department of the local university and the musical-arts department of the museum.

These programs were unusually fine examples of socialized endeavor. Every person who had any part in them, large or small, seemed to make his contribution unselfishly for the success of the project. There were the teachers who initiated the project and guided

it thruout. There were the children who demonstrated the dances. There was the Greek music teacher who came "to be sure that the seven-eight time was played correctly," and the Italian mother who searched the neighborhood until she found "the right material for the costumes." There was the zither player who "got off from work because the music must be right," and the accordion player who "always plays best for our dance." There was the Hungarian woman who brought a large piece of embroidery "to have hung up at the back while the children dance"; the three-year-old Syrian child who played the odd-looking drum for her sister's dance; and the old Bohemian grandmother who sang the simple folk song of her native land. These out-of-school contributions did not seem like special features; they were natural and essential parts of the total picture.

Conclusion—The preceding paragraphs have told very briefly how a group of teachers obtained first-hand contact with folk dancing as an activity in life outside the school; how this contact developed into a cooperative school and community project; and how this project enriched the lives of all concerned, both inside and outside the school. It seems reasonable to conclude that these experiences gave the teachers a much greater appreciation of the basic appeal of rhythm for human beings, and of the folk dance as one means of satisfying this appeal. Having discovered more about the need and value of this particular dance form, they are in better position to judge the value of other types of rhythmic activity. This statement does not imply that the teachers have thus become equipped to teach dancing. The entire project was undertaken primarily to develop greater understanding and appreciation rather than instructional skill.

In education we need to understand more clearly that basic human urges must and will express themselves, and that our major task is to guide and cultivate their expression in desirable ways. We need to reevaluate and reinterpret the content of school programs so as to make them serve the essential needs of both children and adults. Activities that have been constructive in the development of the race should be given an important place in the education of our people.

What, then, should be our attitude toward dancing in the elementary school? Theoretically, dancing should be included in the school program because of its important personal and social values. Practically, it will be worth including only if teachers and principals appreciate its values and see that it is conducted according to appropriate standards. It had better be omitted entirely than considered a non-essential element of the program. Wisely conceived and administered, however, this activity can play an essential part in the school's contribution to the socialization of children.

PRIMARY RHYTHM BANDS AND EURYTHMICS

BEATRICE COLBY HYMAN

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IN AN ENDEAVOR to offer an integrating and socializing experience of intrinsic interest to the children of five, six, and seven years of age, the teachers in our primary grades selected the rhythm band and eurythmics as activities that could be adapted and developed in type and sequence for a span of four semesters. These teachers believed that rhythm, preceding all musical experience and fundamental to music itself, is so universal in nature and in life that it would appeal to the child and stimulate him to join in its measures. In the response he would lose awkwardness, timidity, and self-consciousness, becoming a being of freedom and poise, and expressing his feelings as he interpreted the life about him in bodily movement. Moreover, the child's later success with vocal and instrumental music would depend considerably upon bodily freedom and muscular coordination.

Reviewing the story of primitive people, the teachers were interested to observe that the earliest human movements were without form. Naturally, then, clapping hands and tapping sticks are the simplest movements for children. Then follow marching, dancing, primitive steps, folk rhythm, and walking or dancing to melody. Characterizing, as it does, all natural movement—the pulse, breathing, syllables, speech, swaying of trees, waves on the seashore—and associated with everything a child can see or hear, rhythm appeals to his eye and ear. His Mother Goose rhymes are popular with him because of their rhythm, their order of sequence. Even if he were without the ability to appreciate quality or pitch in music, he would still enjoy the rhythm in its duration and force.

Basic principles in teaching rhythmic activity—The following principles, set forth by Farnsworth,¹ became the basis for our method of teaching rhythmic activity:

1. Experience is to precede formal instruction.
2. Where experience is lacking, the teacher will supply it.
3. The teacher will organize this experience.
4. The motive or impulse in musical education is found in the desire of the individual to express himself.
5. The purpose of education thru music is to quicken perception, clarify feeling, and stimulate appreciation of the beautiful.
6. The aim of music in the public schools is to give not only technical knowledge to the gifted few, but cultural experience to the many.
7. The teaching will consist of experiences that will widen and intensify the ideas of musical structure and interpretation, and thus lead to comprehension and enjoyment.

¹ Farnsworth, Charles H. *Education through Music*. New York: American Book Co., 1907. 208 p.

*A kindergarten rhythm band*²—These principles were utilized in developing a rhythm band in a kindergarten class of fifty-five pupils. The activity was correlated with an Indian project suggested in the social-studies curriculum of the Chicago public schools. The types and number of instruments were as follows:

1. Indian rattles (16): Made of brass-fastener boxes filled with small stones, seeds, or beads; sticks put thru box and fringed tissue paper tied on top; all enameled or covered with colored paper.
2. Indian drums (20): Any cylindrical breakfast-food boxes, enameled or covered with paper, green with orange top and bottom; green cord put thru for a handle; a tinker toy stick enameled for drum stick; clothes-pin might be used instead.
3. Bells (10): Purchased by dozen in ten-cent store; sleigh bells on handles and then secured on elastic bands about wrists.
4. Sticks (9): Rulers or 14-inch dowel rods were used.

The musical arrangement of "The Clown Doll" in Arnold's book³ was chosen for this project because of its definite rhythmic pattern, not for its content. The Indian music available was found to be unsuitable because of its constant, unchanging rhythm; it lacked the variety which would appeal to these very young children in their first rhythm-band experience.

*A rhythm band in the second grade*⁴—The following paragraphs give a teacher's own reactions after directing a class of forty-eight second-grade children in their second rhythm-band experience in our school:

"The strange thumps and clashes issuing from the room where a rhythm band is in session will evoke wonder but not sympathy from the casual auditor. And yet, the moment that the auditor ceases to be casual, the moment he realizes the purpose involved, the moment he hears the cacophony produced by percussion instruments in juxtaposition with triangles and tambourines resolving itself into real music—in that instant will he be converted for life.

"Rhythm is an integral part of our modern world. We find it in the hum of a dynamo as well as in a dance step, in a golf swing as well as in the successful performance of an airplane motor. Any manifestation of rhythmic response must be made an habitual, almost unconscious reaction, and the rhythm band is one means which assists the child toward this end.

"In addition to the regular activities of the rhythm band, our second-grade children have embarked on the high adventure of making their own instruments, and this has precipitated so many new

² This section was prepared with the assistance of Miss Marion Eames, kindergarten teacher in the Leander Stone School.

³ Arnold, Francis M. *Rhythmic Play, Games, and Dances for Little Children*. Cincinnati: Willis Music Co. p. 44-45.

⁴ This section was prepared with the assistance of Mrs. Hilda Jackson, second-grade teacher in the Leander Stone School.

educational aims into the work that it is difficult to enumerate them. To begin with, this creative venture grew out of a farm project going on in the classroom. All the cow horns, shells, bones, gourds, sheepskins, horse shoes, and corn stalks from which our instruments were made are part of the farm environment. Thus the rhythm band ceased to be a thing apart, a small and select phase of the course of study in music, and took its place as a correlator of music with art, with the social studies, with nature study, and with literature.

"In creating instruments, the children have followed in part the methods of the Indians. We have, therefore, a turtle-shell and chicken-bone rattle, a notched stick over a gourd (there is one like it in the Field Museum), and birchbark drums painted with Indian symbols. By now the children are conversant with the origins of these types of instruments, both factual and mythical. Even beyond the manual training, which is the basis for manipulative work in the lower grades, the children have learned a great deal about tone and resonance in making instruments. They have learned that the tension and dryness of the sheepskin head control the pitch of a drum. They have learned that only horse shoes of the same size give the same tone. They are, in short, having an invaluable experience in ear training, an experience which, we hope, will be carried on thru the year by the addition of musical bottles and other tuned instruments to the rhythm band.

"Surely any project so intimately related to other branches of the curriculum makes the entire school experience meaningful and coherent to the child. It is upon this, as well as upon its excellence as a separate activity, that the educational worth of a rhythm band stands."

*A bottle band*⁵—The musical bottle band offered to the same children in the second semester of the second grade, is also described here by the teacher in charge, with emphasis on details of interest to any experimenting director:

"We found the most valuable ear training for second-grade children to be the tuning and use of glasses and bottles for creative songs and rhythms. Each glass and bottle brought in by the children was sounded, in turn, and the children themselves decided which tones were higher or lower, and moved the bottles up or down the line according to their successive tones. From this sequence we selected our scales in the different keys. Sometimes, when a note was missing, we had to add water to lower the tone of a higher-pitched bottle. It was surprising to find how soon the children became tone conscious.

⁵ This section also prepared with the assistance of Mrs. Hilda Jackson.

"Our next problem was to compose the words of a song. The choice of subject depended upon the occasion or its rhythmical possibilities, or both. In one case, it was a birthday song; in another, a Thanksgiving assembly song with rhythm. In some cases, one child alone composed the words. Longer songs were composed by four children or by the class as a whole, each child who could, contributing a phrase or even a word.

"For the Thanksgiving assembly, we chose a song about a duck. We studied the duck and made a list of all his rhythmical movements. From these movements evolved a story ending with the shot of the hunter. Then we composed a three-verse poem including all these rhythms. The teacher beat time to the poem until the children got the swing and decided upon the time in which the song should be written. The key of 'C' was chosen, and low 'Do' was found on the piano and bottles. The other bottles were withdrawn, from low 'C' to high 'C,' and three notes were added below and above in case of necessity.

"Now it was time to compose the melody. Usually a child who had piano experience was first to try, altho occasionally even a monotone was eager to 'hit the bottles.' Sometimes one child would write and play the whole melody. At other times, different children would play the various lines. Each child in the class was a critic and chose the melody he liked best.

"In this connection, we studied the Congdon *Primer* and discovered that in many cases, the third line was a repetition of the first, with slight variation, or the fourth line repeated the second. So in some cases we did likewise. It simplified matters. The phrases were written down on the board by the teacher as they were decided upon. One child would point to the notes as the others sang them and the bottles were played. From this the children learned to recognize the different types of notes and rests, and to tell what the two figures in the time sign meant. When a glass was chipped or cracked so that the tone was flat, the children learned to detect it immediately. We found their ears continually becoming more sensitive.

"We put our next song, which was 'The Bicycle Race,' in the key of 'G,' because we had only to trade an 'F sharp' for 'F'; and in three-four time, both for variation and to carry out the bicycle rhythm. Four children played the bottles, each child taking the line he had composed. Here we introduced the dotted half note.

"The children illustrated the songs with drawings or tearings; and by seeing the dictated words written on the board, they also learned to read. It was an effective correlation of music, art, reading,

and language. This was an inspiration to the talented children and a help in training the others. Altho it was beset with some difficulties, we found it, on the whole, a very worthwhile project."

Conclusion—As indicated in the foregoing examples, rhythm bands and eurythmics should have a treasured place among primary-school activities for the following reasons: (1) Rhythm antedates all other musical experience of the race; (2) rhythmic activities are alluring to children of any age; (3) the rhythm band may be correlated with many fields of subjectmatter; (4) it appeals to the manipulative and creative tendencies of children, thus fitting in well with the modern activity program; and (5) it ranks high as a technic for group integration.

FOLK DANCING, interpretive dancing, elog and character dancing, and rhythmic and mimetic activities are rich in opportunities for social training. Since these are modes of emotional expression they are powerful instruments for guiding the mainsprings of human behavior. Modern life has not utilized these activities as fully as they merit. They deserve a place in the school curriculum under the joint auspices of music and physical education.—Chapter VIII, see p. 461 of this yearbook.

A SURVEY OF EXTRACURRICULAR MUSIC ACTIVITIES IN ELEMENTARY SCHOOLS

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AT PRESENT ONE of the most common socializing programs offered by the school is that of extracurricular music activities. The types of music activities and the manner in which they are organized and conducted vary considerably from school to school. Largely because of existing conditions of organization and administration, there is much uncertainty about the status of extracurricular music work among administrators and among those who are directly responsible for developing the work in music. The inquiry reported in this article attempted to gather information about certain phases of extracurricular music work in a selected number of elementary schools over a wide area of the United States.

Questionnaires were sent to the individual principals of 1000 elementary schools in the spring of 1934. The majority of the names and addresses were selected from the 1932-33 list of members of the Department of Elementary School Principals of the National Education Association.¹ Some state directories were used to get names, addresses, and numbers of teachers in the schools. Whenever possible, schools with fewer than eight teachers were not included. The 1930 census was also used to determine the size of towns and cities. Rural towns were not included in the study. Several questionnaires were sent to cities with a population of 100,000 or more. The 236 replies came from forty-four states and the District of Columbia. The four states that did not participate in the study were Nevada, New Mexico, Vermont, and Wyoming.

Data for a large number of the questions were tabulated only for the group as a whole. For certain items, however, the replies from 209 of the schools were classified according to size and type of school.²

¹ National Education Association, Department of Elementary School Principals. "Elementary School Libraries." *Bulletin (Twelfth Yearbook)* 12: 534-71; June, 1933. Washington, D. C.: the Association.

² Only 209 of the 236 schools reported their enrolment.

Below is a summary showing the number of schools of each size:

	Number	Percent
Schools with 1000 or more pupils.....	26	12
Schools with 500-999 pupils	98	47
Schools with 250-499 pupils	64	31
Schools with 249 or fewer pupils.....	21	10
Total	209	100

The number and percent of schools of each type were as follows:

	Number	Percent
Non-platoon	163	78
Platoon	26	12
Partial-platoon	20	10
Total	209	100

Limitations of space prevent including all of the data in tabular form. A number of significant points not shown in the tables are mentioned in the discussion.

GROUP MUSIC ACTIVITIES

Many schools are accepting part of the responsibility of training the children for an intelligent emotional life by attempting to present a balanced educational program. The quality and the number of extracurricular music activities, their material and equipment, usually reflect the attitude of the school or of the school system in regard to music education. In Table 1 ten different kinds of instrumental groups, six kinds of choral groups, and six kinds of miscellaneous groups—a total of twenty-two different group music activities—are represented. The table gives only the number and percent of schools sponsoring each activity, and does not show the number of groups of any one kind found in a particular school.

Of the different instrumental organizations offered in the extracurricular music programs, orchestras were sponsored in the largest number of schools. Music-appreciation hours were listed second in order of frequency in these schools. The mixed chorus was the most popular of the choral groups and was given third place in the entire list. These three activities were found more often in the schools with 1000 or more pupils than in any of the other three groups. Most of the other activities, however, were mentioned most frequently by schools with 500 to 999 pupils. The non-platoon schools (not shown separately in Table 1) sponsored more different kinds of group extracurricular music activities than any other type of school. A surprisingly large proportion of the schools included dancing in their programs.

Place and time of meetings—Neither the auditoriums, the regular classrooms, nor the special music rooms were favored as the most popular places of meeting for all the different group music activities. However, most of these activities rehearsed on Saturdays, during the noon recess, or before and after school.

TABLE 1—EXTRACURRICULAR MUSIC ACTIVITIES FOUND IN ELEMENTARY SCHOOLS

GROUP MUSIC ACTIVITIES	26 SCHOOLS OF 1000 OR MORE		98 SCHOOLS OF 500-999		64 SCHOOLS OF 250-499		21 SCHOOLS OF 249 OR LESS		209 SCHOOLS OF ALL SIZES	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
School orchestra	17	65	50	51	23	36	7	33	97	46
Music-appreciation hours	16	62	43	44	25	39	8	38	92	44
Mixed chorus	16	62	31	32	22	34	7	33	76	36
Rhythm band	8	31	27	28	23	36	10	48	68	33
Dancing (i.e., in physical education class)	4	15	27	28	14	22	3	14	48	23
Piano class	5	19	18	36	12	19	4	19	39	19
String instrumental class	8	30	18	36	12	19	2	10	40	19
Harmonica band	4	15	14	14	9	14	3	14	30	14
Girls' chorus	3	11	16	16	8	13	2	10	29	14
Wind instrumental class	4	15	14	14	9	14	1	5	28	13
Music memory contest	7	27	13	13	7	11	1	5	28	13
Boys' chorus	3	11	13	13	8	13	1	5	25	12
Girls' glee club	3	11	16	16	6	9	..	..	25	12
School band	3	11	14	14	6	9	..	..	23	11
Boys' glee club	..	..	13	13	5	8	..	..	18	9
Dancing class	1	4	9	9	6	9	2	10	18	9
Class band	..	..	4	4	1	10	..	..	5	2
Community singing	2	8	1	1	2	3	..	..	5	2
Drum and bugle corps	..	..	2	2	1	10	..	..	3	1
Ukelele club	..	..	2	2	..	..	..	..	2	*
Music project club	..	..	1	1	..	..	..	..	1	*
Rhythm club (for deaf children)	..	..	..	..	..	..	1	5	1	*

Read table: Of the 26 schools with enrolments of 1000 or more, 17 or 65 percent reported that they had school orchestras; 16 or 62 percent, music-appreciation hours, etc. Similarly read figures for schools of other sizes and for all schools combined.

* Less than 0.5 percent.

Membership in activities—Table 2 indicates the requirements, or lack of them, for admission to the various activities in the comparatively few schools which answered this question. More than half of the schools reporting had no requirements for music-appreciation hours, rhythm bands, dancing, and music memory classes, but a large majority set up requirements of some kind for the other types of activity.

All of the string, wind, and piano classes had small numbers of pupils enrolled, while the choral groups had medium-sized classes. The music-appreciation hours, dancing classes, and music memory contest groups had large numbers of pupils enrolled. Very few of the group music activities were limited to a certain number of pupils. The intermediate and upper grades constituted the highest percentages of enrolment in the various activities. Many schools permitted the lower grades to take part in such activities as the music-appreciation hours, dancing classes, rhythm bands, and the school orchestras.

TABLE 2—REQUIREMENTS FOR MEMBERSHIP IN EXTRACURRICULAR MUSIC ACTIVITIES

GROUP MUSIC ACTIVITIES	NO REQUIREMENTS		ABILITY		INTEREST		POSSESS INSTRUMENT		OTHER REQUIREMENTS		TOTAL NUMBER ANSWERING	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
School orchestra.....	3	7	25	54	6	13	5	11	7	15	46	100
Mixed chorus.....	1	3	21	70	7	24	..	..	1	3	30	100
Music-appreciation hours.....	16	80	1	5	1	5	..	..	2	10	20	100
Rhythm band.....	10	56	5	28	2	11	1	5	..	..	18	100
Piano class.....	6	38	3	19	5	31	2	12	..	..	16	100
String instrumental class.....	1	6	4	25	4	25	6	38	1	6	16	100
Girls' chorus.....	3	21	9	64	2	15	..	..	..	..	14	100
Harmonica band.....	1	8	2	15	7	54	2	15	1	8	13	100
School band.....	2	20	2	20	3	30	1	10	2	20	10	100
Boys' chorus.....	2	20	6	60	2	20	..	..	..	..	10	100
Dancing (i.e., in physical education class).....	5	56	..	..	1	11	..	..	3	33	9	100
Wind instrumental class.....	1	11	3	33	3	33	1	23	..	..	9	100
Girls' glee club.....	..	..	5	63	2	25	..	..	1	12	8	100
Boys' glee club.....	..	..	4	57	2	29	..	..	1	14	7	100
Dancing class.....	2	28	..	..	1	14	..	..	4	58	7	100
Music memory class..	5	83	..	..	1	17	..	..	..	..	6	100
Drum and bugle corps.....	..	..	2	67	..	..	1	33	..	..	3	100
Class band.....	..	..	1	33	2	67	..	..	..	..	3	100
Music project class...	..	..	..	..	..	..	..	..	1	100	1	100

Read table: Of the 46 schools answering the question concerning requirements for membership in the school orchestra, 3 or 7 percent reported "no requirements," 25 or 54 percent reported "ability," 6 or 13 percent reported "interest," etc. Similarly read figures for each of the other types of activity.

Financing the group music activities—The schoolboards paid the sponsors of the group music activities in most of the schools. However, the parents carried a great share of the responsibility for paying the teachers of the instrumental classes. All the music for 63 percent of the vocal music activities was bought by the schools, but the parents

secured most of the music for the pupils in the instrumental classes. The parents also bought more than half of the instruments for the pupils. Most of the elementary-school organizations did not use uniforms. Where uniforms were used, the schools usually did not buy them unless they were for the rhythm bands. Very few of the music organizations made trips. When trips were undertaken, the schools assumed little financial responsibility. The boards of education appointed the sponsors of the group music activities twice as often as did the principals or the music supervisors. Many different titles were given to the music supervisors, but the names "music supervisor" and "music teacher" were used most often.

INDIVIDUAL MUSIC LESSONS

The philosophy of the teaching profession is gradually undergoing a change concerning the school's supervisory duties in connection with individual music lessons. A few progressive educators have ceased to look upon the pupil's individual music lessons as the exclusive job of the private studio teachers. Boards of education and other administrators are beginning to consider these individual lessons when selecting their music teachers and when making out their school programs and daily schedules.

The majority of the private lessons given were in schools of 250 to 999 pupils, and in the non-platoon schools. More schools reported giving individual lessons in violin and piano than in any other instruments. Many of the so-called "unusual" instruments were taught individually, but individual vocal and harp lessons were evidently not given in any of the schools.

The data show that relatively few pupils took advantage of the supervised individual music lessons offered in the elementary schools. Those who studied usually took only one lesson per week. The majority of pupils taking individual music lessons devoted from thirty to sixty minutes per week to them. Piano and violin usually consumed this amount of time per week. Violin, drums, piano, and flute lessons were among the activities requiring that the pupils be in the third grade or above. Almost half of the schools required that the pupils have an instrument before beginning any private study. The majority of the schools that reported school-supervised individual music lessons selected and paid the teachers who sponsored this work. Sixty-five percent of the schools that owned instruments allowed the pupils to use them free of charge.

DUTIES AND RELATIONSHIPS OF PRINCIPALS AND TEACHERS

Most of the reporting principals do not carry on intensive and extensive supervisory programs in connection with the extracurricular music activities. Many principals evidently do not yet realize that they could improve the quality of these activities in their schools by adapting to the music program some of the devices used to supervise the other subjects. In addition to these devices they could find other helpful ones thru experimentation. The following summary shows the number and percent of principals conducting each type of supervisory activity. Of special interest is the fact that in 18 percent of the schools the music supervisors assumed all supervisory responsibility for music activities.

	Number	Percent ³
Visitation and observation.....	36	27
Encouragement of public performances.....	19	15
Individual conferences with teachers.....	17	13
Teachers' meetings	16	12
Personal interest and enthusiasm.....	15	11
Praising projects, performances, teachers, children.....	13	10
Arranging schedules, practise hours, etc.....	9	7
Help with publicity.....	8	6
Help supervisor plan public programs.....	8	6
Individual conferences with pupils.....	7	5
Supervise buying supplies, equipment, etc.....	7	5
Supervise concert preparations.....	6	4
Sponsor and encourage music contests and festivals...	6	4
Check attendance at rehearsals.....	4	3
Individual conferences with parents.....	3	2
Help organize extracurricular activities.....	3	2
Make appeals for money.....	3	2
Check music progress on report cards.....	2	1
Lighten teacher-load of ones involved.....	1	1
Select sponsors	1	1
Set standards and requirements.....	1	1
Organize music-study club.....	1	1
Music supervisors assume all responsibilities.....	23	18

The principals believed that the best means of acquainting pupils with the extracurricular music activities of the school were (1) home-rooms, (2) contacting parents, and (3) students' meetings. Many devices were used by principals to encourage pupil participation and good discipline. Of the rewards, "merit points" were used most frequently. Of the penalties, "suspension from the organization" was used most often. Of the other means, "competition" and "making the work vital and enjoyable" were reported by the largest number of principals. "Appealing to loyalty, cooperation, etc.," and

³ Percentages based on the answers of 130 principals who replied to this question.

"keeping the pupils continuously at work" were the devices used most often by the music teachers to secure pupil cooperation and discipline.

The majority of the sponsors for the extracurricular activities were assigned by the principals; however, the music supervisors selected some of them. Many of the devices used by the principals to supervise the music activities were also used by them in helping to develop the ability of the teachers to sponsor the different activities. The following shows the number and percent of principals carrying on various activities designed to promote teacher growth in the field of extracurricular music supervision:

	Number	Percent ⁴
Cooperation, personal interest, and enthusiasm.....	18	16
Suggest methods of improvement.....	17	15
Recognize and commend meritorious achievement.....	14	12
Place responsibility for success of activities on sponsor.	14	12
Allow time and place for activities during the school day.	12	10
Help procure funds, and buy desirable equipment....	12	10
Assist in directing activities and public performances..	10	9
Encourage visiting other clubs.....	7	6
Personal conferences	7	6
Lighten the teacher-load of sponsors.....	7	6
Encourage sponsors to present activities on public programs	7	6
Assign interested teachers to assist experienced teachers in special work.....	6	5
Encourage sponsors to study during the summers, and privately	6	5
Encourage originality and experimentation.....	5	4
Make appointments for expert "outside" advice.....	5	4
Encourage sponsors to attend good music programs....	5	4
Help them plan public programs.....	4	3
Appoint committees of experienced and inexperienced teachers to work together and with the principal....	4	3
Help them outline the course of study.....	3	2
Help teachers give publicity to clubs and sponsors....	3	2
Encourage teachers to make lesson plans.....	3	2
Post helpful clippings, etc., on bulletin boards.....	2	1
Help teachers to arouse pupils' interest and cooperation.	2	1
Study circle	2	1
Music supervisors assume responsibility for teacher-growth	60	52

Of special interest is the fact that in 52 percent of the schools the music supervisors assumed complete responsibility for "sponsor growth."

Table 3 indicates the degree of responsibility given to music teachers in determining certain administrative procedures and policies.

⁴ Percentages based on the answers of 115 principals who replied to this question.

These teachers were allowed either complete freedom or a considerable amount of freedom in most phases of the extracurricular music program.

TABLE 3—DEGREE OF RESPONSIBILITY ALLOWED MUSIC TEACHERS IN THE ORGANIZATION AND ADMINISTRATION OF EXTRACURRICULAR MUSIC ACTIVITIES

PHASES OF ORGANIZATION AND ADMINISTRATION	TEACHERS' WORK PRESCRIBED						TOTAL NUMBER ANSWERING	
	In detail		In general		Not at all			
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Time allotment.....	57	54	25	24	24	22	106	100
Course of study.....	26	22	45	38	48	40	119	100
Adherence to certain books, songs, etc.....	23	21	44	39	45	40	112	100
Scheduling public performances..	20	20	49	50	30	30	99	100
Special-day programs.....	13	12	50	45	48	43	111	100
Teaching methods.....	13	13	57	36	52	51	102	100
Basis for marking (i.e., points, emblems, etc.).....	11	15	18	25	43	60	72	100
Basis for classification.....	11	16	21	30	37	54	69	100
Organizing new music clubs and activities.....	7	8	29	35	47	57	83	100
Devices used.....	7	8	16	20	57	71	80	100
Selecting assistant sponsors.....	5	12	8	19	29	69	42	100
Music experimentation.....	5	7	17	24	48	69	70	100

Read table: Of the 106 schools reporting the degree of responsibility given teachers in the matter of time allotment, 57 or 54 percent indicated that this is prescribed for the teachers "in detail," 25 or 24 percent indicated that it is prescribed "in general," etc. Similarly read figures for each of the other phases of organization and administration.

PUBLIC PERFORMANCES

One of the chief aims of music activities is to give the pupils opportunities for self-expression thru public performances. Accordingly, as the educational values of music study are recognized by the schools, public performances are also receiving more attention. In this study the principals were asked to classify their public performances into "complete" and "partial" programs. Complete public performances were those in which the musical organizations gave all or most of the program and were the principal attraction. Partial programs were those in which the organizations assisted with music at some convention, banquet, or other occasion, but were not the main attraction. At such occasions as parent-teacher meetings, school assemblies, and special-day celebrations the "partial" type of musical program was used most often, but the "complete" type was reported most frequently in connection with pageants and operettas, music festivals and contests, commencement exercises, religious meetings, and yearly demonstrations.

The majority of the public performances were given by groups rather than by individuals. The smaller groups were used on the public programs more often than were the larger groups. Groups consisting of 1000 or more pupils were very seldom used. The upper and intermediate grades were used on a majority of the public programs. Admission fees were charged in a relatively small proportion of the schools. The operetta was one of the most successful means of raising money. Ten cents was the admission charged for almost half of the performances at which some fee was collected. Some of the performances netted as much as \$300, but usually the proceeds were less than \$150. Usually the schools themselves collected the proceeds from performances, but the parent-teacher association and a few other organizations sometimes received the money.

COOPERATION OF OTHER DEPARTMENTS IN PREPARING PUBLIC PERFORMANCES

The replies concerning the cooperation given the music department by the other departments of the school in helping to prepare public performances, showed the fine spirit which exists among the different departments in these schools. Below is a summary of the means used by the different departments in helping to prepare the public music programs:

	Number	Percent ³
Physical education: (stunt, gymnastics, drills, games, dances, interpretation of rhythms).....	81	45
English: (arrange plays, memorize words, help with conversation, write plays and words).....	75	41
Art: (design color schemes and costumes, decorate programs, posters, and scenery).....	72	40
Dramatic art: (correct speech, acting, preparation of stage and costumes).....	65	36
Manual arts: (make scenery and furniture, handle stage equipment and lighting).....	45	25
Domestic art: (design and make costumes, plan furniture and decorating, prepare refreshments).....	36	20
Journalism: (handle publicity, write articles for papers, post notices).....	25	14
Auditorium class: (allow longer practise periods when necessary).....	2	1
History and language: (dramatize subjectmatter).....	2	1
Reading class: (memorize words, practise plays).....	1	1

Almost half of the principals stated that they tried to use each pupil in at least one of the music programs every year. In many schools the pupils were held responsible for planning the "partial"

³ Percentages based on answers of 181 principals who replied to this question.

programs. Some of the schools even allowed the pupils to help plan the "complete" public programs. The average time spent in rehearsing an operetta or cantata was six weeks.

PRINCIPALS' JUDGMENTS OF MUSIC PROGRAMS AND ACTIVITIES

The three most common reasons for encouraging public performances, as reported by the principals, were: (1) to motivate the study of music, (2) to exhibit and encourage talent, and (3) to give the pupils poise before the public. Table 4 shows that music-appreciation

TABLE 4—PRINCIPALS' JUDGMENTS AS TO VALUE OF MUSIC ACTIVITIES

ACTIVITIES	DEGREE OF VALUE								TOTAL NUMBER ANSWERING	
	Great value		Some value		Little value		Undesirable			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Music-appreciation										
hours.....	111	80	25	18	2	2	..	..	138	100
School orchestra....	96	75	30	23	2	1	1	1	129	100
Mixed chorus.....	95	75	28	23	3	2	..	..	126	100
Rhythm band.....	73	56	51	39	6	5	1	1	131	100
Instrumental classes.	72	67	30	28	3	3	2	2	107	100
Girls' glee club.....	71	59	41	34	6	5	2	2	120	100
Special-day program.	70	56	48	39	6	5	..	..	124	100
Boys' glee club.....	68	60	37	33	6	5	2	2	113	100
Boys' chorus.....	67	63	36	34	3	3	..	..	106	100
Girls' chorus.....	66	62	37	35	3	3	..	..	106	100
School band.....	62	85	25	26	7	7	1	2	95	100
Festival										
performances.....	49	42	43	37	19	16	6	5	117	100
Commencement										
music.....	46	45	42	41	8	8	6	6	102	100
Operettas.....	44	39	53	46	14	12	3	3	114	100
Concert.....	35	39	33	36	14	15	9	10	91	100
Cantatas.....	34	33	49	48	16	15	4	4	103	100
Dancing classes.....	33	34	49	50	6	6	10	10	98	100
Cultural music club..	32	41	35	44	7	9	5	6	79	100
Musical excursion										
club.....	22	30	37	49	13	17	3	4	75	100
Harmonica band....	21	20	61	57	24	22	1	1	107	100
Class band.....	11	15	39	51	17	22	9	12	76	100
Contest										
performances.....	11	11	24	25	26	27	35	37	96	100
Minstrel show.....	4	4	16	16	37	37	43	43	100	100
Ukelele ensemble....	4	4	20	25	33	41	24	30	81	100
Fife, drum, and										
bugle corps.....	2	100	..	..	..	..	..	..	2	100
Vaudeville										
performances.....	1	1	10	11	38	41	43	47	92	100

Read table: Of the 138 principals expressing judgments as to the value of music-appreciation hours, 111 or 80 percent believe them to be of "great value," 25 or 18 percent believe them to be of "some value," etc. Similarly read figures for each of the other types of activity

hours, school orchestras, and mixed choruses received the largest number of votes as activities of "great value" for elementary-school children. Vaudeville performances, minstrel shows, and contest performances were not considered of much value.

Almost half of the principals in this study reported that their schools lead the music activities in their communities. The principals also said that "outside" performers were used on only 37 percent of their programs. Forty-six percent of 189 principals rated the educational values of extracurricular music activities as "above the average" when compared with other extracurricular activities. Thirty-two percent rated them as "superior." The majority of the principals reported that music contests neither helped to develop music appreciation nor stimulated the growth of bands and orchestras in their schools. During 1932-33, 80 percent of the twenty schools answering the question participated in music-appreciation contests.

SUMMARY

This study was undertaken during a time (January to June, 1934) when the schools were just beginning to emerge from a bitter economic crisis in which almost everything was placed on the balance scales and required to show whether it was worthy of further financial encouragement and perpetuation. Considering the financial predicament of the schools, and the fact that school programs were pruned of many subjects and activities which were valuable in themselves but which were regarded by the public as fads and frills, the findings of this study are encouraging. The schools included in this survey have been able to maintain a great variety of extracurricular music activities. It is possible, of course, that the 76 percent of the schools to which questionnaires were sent but from which no replies were received, had few if any music activities to report. This factor of selection, however, is involved in any questionnaire study.

The findings reported here suggest that certain extracurricular music activities were sponsored in fewer elementary schools in 1933-34 than in 1929-30, when Borgeson made his study.⁶ School orchestras, for example, were reported by 56 percent of the schools in 1929-30 and by only 46 percent in 1933-34; music-appreciation hours were reported by 65 percent of schools in 1930 and by 44 percent in 1934; music memory contests by 26 percent of schools in 1930 and by 13 percent in 1934; and piano classes by 30 percent in 1930 and by 19 percent in 1934. There may be some error in

⁶ Borgeson, F. C. *Group-Interest Activities*. New York: A. S. Barnes and Co., 1931. Chapter VI, p. 82-96.

these comparisons because the schools included in the two investigations were not identical, but the general summary of facts indicates that extracurricular music activities of various kinds were found in fewer schools in 1934 than in 1930. The fact that the 1934 study shows a great variety of such activities in an appreciable percentage of schools should give hope and encouragement to principals in other schools whose music projects have been curtailed or have not yet been adequately developed. *The writers believe that music activities are as important in the social and emotional training of children as any other subject or activity in the curriculum, and that they should have a place in the school program commensurate with their value.*

A few other summary comments may be made. Altho the music-appreciation hour occupied second place in frequency of occurrence in the schools reporting, the writers feel that its frequency should be much higher than it was (44 percent). Schools cannot assume too much responsibility in training, encouraging, and developing the musical taste of the children, because most of these pupils in their after-school days will be listeners rather than performers.

Even tho the schools encouraged quite a number of choral organizations, it seems that this rich and inexpensive field could be developed to a much higher degree, not only by the schools in this study, but in schools generally thruout the United States. Almost all children love to sing and each child already has his "voice-box." The cost of materials is comparatively low when we realize that with proper care they may be used from year to year. Then, too, it is not as difficult to get competent sponsors for choruses and glee clubs as for the instrumental activities.

A large majority of the elementary-school principals do not carry on intensive and extensive music supervisory programs, nor do they assume much responsibility for teacher growth. Apparently many of them do not yet realize that they could improve the quality of the music activities in their schools by adapting some of the devices used to supervise the other subjects. In addition to these devices they could find other helpful ones thru experimentation.

Many of the principals favored the plan of training the classroom teachers so well in directing extracurricular music work that the supervisor would need to act only in an advisory capacity, providing stimulation and leadership. This plan of organization, while undoubtedly wise in some schools, cannot be recommended for all schools. Many constantly changing factors of school organization, teacher-training, and educational objectives must, in the final analysis, determine the procedure in each individual school.

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CHAPTER VI
SCHOOL CLUBS
EDITORIAL COMMENT

THE CLUB is probably the most common form of organized group activity in American life today. Men have their athletic clubs, their service clubs, and their business or professional organizations. Women have these types and others too, such as literary clubs, sewing circles, and bridge clubs. So widespread has membership in such organizations become that visitors from other countries sometimes refer to our people as a nation of "joiners."

This tendency to organize is not, however, peculiarly American; nor is it limited to adults. The "gang" impulse appears early in childhood. Youngsters as well as grown-ups find satisfaction in banding together for the pursuit of a common objective. The objective sought may be socially valuable, trivial, or vicious. Whether any organization is an asset or a liability depends upon its activities.

Since children, like adults, will get together for purposes that interest them, it behooves the school to utilize this tendency in guiding pupil interests and in developing habits of cooperation and responsibility. Until recently many educators thought that a well-developed program of club activities was practicable only in the high school. Now an increasing number of principals and teachers believe that clubs should have an important place in the elementary school also.

The success of school clubs naturally depends upon the wise selection and administration of club activities. Two of the articles in this chapter discuss a number of administrative problems, including suitable types of club activity, use of available teaching personnel and equipment, admission to club membership, and the time and place of club meetings. Another article emphasizes the selection of suitable club sponsors, and presents a series of tentative "tests" which such sponsors should be able to pass. Still another expresses the view that every child should be a member of some club, and describes a plan by which this principle has been carried into effect. A fifth contributor deals entirely with the question of time and place for club meetings.

Readers who are working with children's clubs, or who contemplate undertaking such work, will find it profitable to consult also the references listed at the end of the chapter.—*Editorial Committee.*

THE SELECTION OF CLUB SPONSORS

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THE TREND IN recent years has definitely been in the direction of erasing the clear-cut boundary which at one time separated the so-called "extracurricular activities" from the offerings in the curriculum. Ten or fifteen years ago the attitude was still quite common—at least on the part of those teaching in the secondary school—that the teacher's real business was that of imparting information in the classroom, and that the activities of clubs, school papers, or athletics were not responsibilities of the teaching staff. Some of the younger teachers with abounding enthusiasm and juvenile interest gave time and attention to student social life, but they were likely to be in the minority. Not a few teachers of the old régime considered these pursuits as not quite respectable occupations for pupils or teachers. In fact, one "scholar and gentleman" of the old school in the writer's presence spoke of "extracurricular activities, a new-fangled term for what in my day was known as dissipation."

This sharp distinction between student activities and classroom pursuits no longer obtains. A majority of progressive schools have accepted definite responsibility for the administration and supervision of the extracurricular program, and the sponsorship of its activities is considered a legitimate and not unimportant part of the teacher's task. This does not mean, as some critics would have us believe, a surrender of the school to soft pedagogy or the preoccupation of its teachers with "fads and frills." Neither does it mean that the initiative in student activities is to be taken from the pupils, and the activities themselves so standardized and supervised as to be merely additional courses. Rather there has been a recognition upon the part of responsible school people that there is no essential opposition between the curriculum and the extracurriculum—that both are essential and complementary parts of the larger program of the school. The change in emphasis from mental discipline to pupil growth has shifted our concern from the classroom to the whole school situation. Probably the clearest statement of the philosophy of extracurricular activities accepted by progressive administrators today is that presented by Fretwell:

First, it is the business of the school to organize the whole situation so that there is a favorable opportunity for everyone, teachers as well as pupils, to practise the qualities of the good citizen here and now with results satisfying to the one doing the practising. Second, wherever possible, extracurricular activities should grow out of curricular activities and return to them to enrich them.¹

¹ Fretwell, E. K. *Extra-Curricular Activities in Secondary Schools*. Boston: Houghton Mifflin Co., 1931. p. 2.

Need of better organization for "extra" activities—It is probable that the cleavage between curriculum and extracurricular activities has been less pronounced in the elementary school. The curriculum has been more flexible there and has shown itself less concerned with subjectmatter as distinguished from pupils. Professional preparation as contrasted with strictly academic training has been stressed more consistently on the elementary level. Moreover, the fact that each group of pupils was largely under the direction of one teacher has resulted in her association with them in their spontaneous activities as well as in the more formal work of the school. That there has been recognition, however, of the need for more systematic study of the problem of organizing extracurricular activities on the elementary-school level is evidenced by the publication of two volumes² devoted to this field in The Extra Curricular Library,³ as well by the choice of topic for the present yearbook.

Altho extracurricular activities have come to be accepted as legitimate and desirable and a regular duty of the teaching staff, it must be recognized that teachers have not had the same preparation for sponsoring a club or directing a play as for teaching geography or arithmetic. These informal activities frequently make more exacting demands upon the personality, the ingenuity, and the professional training of the teacher than do the conventional classroom responsibilities. The assurance of valid educational results thru the informal activities of clubs demands not less, but more skilful teaching than the work of the classroom. To a considerable extent the success of a club rests on the personality, training, and attitude of the sponsor.

Some reasons for club failures—For some years it has been the practise of the writer in teaching a course in the administration of extracurricular activities, to recall instances of clubs which failed to function effectively and to diagnose as accurately as possible the causes of their failure. Reasons suggested by experienced teachers are:

1. The practise of requiring students to become club members
2. The failure to provide school time for meetings
3. Overloading of the sponsor with other duties
4. Allowing a pupil to belong to too many clubs at one time
5. A lack of administrative encouragement
6. Lack of ability on the part of the sponsor to arouse pupil interest
7. The lack of a definite program
8. Tendency of sponsors to dictate to the club
9. Tendency of sponsors to abdicate their functions
10. Tendency of sponsors to overemphasize the importance of the club in proportion to that of other activities, resulting in a desire for special privileges and lack of interest when such privileges are refused

² Borgeson, F. C. *Elementary School Life Activities*. Vol. 1, "All-School Activities," 143 p.; Vol. 2, "Group-Interest Activities," 135 p. New York: A. S. Barnes and Co., 1931.

³ Published by A. S. Barnes and Co., New York, N. Y. (Harold D. Meyer, editor)

11. Lack of appeal of the club program to the interest of students
12. Insufficient student participation
13. Lack of preparation on the part of the sponsor
14. Appeal based on the attractive personality of the sponsor rather than upon the merits of the club program
15. Failure to adapt the program to the needs of the school, the pupils, and the community
16. A lack of interest on the part of the sponsor
17. Inability on the part of the sponsor to meet pupils on their own level
18. Lack of appreciation of the value of clubs on the part of the sponsor
19. Making clubs "just another class"
20. An undemocratic basis of selection for membership
21. Careless selection of members
22. Too great expense involved
23. A too pretentious beginning
24. Lack of coordination with other activities in school and community, resulting in a conflict of schedules and interests
25. Too many (or too few) meetings
26. Allowing pupils to be nominal members; they belong but do not work
27. Too large a membership
28. The presence of cliques
29. Origin of the club in a fad which soon passes
30. The fact that the club has outlived its usefulness
31. Opposition by parents or others in the community.

Of these thirty-one reasons suggested for club failure, it is obvious that the first five are responsibilities of the administration of the school and are largely outside the control of the individual club sponsor. Of the other twenty-six, fourteen seem very definitely dependent upon the sponsor's personality and interest. In the cases for which the other twelve reasons are given, the club may have failed because of a failure on the part of the sponsor. Certainly the situations are ones upon which he could have exerted a considerable amount of influence. It seems fair to state that in an overwhelming majority of the cases, clubs have failed because the sponsors have not lived up to their opportunities.

Tests for a club sponsor—The place of the faculty adviser is so significant in the work of the club that it seems worthwhile to expand the consideration of his function. A number of tentative "tests for a club sponsor" are presented below. While it is hoped that the list may be of interest to all those bearing a functional relationship to the extracurricular activities of the school, the tests are addressed primarily to the teacher who is actively sponsoring a club or who contemplates assuming such responsibility.⁴ On the assumption that he is eager to make the club a success, and in particular to insure his own maximum contribution to pupil growth, these tests are presented as a means of "checking up" on himself:

⁴ While these "tests" were developed with reference to club sponsors at the high-school level, they apply equally well in the elementary school.

1. *Does he really like to associate with boys and girls of school age?* A sympathetic interest in boys and girls ought to be expected of every teacher. It is absolutely indispensable to success in the informal relationships of club work.

2. *Does he enlist the confidence of boys and girls?* A teacher may sincerely like boys and girls and yet be so out of touch with the points of view, the interests, and the prejudices of modern youth as to make impossible the free, natural, and unconstrained relationship which is essential to club success. Fortunately this is pretty well within the power of the sponsor to develop. Youth is usually quite responsive to a sincere interest in its problems and to an attempt to see its point of view.

3. *Is he keenly interested in the world around him?* The "insatiable curiosity" which drove the elephant child thru numerous difficulties to ultimate success is a quality essential to the make-up of any successful teacher. If the club is to develop a constructive program of expanding interest and increasingly educational activities, the sponsor must be keenly alive to the significant events happening around him every day.

4. *Has he contagious enthusiasm?* Enthusiasm is likely to be a corollary of intelligent curiosity. The sponsor who is not the least bit "excited" about the things the club is doing is not likely to prove a stimulating companion and leader to the group. Enthusiasm is a flame which kindles from contact with a glowing interest. A word of warning seems necessary. Flames must always be kept under control. An unbalanced and unintelligent enthusiasm may do a great deal of damage.

5. *Does he seek to become expert in some of the fields of activity in which the club is engaged?* Obviously a sponsor with keen interest and enthusiasm, and a desire to render service to boys and girls, can offer much to them as he learns with the group. At the same time, a fund of knowledge and sound experience commands the respect of members and constitutes a distinct asset to the club sponsor.

6. *Is he able to give constructive suggestions for activities of the club?* Of a certain camp counselor, it was said by one of the boys, "He seems to radiate ideas." The difference between a lukewarm attitude and an enthusiastic interest on the part of club members may be due simply to a club sponsor who thinks of "something new" when interest flags, or who can suggest a constructive outlet for superabundant energy.

7. *Is he able to guide without dictation?* This is a corollary of the previous test. A sponsor who has many good ideas but is too insistent upon seeing them carried out *in his own way* may hinder rather than

encourage pupil growth. The sponsor must be able to keep hands off to the extent that pupils may learn by organizing, planning, and executing. If the sponsor isn't able with perfect good humor to see his suggestions modified or disregarded, he had better not make them.

8. *Has he the ability to plan systematically?* Organization is important if learning is to be assured in classroom situations. It is much more important for the adviser in the informal club group. He will, of course, not deprive officers and committees of the growth and experience which come from planning for the work of the club. As guide and adviser he must see the need of planning and understand how to do it, if he is to help officers and committees to plan for themselves. If a club is to be successful, it is necessary that many members be working with enthusiasm and initiative. It is equally necessary that their various efforts be coordinated and directed toward some common goal, if the club's program is to be constructive and if time is not to be frittered away in a variety of unrelated or conflicting activities.

9. *Is he willing to give time and thought to making the club work a success?* A sponsor cannot make a success of club work if his attitude is one of "punching the time clock." A club hike may crowd out an afternoon of golf, or an evening meeting with club leaders may replace a trip to the movies. If the club sponsor does not feel that the time invested with his club is paying rich dividends, he is not likely to make a success of his sponsorship.

10. *Is he democratic in spirit?* Is he as keenly interested in the inconspicuous pupil or the one from a poor family as he is in the school leader or the child whose parents are socially prominent? One of the rare opportunities which the sponsorship presents is that of developing the powers which lie latent in every individual. The club should afford every pupil an opportunity for growth.

11. *Has he a sense of humor?* No single characteristic will be a greater asset to the club sponsor than the ability to see a joke, even when it is on himself. He must be able to endure the exuberance of youth and its occasional silliness without becoming annoyed. With a group of lively adolescents, there are times when both the furniture and the sponsor's nerves must be of the solid oak variety.

12. *Is he able to find his chief satisfaction in pupil growth, rather than in expressed appreciation of his efforts?* There will be many occasions when pupils and parents recognize with sincere gratitude the development which club activity has fostered, but the real reward of club work will come in seeing the retiring pupil develop confidence; the awkward child, cleverness; and the individualist, cooperation.

EVERY CHILD A CLUB MEMBER

JESSIE MCCALLUM AND ESTELLA ROY

Principal and Auditorium Teacher, Beard School, Detroit, Michigan

MOST CLUBS FOR children in elementary schools may be classified into two general groups on the basis of membership. One group includes all clubs whose membership is determined by the interest or special ability which a child has in the purpose for which the club is organized. In this group fall glee clubs, school orchestras, hobby clubs of all kinds such as handicraft, sports, poetry, dramatics, and so on thru a great variety of interests which are used as a basis for club membership. Most of these clubs are an outgrowth of the regular work in the school, but some may be units of outside organizations such as the Boy Scouts or Campfire Girls. The membership in this first group of clubs usually represents a cross-section of the school. Each club contains children of different ages, grades, or classrooms.

In contrast to this type of club, membership in the second group of clubs is not on a selective basis. Children who happen to be in the same class, grade, or room are organized into a club for the purpose of carrying on their regular group or class routine. Both types of clubs are worthwhile because they give children practise in conducting their affairs as a group with their own officers in charge. In addition to this training, the clubs which are organized on a selective basis around the special interests and abilities of their members have the added value of providing an outlet for the expression of a common interest. However, these two types do not adequately serve the needs of all children in an elementary school.

Conducting routine class affairs according to parliamentary procedure is not always found to be particularly valuable or interesting to younger children. On the other hand, many of the older children have not had the opportunity outside the school, or sufficient experiences in school, to develop interests outstanding enough to serve as a basis for a selective club membership. As a result, the number belonging to clubs organized on a selective basis of established interest or ability is usually rather small in comparison with the total enrolment of an elementary school.

Even those who have developed some outstanding interest have not had much practise in participating in cooperative activities based on their interest. Children in elementary schools need training in this type of group activity, as well as opportunities to develop interests along various lines.

The club plan in Beard School—To overcome the difficulties encountered in both of the customary club plans described, and to utilize their advantages, another plan is used in the Beard School. Clubs are organized on a group membership basis but not for the purpose of regular class procedure. The members of each class group select a major interest and organize for the purpose of carrying on various group activities revolving around the interest chosen. Every child in the school is a club member and participates in cooperative activity along the line of a common group interest. Training in club procedure becomes a means to an end, and a very pleasant end at that, as each month every club has a program showing the various activities carried on during the month. The officers of the club are in charge of these programs and assume all responsibility for them. Other clubs are always invited. Sometimes a group from one club is asked by the officers of another to participate in its program. Very often the members of a group offer another club something they have prepared if it fits into the other club's program.

This type of club organization fits very nicely into the schedule of a platoon school. Most of these schools have an auditorium. Every class in the school is scheduled in the auditorium nearly every day for part of its regular instruction in health, safety, civics, music and art appreciation, and other subjects. Every class in the auditorium has its club organization, and the activities growing out of the club interest form part of the regular class work in the auditorium. At the beginning of each term, every class chooses another interest, selects an appropriate name for its club, elects officers, and starts a round of new activities based on the interest chosen.

Stimulation of interests—During the time this plan has been in effect, all the children have had many opportunities to participate as club members in a number of experiences in connection with previously unexplored interests. The question naturally arises as to how the children were stimulated without forcing them along the lines of these different interests. This was accomplished in a number of ways. Sometimes children brought pictures, books, collections, or clippings into the classes, and the resultant discussion materialized in a class interest strong enough to serve as the nucleus for a club. An example of this was the animal club, which was organized as a result of a picture of an animal brought into a class of younger children. These children talked about the animal's home, food, and habits, and told of their own experiences with other animals. The teacher listed the names of all the animals they knew on the board, and added some they didn't know to excite their curiosity. The chil-

dren were eager to learn about these creatures, and the teacher took the opportunity to ask, "How can we all work together to find out more about these animals?" From such a small beginning as this, the children who are new in club work learn the purpose of a club, the duties of its officers, and the joy of working together on something in which they are all interested. This does not mean that they will all develop into animal lovers, but this subject makes a good stepping stone for the little ones to enter into the "club" world in an understanding way.

Stories of great artists or musicians, their pictures, musical selections, stories of the operas, and books on art or music have very often promoted a desire on the part of the children to explore further along these lines, and have eventually resulted in the awakening of considerable interest in these subjects. The children in one group were so anxious to have both art and music for their club interest that they could not choose between them. They compromised by having an art-and-music club, and their activities are divided between the two interests.

Sometimes a visit or trip (individual or group) will arouse a desire for work along a certain line. In one child's account of a visit to the main library the remark was made that our city was not always as it is today. In the discussion that followed, mention was made of the bronze tablets which mark places of interest in Detroit. Out of this grew the Sightseeing Club of Detroit.

Very often a group will ask to become a certain kind of club because the members' interest was aroused thru the programs given by another club. The auditorium teacher was much surprised to find every child in one group with his hand up as soon as they were seated on the very first day of the term. When she inquired as to the reason for this, one boy speaking for the rest of the class said they all wanted to form the Historical Club. This sixth-grade group had not only seen programs given by the sixth-graders who had belonged to such a club the preceding semester, but had heard from them that their club had proved a help in history in the intermediate school. In this case, a club interest was stimulated in a most unexpected way.

The Funny Club came into being by almost unanimous request of the children in one section. They were a group known thruout the school for their tendency to laugh under any and all circumstances. Their idea was to have a club that featured sleight-of-hand tricks, jokes, and funny stories. Among other activities, they wanted to make a collection of things they had read which were "funny," according to them. Needless to say, many of these items proved anything but

funny to us. However, we accepted this state of affairs as an opportunity to develop higher standards along this line, as we realized that a real-life situation had stalked into the school in the wake of the Funny Club, and we did our best to improve this budding sense of American wit and humor.

The above instances are sufficient to show how children's interests may be directed and encouraged by means of clubs organized as described. In addition to the clubs already mentioned, we have had others whose major interests can be judged by their names, such as the Club of Famous People, Flags, Travel, Adventure, Safety, Courtesy, Club of Nations, Dramatics, Holidays, and even a Mix-It-Up Club.

Club activities—It has already been mentioned that each club gives a program in the auditorium as a culmination of its activities each month. Some of the things which find a place on the club programs are the result of the children's work in other rooms as well as in the auditorium. A great many reproductions and original dramatizations of stories and poems come from their work in the literature room. Events of current or historical interest discussed in science are often reproduced in some form in an auditorium program. Tableaux, puppet shows, movies, dialog and pantomime are all utilized. Children's activities in the art and music rooms are very important factors in their club work. Costuming for plays, drawings to illustrate various reports, and scenes for movies are all a part of the work in the art room. The glee clubs and the orchestra are much in demand for programs, and group songs learned in the music room are often fitted into plays or serve as a finishing touch to a club program. Dances and rhythms learned in the gymnasium are sometimes included. In this way, every class makes a contribution, and every program serves as an outlet for something learned in other classes as well as for the regular club activities in the auditorium.

Even speakers from outside have taken part in our club programs. As an example, the head of the Detroit Historical Museum became interested in the school because of the frequent trips made by the children to the museum. He not only came out and talked to our clubs, but presented the school with an interesting historical collection. Several of the clubs have also taken trips to Greenfield Village. The Health Club visited the board of health, where a special lecture on the care of teeth was given for them because they had become especially interested in this subject. There are many other club activities besides those mentioned, as new ones are cropping up all the time. However, these will serve to illustrate the type of club we feel is needed in elementary schools.

Club standards—This year we have gone a step further in our club work. The children have set up standards of their own for appraising their club activities. Each club judges itself on a "participation" basis with reference to the following items:

1. Number of class reports (prepared outside)
2. Number of members taking part in program
3. Number who brought in materials, such as clippings, books, pictures, and miscellaneous
4. Number who helped with costuming or stage settings
5. Number who are engaged in outside activities in correlation with club work, such as the making of scrap books, handiwork, etc.

The number of club members taking part in the activities listed above is recorded each month and placed on the club chart. A composite chart is kept showing how each club stands when judged on the basis of number of members participating.

Each program is evaluated by the children. They have set up certain standards of behavior for the officers, the audience, and the performers. After the program, the president takes charge of the discussion and the secretary records the results. Each group is marked *A*, *B*, or *C* according to the credits received, and this record is kept on a chart for each club. If a member of the audience coughed without covering his mouth, or neglected to sit quietly in his seat, the audience loses a credit. If the officers didn't have everything ready on time, or failed to leave the stage in good condition, they lose a point. If the performers knew their parts well or spoke distinctly, they are given credit. These are just a few of the items which the children listed to help them evaluate their programs. They stand or fall as a group rather than as individuals, and this affords good training in social responsibility as well as in standards of social behavior and group performance.

Summary—We do not maintain that our club interests, which include everything from animals to flags of every nation, will develop future interests or hobbies along these lines. We have simply used them as a means to an end. Since clubs are the most common form of organized group activity in real life, it seems very desirable that children should receive training in cooperative activity on a club basis; and that is what we have tried to do by providing clubs of many different kinds, and by having every child become an active club member. We feel that the results have justified our efforts.

A BASIS FOR SELECTION OF CLUBS

HARTWELL F. BOWRING

Principal, Lincoln School, Modesto, California

LET US ASSUME that clubs have a place in the elementary school and that we have justified them on the following grounds: (1) as a creative outlet for the child, (2) as an emotional outlet for the child, (3) as a means of developing the child's leisure-time interests, and (4) as a means of enriching the child's social experience.

Having decided that club programs have important potential values, how are principals and teachers to select the types of activity which will yield these values? The first step is to consider suggestions from all available sources and to choose those that seem to meet one or more of the requirements mentioned above. The resulting list should then be appraised with reference to the needs, facilities, and limitations of the particular school and community. Probably the most important factor in the school situation is the willingness and ability of the teaching staff to supervise various types of activity. The selection of suitable clubs will depend also upon the size, location, and equipment of the school; upon the interests and economic status of the children; and upon the kinds of specialized cooperation which can be obtained from adult members of the community.

Types of club activities—The various activities which the writer believes to be potentially suitable for elementary-school clubs may be classified under six main heads. These main types, together with suggestions for specific clubs of each type, are as follows:

1. *Art*: designing, cartooning, poster-making, painting
2. *Music*: glee, chorus, orchestra, band, ukelele, drum, accordion, harmonica
3. *Literary*: dramatics, debating, story-telling, newspaper, book, verse-speaking choir
4. *Handwork*: applied art, art-fibre weaving, camp cooking, sewing, shop, radio, model airplane
5. *Recreation*: folk dancing, travel, garden, camera, stamp, pets, Boy and Girl Scouts, Hi-Y
6. *Service*: Junior Red Cross, Big Sister, Boys' or Girls' League.

This list is not intended to be complete, nor is it recommended for general adoption. Other principals and teachers will wish to modify it according to their own experience and local conditions. As far as possible, clubs should develop from, and be integral parts of, the regular school program.

Utilizing teacher personnel—The success or failure of the club program in any school depends largely upon the teachers of that school. Unless a teacher is sincerely interested in a particular club and capable of handling it successfully, its sponsorship will be an

onerous burden to her and a serious disappointment to the children. Hence it behooves the principal to limit his list of clubs to those for which his staff members have some aptitude, no matter how intrinsically valuable other types of activities may appear to be. Of course, the interest of teachers may gradually increase and expand under guidance. In the writer's school, for example, the club program has grown steadily since its inception six years ago, until this year every teacher and the principal are actively participating in its supervision. In this connection, every principal would do well to take charge of an appropriate club group, not merely to provide another sponsor, but as a wholesome emotional and creative outlet for himself. Nothing helps to keep the balance wheel running true like an interesting hobby shared with others.

Adapting the program to size of school—When equipment and personnel are limited, as in schools of only one to four rooms, the club program also must be limited. We have found it difficult for a teacher to handle more than one club at a time. Under such conditions each club must serve as many children as possible, and its activities should therefore appeal to children of various ages and interests. Some clubs having rather general appeal and requiring very little equipment are: travel, book, story, newspaper, dramatic, handcraft, harmonica, chorus or glee, and nature study or garden.

In the larger schools, the increase in personnel and equipment permits an expansion of the club program. A greater variety of clubs can be organized and operated successfully, thus enhancing their interest and value to the children. In our own school fourteen such groups are in operation this year.

Using available facilities—Suitable facilities are essential to the success of a club program. Sometimes additional space or equipment can be obtained to meet a pressing need, but more often the scope of the program must depend upon the kind of facilities already available. A school with shop, kitchen, or sewing rooms and equipment should have clubs that will utilize those facilities. The library, science, and music rooms also offer invaluable opportunities for special groups. A school gymnasium or swimming pool should be worked into the club program in some way. If a school is so fortunate as to have a telescope or the use of one, a number of pupils may be found who are interested in astronomy and willing to meet occasionally in the evening to pursue the subject.

As indicated above, however, expensive equipment or elaborate facilities are not necessary for many activities. For example, while a printing press may be used to great advantage, a school newspaper

can be run off very satisfactorily on a mimeograph or ditto machine. Similarly, altho the rural or small-town school is generally best situated for nature study, gardening, hiking, and the care of pets, these activities can be carried on to some extent in any school.

Possible tie-ups with the community—Another factor not ordinarily considered in selecting clubs is the possibility of making helpful contacts in the community. Hardly any activity can be chosen that will not appeal to the special interest of some individual or group outside the school. The writer has usually found such people willing to assist a school club, to their own enjoyment and the enrichment of the club program. A stamp enthusiast is eager to discuss and share his hobby with others, while men and women who have traveled are pleased to relive their journeys for the children's benefit. The local newspaper will gladly take a club group on a tour of inspection thru its plant; the city library will cooperate effectively with the book and story clubs; and the local garden club will be pleased to assist the youngsters who are interested in gardening. So with the other activities—camera, dramatics, radio, etc.—some competent person in the community will welcome an opportunity to help. This is not to suggest, of course, that the entire responsibility for any school club be turned over to outsiders. Valuable tho the assistance of such friends may be, it should always be utilized under the guidance and with the approval of the school staff.

Miscellaneous suggestions—We have found it advisable not to begin club activities until the fourth grade. This plan enables the lower-grade teachers to participate in the club work, and reduces the size of each club by increasing the number of groups which can be supervised adequately. The most satisfactory size for a club depends, of course, upon the type of activity carried on. A chorus, book, or travel group may well include thirty or forty children, while a camera, stamp, or handcraft club is likely to be more successful with only fifteen or twenty members.

When an activity is very popular, we usually organize a second club of the same type. On the other hand, instead of stimulating unduly an activity in which interest has dwindled, we turn to some other kind. An effort is always made to place the child in the club of his first choice, but when once assigned he is discouraged from changing. Our clubs seem to balance themselves in size very well, and surprisingly little shifting is necessary.

For those pupils who do not care for the club work or who habitually get into trouble during club periods, we maintain a special study room. This room never contains more than four or five pupils, but its general effect is good.

Conclusion—If clubs are to be successful in the elementary school, their fields of activity must be carefully chosen. Those selected should be educationally justifiable, satisfying to the children, and well adapted to the size, location, equipment, and teaching personnel of the school. Unless these criteria are met, club programs will be a waste of time, if not actually detrimental to the development of desirable attitudes and conduct in children. Suitable fields of activity are so many and varied, however, that even the smaller and less well-equipped schools should be able to organize valuable programs. When wisely selected and carefully supervised by interested and able teachers, club activities provide children with a type of experience and a motivation for effort that are too often lacking in the regular work of the school.

EACH ROOM is organized as a club, with an elected chairman or president, and a secretary also in those rooms where the children are old enough to take notes. Weekly meetings are held with the chairman presiding, and lively discussions take place about all sorts of matters concerning the welfare of the particular group and of the school as a whole. The teacher remains in the background, taking part only when called upon for an opinion or suggestion by a member of the group, or when bringing up some point which she, as a member of the group, wishes to have discussed thru the chair. These meetings are most interesting, and it requires only a short peep into one of them to see what fine work in character training is being done by the children themselves in working out their problems.—Huff, Margaret Mitchell, see p. 435 of this yearbook.

TIME AND PLACE OF CLUB MEETINGS

IRVING L. COHEN

Principal, Public School No. 33, Queens Village, New York

ALTHO THE EDUCATIONAL VALUE of clubs has long been recognized, the movement to make them a part of the regular program in the elementary schools has made very slow progress. In the senior and junior high schools, the maturity of the students and the wide variety of their interests have made it possible to introduce the club system successfully. In these types of schools, clubs now constitute a very important feature of the educational program. In the elementary school, however, the place of club programs is less definitely established. Some schools have attempted to organize clubs for pupils in all grades from the first thru the eighth. Most schools, perhaps, have a club system in which meetings are held after school hours, and in which membership is open to all pupils in the school regardless of age. Relatively few schools have established a system of clubs which meet during regular school hours and to which pupils of certain grades only are admitted. Yet the tendency today is toward having clubs meet during school hours. In this article the writer is not concerned with the question of which grades are mature enough to profit from club activities, but with the problem of time and place for club meetings.

Time of club meetings—If clubs are worthwhile at all, they should be open to all pupils who are capable of benefiting by membership in them. Conducting club meetings after school hours violates this principle. Some children may live at a great distance from school. Others must depend on transportation which must be secured immediately after the daily session has been completed. Still others come from homes where their presence is required to help with home tasks. It is obvious, therefore, that conducting meetings after school hours deprives many children of the splendid opportunities offered by participation in an organized club activity. Certainly the membership in such clubs is far from being democratic.

Again, it must be remembered that both pupils and teachers are fatigued at the close of the school day. Work of any kind conducted under such conditions is far from being effective. Any principal who has observed a teacher struggling with a group of children after school hours can testify to this, particularly if the work involves mental strain of any kind.

The above observations are not to be taken as implying that no successful work is possible after school hours. Clubs which engage in physical activities can probably do satisfactory work at that time.

However, this at once limits the nature of club activities, in addition to restricting the membership as mentioned above.

The obvious conclusion to be drawn from these objections is that elementary-school clubs should meet during regular school hours. At once we are met with these questions: Where are we to find the time? The curriculum is already overcrowded. What shall we eliminate to make room for clubs?

In attempting to answer these questions, let us ask another: How much time should be given for club meetings? In most schools, the usual subject period is forty minutes. When the club system was inaugurated in the writer's school, a tentative allotment of one forty-minute period per week was made. It was soon evident, however, that this was insufficient. What with time taken by pupils in going to and from their meeting places, time taken in getting out tools and materials, and time taken for organization of work, there was not a great deal of time left for real accomplishment. The club period was then increased to one hour, and this has been found very satisfactory. It has enabled the pupils in each club to show concrete and significant progress at the close of each meeting.

Naturally, with the same total number of hours of schooling each week, this allotment of one hour for club work means that it must be deducted from the time devoted to other subjects. Has any one subject really suffered as a result of this curtailment? How much time formerly given to any particular subject has really been lost? When the number of subjects taught in any grade is considered, it is obvious that the number of minutes lost each week in any subject is negligible. From his personal observation, the writer does not believe that the results achieved in any subject would be significantly better if the few minutes subtracted each week to allow time for club work were to be restored. Moreover, the time schedule has been arranged in such a manner as to avoid any loss of time whatsoever in the sequential subjects.

If it is agreed, then, that clubs are sufficiently worthwhile, and that they should be conducted during regular school hours, it should not be a difficult task for a supervisor to manipulate the time schedule so as to provide time for clubs to meet. In the writer's school, the hour between eleven and twelve on Thursdays has been found most convenient as the meeting time for clubs. At eleven o'clock all the children of grades six, seven, and eight go to the classrooms or other meeting places where their particular clubs are conducted. At the close of the period, the children return to their official rooms, from which they are dismissed at twelve o'clock for the noon recess. A

similar arrangement might be made in many schools to provide this amount of time for club meetings.

Place of club meetings—Where shall clubs meet? Anywhere on the school premises best suited to the various club activities. Obviously, a glee club should meet in a room equipped with a piano; an athletic club should meet in the gymnasium or on the playground; and an orchestra should meet in the auditorium. All facilities available in the building should be utilized, and the same supervision which is provided for the regular school subjects should also be provided for the club activities.

Conclusion—After more than ten years' experience with clubs in both junior high schools and elementary schools, the writer is firmly convinced (1) that club organizations are valuable educational agencies; (2) that all the children should be given an opportunity to participate in club activities and to share in their benefits; (3) that this can best be accomplished by conducting club meetings during regular school hours; and (4) that the time can readily be found for clubs to meet during those hours.

In our school this "loss" of time has never been regretted. It is amply compensated for by the joy and satisfaction which the children evidently derive from engaging in activities which they have voluntarily chosen, and in which they can participate with a feeling of satisfaction and accomplishment.

THE ASSURANCE of valid educational results thru the informal activities of clubs demands not less, but more skilful teaching than the work of the classroom. To a considerable extent the success of a school club depends upon the personality, training, and attitude of the sponsor.—Johnston, Edgar G., see p. 393 of this yearbook.

ORGANIZING AND CONDUCTING CLUB ACTIVITIES

MAX HAMM

Principal, Allendale Elementary School, Oakland, California

UNSELFISHNESS, regard for one's fellows, and eagerness to participate in group activities cannot be engendered in stiff, cold, drill-motivated situations. Desirable social attitudes and habits can best be developed by participation in associated undertakings that automatically arouse enthusiasm. School clubs provide a natural setting for such undertakings. If carefully planned and wisely administered, they offer unusual opportunities for both satisfying individual accomplishment and constructive social experience.

To increase such opportunities for the children of our school, we organized last year the following seven club groups in grades five and six: choral, clay modeling, dramatics, harmonica, rhythms, sports (for boys only), and stamp.

Club membership—Pupils were permitted to enter either the choral or the dramatics club after passing satisfactory tests. The clay modeling group also was restricted to those having some talent in this medium of expression. All the other clubs were open to any child in the two upper grades. No pupil was compelled to join any club.

Selection of club sponsors—The members of our teaching staff were enthusiastic about the formation of these clubs, and volunteered their services in accordance with their special abilities and hobbies. The principal looked after the sports club; the teacher who had studied the harmonica supervised the two harmonica clubs; the one with a special interest in the drama sponsored the dramatics club; and a music teacher took over the choral group. Each of the other clubs was sponsored by a similarly interested classroom teacher. These groups were under teacher direction at all times, altho the pupils participated actively in the organization and operation of each group.

Time of meetings and distribution of pupils—The choral club met twice a week, using a half hour on Wednesday and an hour on Friday. At the former time the regular pupils of the directing teacher were distributed to other rooms where seats were available, and used this time in preparing arithmetic assignments or audience reading selections. All other clubs met on Friday afternoons, the dramatics club from noon intermission until recess, and the others from recess until the close of school at three-thirty.

During the first semester the Friday activities were operated on a pupil-distribution plan similar to that mentioned above for the Wednesday meeting of the choral group. During the last half of the year

the School of Education of the University of California assigned to our school on Friday afternoons two cadet teachers, who carried on the usual work of two classrooms under the direction of our regular teachers. In addition, the sponsor of the harmonica clubs, who also had charge of a third-grade class, taught reading to her whole grade from eleven to twelve o'clock¹ on Friday, and dismissed them all at afternoon recess so as to have the necessary time for the club activity.

Place of club meetings—The club activities were carried on in rooms best suited to the various purposes so far as such accommodations were provided in our building. The stamp and harmonica clubs met in regular classrooms. The sports club met in the visual education and radio room. The choral club did its singing in the music room, while the dramatics and rhythmic clubs used the auditorium. Special tables and stools were secured and used by the clay modeling club in one corner of the basement, which underlies our whole building and has a concrete floor and plenty of good light.

Pupil participation—Careful preparation was made for the weekly programs. In some cases the children almost entirely determined the nature of the club's activities.

The dramatics club did not create its own plays, but worked out the interpretation and stage settings of productions found worthwhile for elementary children by the city supervisor of English and dramatics. The cast made most of its own costumes and all the stage scenery. During each semester two productions were presented to all the children of the school in the daytime, and to parental groups in the evening.

The harmonica club learned many selections in two and three parts, using music purchased from the manufacturer of the harmonicas. The members found expression for their talents before assembly groups during regular school hours, and enjoyed performing at meetings of our parent-teacher association and Dads' Club, as well as on various other evening programs.

The clay modeling club worked with large masses of clay placed on boards about a foot square. All the work was creative. Smaller children posed for the group, and such pets as pigeons, cats, dogs, mice, and rabbits were used for models. Other work was motivated by the memory of horses, cows, sheep, elephants, bears, and other animals. This club demonstrated its operations before parents during American Education Week, and was fortunate enough to have its work displayed outside the superintendent's office in the School Administration Building for a period of six weeks.

¹ In Oakland the regular schedule for teachers of the first three grades calls for the teaching of reading to one-half of each class from eleven to twelve o'clock, and to the other half from two-thirty to three-thirty daily.

The choral club did not stress, but only applied where necessary, the formal steps of note-reading in learning its selections. All so-called drudgery was eliminated and the group sang and memorized music for the joy and satisfaction that such expression brought to them. During the year scores of worthwhile songs, including some of the popular variety, in two and three parts, were placed in their repertoire to be presented before parental groups and at various school assemblies.

The sports club used a daily newspaper for each member as reference material, the aims being to become more familiar with the write-ups of sport events, to keep up-to-date on the athletic records of various individuals and teams, to interpret the data presented about sports, and to determine and keep in mind the requisites for good athletic performance and proper personal living. Articles in the paper were read, and discussions based on club and home reading were carried on in pursuit of the objectives just mentioned. The club helped many boys to become "sports-conscious."

The dances of the rhythms club were usually creative. Typical of the organization's activities was the assembly program presented last semester. The faculty sponsor had read many fairy stories to the group, and the children decided which one could best be used for interpretative purposes, namely, "Snow White." The teacher got together all of our victrola records which might be needed, and after hearing them the children decided which selections were best for fairies, brownies, snowflakes, winds, and other elements in the story. Using these records, the members determined upon the dance patterns which best suited the music. From these beginnings were developed the finished dances used in the interpretation of "Snow White."

As a hobby activity the collection of stamps met with the hearty approval of the members of the stamp club. The children selected a set of officers to handle the business affairs of the organization. A program committee was chosen whose duty it was to see that information on stamps was presented to the members. Data about stamps were gleaned from the *Philatelic Gossip* and other publications in the school library. The club was continually on the lookout for information about, and the purchase of, new stamps issued by the United States Post Office Department. Members brought their collections to school, and a trading of stamps took place at each meeting.

The individual stamp collections were organized on 28" x 32" pieces of cardboard. The three best exhibits were entered in the all-Oakland display, and the whole club had the privilege of seeing these prize-winning frames in competition against those from all the other city schools.

Conclusion—Friday afternoons are joyfully anticipated and profitably used by the pupils of this school. The special clubs create for the participants a greater interest in their regular school work; instil in members an improved attitude toward the school as an institution; create a better feeling between pupils and teachers and among the pupils themselves; help to develop special talents and interests heretofore dormant; aid in the improvement of school-parent relations; enliven the school atmosphere generally; and prepare pupils for a more active and more appreciative participation in junior high-school activities. Any activity which accomplishes these objectives surely deserves a place in the regular school program.

A PROGRAM OF CLUB ACTIVITIES is one of the greatest instruments at the disposal of educators in training social character. Special interests and abilities of individuals and groups are cared for as in no other way. Clubs provide variety, not uniformity, of experience. One of the greatest tasks of elementary teachers and principals, if not the greatest responsibility, is that of setting up an educational program which adequately meets the needs of each individual child. Avocational and vocational guidance as significant outcomes of club life help to meet this great responsibility. In the meanwhile desirable habits in the worthy use of spare time are being established.—Borgeson, F. C., *Group-Interest Activities*, A. S. Barnes and Co., 1931, p. 26-27.

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CHAPTER VII

PUPIL PARTICIPATION IN SCHOOL MANAGEMENT

EDITORIAL COMMENT

WHILE THIS ENTIRE YEARBOOK deals with opportunities for pupil participation in cooperative activities, this chapter lays special emphasis on pupil participation in the management of school and classroom. This type of activity has been the subject of considerable misunderstanding. The term "student government" has often been interpreted to mean a complete shifting of administrative authority and responsibility from principal and teachers to the children. The authors of this chapter advocate no such extreme form of pupil participation. Instead, they describe plans which, while giving children responsibility and freedom for many of the subordinate duties of government, keep ultimate authority in the hands of administrators and teachers.

The finest democracy is that in which the persons best fitted to exercise leadership and authority are entrusted with this function. Since pupils are not so well qualified for administrative responsibility as their teachers, they should not, and usually do not, expect to exercise final authority. There are, however, many kinds and degrees of responsibility, some of which may profitably be assigned to pupils.

The principle of limited responsibility among pupils does not mean that the latter should merely go thru the motions of exercising authority in accordance with predetermined decisions of principal and teachers. No such procedure is warranted; nor is it likely to be successful. Certainly it can have no value as education for democratic living. There should be absolute sincerity and genuine cooperation between pupils and teachers.

This viewpoint is presented more fully in the first article of this chapter, which discusses the school as a democratic institution. The next two articles indicate the outcomes which may be obtained thru suitable programs of pupil participation. Three contributions describe unified plans for school and classroom management, including classroom organization, the school council, building patrols, and special committees. The last author discusses the safety patrol in considerable detail.

The books and magazine articles listed at the end of the chapter should not be overlooked by readers who wish to study the problems of pupil participation systematically.—*Editorial Committee.*

THE SCHOOL AS A DEMOCRATIC INSTITUTION

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STUDENT PARTICIPATION in the administration of the school has often been based on a total misapprehension of its purpose. Merely for ease and convenience of government, such participation is not worthwhile. A principal and faculty that could not maintain order by means of the old top-sergeant type of discipline would as certainly fail to do so by any plan of student government. The only sound reason for student participation is the development of the social attitudes and skills appropriate to citizens of a democracy, rather than the docile and long-suffering obedience appropriate to subjects of a despotism.

Formerly the purpose of education was to fit children for a static social order. The old school taught what to think about static problems, what to do on well-defined occasions. The purpose of the new education is to develop the ability to recognize new problems, the habit of thinking in terms of social welfare, including a realization of individual profit in social well-being as well as the personal menace of social and economic maladjustment, and skill in the cooperative activities thru which a democratic social order must function.

A corollary to this new point of view is that student participation must grow out of the democratic spirit of the school. Imposed from above with a "hurrah-boys" vote, any system is bound to fail. While the principal must never abrogate his authority or shift his responsibility, he must delegate genuine responsibility to the student body. The community has delegated both authority and responsibility to the schoolboard, and the schoolboard in turn expects the principal and teachers to administer and instruct the school. When the principal delegates essential duties to the pupils, they are responsible to him, and he will instantly overrule any action of theirs that seems to him unwise.

What is perhaps of greatest importance is that student participation furnishes a genuine social situation with constantly changing problems. It provides a medium for social action, for group activity, and for the training of leaders and followers. The recognition of qualities of leadership, discrimination as to policies with careful examination of their social consequences, the presentation of various points of view, the clash of interests, the correction of mistakes—all with the interests of the group rather than of the individual as the final criterion of judgment—are essential processes in a democratic

social order. In the light of these processes, the curriculum material in the social studies and much of it in English take on new meaning. The relations of pupils and faculty become cooperative, quite as often transforming the spiritual attitude of faculty as of pupils. Literally the school becomes a new institution, alive with vital interests and electric with a new spiritual force.

If we learn by experiencing and if we learn the processes by which we succeed, we are here laying the foundations for successful participation in the varied activities essential to good citizenship. It cannot be too strongly emphasized that these are democratic processes. If we were training young people to be subjects of a despotism, our extracurricular activity would be sadly out of place. Probably it would in the long run be fatal to our purpose. Numerous as we are finding the defects of democracy to be, a glance at the experience of even the most benevolent despotisms of history, and those of Stalin, Mussolini, and Hitler today, leads us to choose those ills we have rather than fly to others that we know too well. We know that the efficiency and well-being of a democracy can rise little above the thinking and feeling of the masses, but we also know that, imperfect though they may be, all social measures will be ultimately determined by what the majority of people believe to be their own interests.

Our people today as never before are becoming conscious of the intimate relations between organized society and the individual and the family. With 20 percent or more of the population dependent on government assistance, they realize the importance of intelligence, honesty, and efficiency in government. The school, organized not as an eleemosynary institution but as life insurance for our democratic social order, must justify itself by producing the intelligence, the conscience, and the skill to perpetuate a successful democracy.

Generally speaking, the American people have not lacked conscience or devotion to democracy. They have seriously lacked both intelligence and skill. Thru the revised curriculum the essential theory can be furnished. Its vitalized application can best come by group study and responsibility in the problems of the school community.

The cooperative skills thru which group action is effected can be learned only by practise. For this reason the politicians big and little—particularly the little—are about the only group in the country skilled in getting results thru community organization. Unless the schools face their fundamental duty of developing the intelligence and the skill necessary to salvage our badly shattered democracy, both school and society may soon hail some American Hitler.

Recognizing the fundamental purpose of student participation in school management, and helping it to blossom out of the democratic soil of the school, a principal can turn his institution into a veritable laboratory of democracy. There he can develop leaders and followers, a sense of civic and social responsibility, the habit of reasoned judgment in regard to community problems, and the cooperative skills thru which all democracy must function.

SELF-GOVERNMENT in the sense of turning over the management of the school entirely to the student body is stupid. But student cooperation and student participation in the administration of the school are highly desirable. We shall probably succeed only in part if we set up student governing organizations too rapidly. Student government cannot be created. It must grow. It is in this growing that intrinsic values inhere for the pupils. The half-successes, near failures, and final grand triumphs lived thru by pupils who put over a workable plan of student participation in self-government afford them many varied moral, political, and social experiences. Out of these vicarious events come deeper insights and broader meanings of what constitutes justice in a democracy, as well as what are one's duties and rights with regard to organized institutions and their officers.—Germane, C. E., and Germane, E. G., *Character Education*, Silver, Burdett and Co., 1929. Part I, p. 183.

OUTCOMES OF PUPIL PARTICIPATION

N. ROBERT RINGDAHL

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INCREASINGLY the scientific attitude in education is insisting that the value of school activities be definitely proved. In some fields the outcomes can be rather quickly and objectively measured. In others such measurement is extremely difficult, partly because the results are complex, and partly because some of them appear only gradually. Such a field, in the writer's opinion, is pupil participation in school administration. When a student council or building patrol is organized, pupils and teachers alike enter an area which is broad and not clearly mapped out, but where the possibilities for developing personal initiative and social responsibility are very great. These qualities, altho vital, are subtle and difficult to trace. One may detect certain immediate outcomes, and these may be of sufficient value in themselves to warrant the time and effort expended. Yet they may be a mere bagatelle in comparison with the effect of the activity upon the attitudes and conduct of the individual as an adult.

The chief reason for expecting valuable results from pupil participation in school management is that it gives the children practise in meeting and handling real social situations. In many of these situations the child must exercise initiative, rely upon his own judgment, and hold his ground once a decision has been made. The feeling of authority and responsibility tends both to sober him and to stimulate him. Since the situations which confront him from day to day are seldom exactly the same, he is called upon to think for himself continuously. He will learn and apply certain general principles of action, but the blind application of fixed rules will not suffice. Each new situation must be met in the light of its own peculiar needs as well as of the child's past experience. The achievement of these values will depend, of course, upon the wisdom of principals and teachers in organizing and administering the program of pupil participation.

From the children's viewpoint, the major purpose of their participation in school administration should be to make the school a better place in which to live and work. A variety of activities may contribute to this purpose. Let us consider a few examples under these three heads: (1) room organization, (2) the student council, and (3) building patrols.

Room organization—The most common form of pupil participation is thru some type of room organization. Even the youngest children can carry on this kind of activity with success and profit. The writer

has seen first-graders take charge of a room containing forty of their classmates with remarkable poise and dignity, and carry on the routine of business with almost perfect precision. The resourcefulness of these children is illustrated by the little six-year-old girl who was unexpectedly called upon to preside during the first week of school. She had forgotten the usual opening remark; so, after a moment's hesitation, she simply said, "The meeting is on!"

Conduct committees in the various classrooms often help to solve conduct problems by subjecting wayward pupils to the pressure of group disapproval. Setting up such a committee places the responsibility for reporting misconduct upon only a few pupils at a time, and thus discourages the tendency for every child in the class to become a tale-bearer. The other pupils consider it the committee's business to bring questions of conduct, if necessary, before the entire class for discussion. We have found this procedure helpful in many cases. For example, a new pupil who had just entered one of our fourth-grade rooms took great delight in bits of horseplay and other misconduct on the sly. He soon found himself unpopular and his activities frowned upon, with the result that his attitude and behavior are now much improved. Another boy came to us from a small town, where he had been a local hero and general fun-maker. He tried to maintain this position in our fifth grade, but gradually found himself disliked and ignored. This treatment had its effect, and he finally took on a more wholesome, cooperative attitude.

The writer also believes in having pupils rate themselves in conduct and then submit each rating to the class as a whole for criticism or approval. The judgment of the class is likely to be more accurate than any teacher's mark, and tends to subdue and guide those pupils who are inclined to make trouble.

The student council—For the past seven years our school has maintained a student council consisting of one boy and one girl from each room of grades four to seven, or a total of about thirty members. These members are elected by their classmates for one semester. All available evidence indicates that this organization is well worth continuing. The council members grow perceptibly in qualities of leadership and social responsibility. Not long ago the writer asked about seventy-five present and former members of the council for frank answers to certain questions concerning their experience in the organization. One of these questions was "What is the chief way in which the council has helped you?" The answers were varied, but nearly all showed considerable insight into the objectives of the activity and real appreciation of its value. Many felt that the council had helped

them to be better school citizens; to be loyal, obedient to rules made by the group, respectful of authority, courteous, and helpful to others. Others were sure it had given them added confidence in themselves, and the ability to participate without embarrassment in group meetings. One boy, who for more than a year had had charge of ringing all program bells, said, "It taught me to be on time and do my duty."

During a session of the National Conference on Student Participation held at Seattle in 1927, someone asked a prominent speaker whether he thought a bad boy should be admitted to membership on the school council. Without a moment's hesitation the speaker replied, "Yes, it will make him good!" To bring a certain boy who had been a difficult problem—a clinic case, in fact—under the influence of the council, we created an opportunity to make him a member (he would never have been elected by his classmates). The added responsibility and the knowledge that his teachers had confidence in him helped him greatly. Altho other factors were involved also, experience on the council had a great deal to do with this boy's improvement.

One of the council activities which we found most worthwhile was the formulation of the school citizens' code given below. The children received some help on item 9, but the other items were drafted without adult aid.

SCHOOL CITIZENS' CODE

1. Make good use of time.
2. Laughing at accidents that cannot be avoided is rude and unkind.
3. Good school citizens respect authority.
4. Good school citizens are considerate of others.
5. Treat other people's property as you would like to have them treat yours.
6. Be careful and not wasteful of school supplies and books.
7. Walk quietly in the halls and do not talk unless necessary.
8. Be courteous at all times.
9. A good school citizen does not throw snowballs, stones, or anything else that may injure anyone or destroy property.
10. A good school citizen conducts himself well in the lunchroom.

The teachers have reported many specific incidents which indicate the influence of this code upon pupil behavior. The children like to check themselves against the various items to see where they are failing and where they are improving. Their attitude toward one another is more critical and at the same time more helpful. One boy noticed another running over a new lawn and reminded him that he should not do it. In reporting the incident the first boy said, "I just asked him how he would like to have someone run over his new lawn." When the other boy had replied that he wouldn't like it, the first one had said, "Well, then don't do it to anyone else." A general increase

in respect for the feelings and the property of other persons, both in school and out, seems to have resulted. Pupils are more careful of school books and supplies, and are more inclined to mend a torn book at once. They are more trustworthy when left alone in their classrooms. Many have reported improvement in their relations with brothers and sisters, playmates, and parents. The student council in general, and the citizenship code in particular, have undoubtedly helped to create a finer spirit among the children and to bind the various grades closer together as a single school unit.

Building patrols—In our school a system of building patrols contributes much to the outcomes already mentioned. These patrols have many specific duties about the building, including checking on pupils' conduct. Their activities have helped to develop a cooperative attitude on the part of the patrolmen themselves and the other children as well. All are more sensitive to misconduct and more ready to condemn it. All are more open to suggestions for improvement and more willing to discipline themselves.

Members of the patrols learn to shoulder responsibility and to meet unexpected situations with good judgment and skill. For example, a first-grade teacher, upon returning late to her room after a meeting during the noon hour, found a seventh-grade patrolman in charge of her children. There were more than forty in the room and all were busy, some reading, some drawing, and others writing. When she thanked the boy and asked him how he happened to be there, he replied, "O, I am a member of the patrol, so I just came in when I saw you weren't here."

The influence of the patrols extends also to after-school hours. One day a boy walked into a store and took a candy bar without paying for it. Two boys outside noticed his act, and persuaded him to re-enter the store, return the candy, and apologize to the proprietor. In another case, two boys induced one who had broken a window and was about to run away, to go to the owner and admit the offense.

Pupils like to serve on these patrols. When a former pupil returned to visit and was asked what he had liked best at our school, he answered, "When I was made a patrolman." It is necessary, of course, to discourage a tendency in some children to derive excessive pleasure from fault-finding and telling others how to behave. On the other hand, children generally accept criticism from other children in good spirit, and profit greatly from it.

Conclusion—While the preceding discussion has not proved the value of pupil participation in a scientific sense, it has presented the general convictions of one elementary-school staff on the basis of its experience with certain types of participation. The outcomes of these

activities, as we have observed them among pupils still in school, may be summarized as follows:

1. An immediate improvement appears in the children's attitude toward the school; the school atmosphere becomes one in which pupils, teachers, and principal can work together naturally and easily.
2. Anti-social tendencies gradually yield to a favorable group pressure, and discipline almost ceases to be a problem.
3. Pupils readily and sincerely try to observe standards of conduct which they themselves have helped to set up.
4. A more kind and thoughtful attitude toward other people develops and extends even into the home.
5. The children acquire resourcefulness, self-confidence, and skill in meeting new and unexpected situations.

The most significant question, of course, is whether these activities and their immediate results will be reflected in the personalities of pupils after they have left school. No one can give a satisfactory answer to this question at present, and probably it would be unreasonable to expect too much carry-over, in view of the many other influences which surround our children today. The writer believes, however, that of the many activities which give promise of affecting attitudes and conduct in adult life, a well-conceived program of pupil participation in school management is likely to produce the most valuable and far-reaching results.

WHOLESOME GROWTH is directed growth. Even after the patrol system had been put into operation, it needed constant guidance by a mature person. We therefore appointed a man teacher who was well liked by the pupils, as supervisor of patrol activities. He was relieved of homeroom duties so as to be free to advise pupil officers whenever necessary. In addition, he meets with the officers regularly each week to discuss patrol problems and methods for improving the school.—Gallagher, May A., see p. 439 of this yearbook.

SOME RESULTS OF PLANNED PUPIL PARTICIPATION

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ONE OF THE IDEALS OF MODERN EDUCATION is that the school be life rather than merely preparation for life. To vitalize the school day as a real experience, the pupil must be a part of the school organization. Formal, autocratic government of ruler and subject is not wanted. To be sure, every institution has its code of laws, enforced by officers in authority. A prison has its guards; an insane hospital has its keepers; the old-fashioned school had its Ichabod Crane. But the domineering, managerial type of teaching is not in keeping with the theme of the modern school.

Realizing that democracy should permeate our school system, and believing that the 260 pupils of Jefferson School would be helped by a practical plan of pupil participation in school management, we undertook to develop a centralizing plan for such participation. No senate, city, court, or cabinet seemed advisable, however. Any such artificial organization was deemed educational as dramatization, but not valuable as government. "In trying to bring a school into the form of a city, it is as if we tried to have a child wear his father's suit—trousers are rolled up at the bottom, sleeves are pinned up, pieces are cut out here and there, tucks and gathers are made in abundance, but the suit remains a misfit."¹

Analysis of existing units—The first step was to analyze all existing units of pupil participation and to either discard or develop them. According to their reason for existence, such units were classified as follows:

1. Units for entire building: traffic squad, milk-lunch committee, playground committee, and basement committee
2. Units for principal's help: telephone boys, errand girls, attendance committee, building bulletin-board committee, and flag committee
3. Units for individual rooms: blackboard and eraser monitors, dusting committee, book committee, and music committee.

These units were of some advantage to the principal, to the teachers, and to the few pupils concerned. Their value was limited, however, because there was no prevailing motive, no choice but appointment, no opportunity for many pupils, and no unity of purpose. A real need for broadening and unifying the organization was evident.

Developing a coordinated plan—The keynote of our procedure was cooperation. On the part of teachers this required an understanding of the psychology of the plan; the ability to lead and suggest,

¹ Mirick, G. A. *Progressive Education*. Boston: Houghton Mifflin Co., 1923. p. 159.

and to refrain from dictating; sympathy toward the child's point of view; a realization of the need for pupil participation; and a firm belief in the ability of children to help in school management.

The approval and interest of pupils were enlisted by calling the student body together, presenting plans carefully and clearly to the children, and finding work for as many as possible at the very beginning of the plan.

Probably the most effective policies in the formulation of machinery for the plan were the deliberate steps taken in modifying the old organization, the unity and simplicity of the new organization, definite and formal agreements concerning changes to be made, representation from the children of each room, and the continuation of existing units insofar as they were useful in the new set-up.

With plans definitely under way, the best helping devices were the placing of pupil-participation activities on the regular school program, the careful selection of faculty sponsors, the development of homeroom organizations, the wise selection of classroom representatives for membership on the central council, giving the organization a definite name and purpose, and providing a few definite rules for its operation.

The duties set up under the new organization were classified as follows:

1. Administrative duties: scheduling meetings, recording activities proposed, sanctioning new practises, fostering unity, and holding interest
2. Supervisory duties (of teachers, principal, or both): power of veto, attendance at meetings, suggestions on procedure, sympathetic viewpoint, and direction of activities
3. Duties of pupil leadership: officers, committee chairmen, room representatives, spokesmen, and friendly agitators.

Results of the plan—This simple plan has been in operation for a period of two years. Discouragements have occurred, problems have arisen, and perfection has not been attained. But even from so brief an experience certain outcomes have been realized. Observation and records of pupil attitudes and performance have led us to conclude that our plan accomplishes the following:

1. *Gives each child opportunity to develop initiative.* For example, John, aged twelve, had been a sulky, unpopular boy who always felt that somebody had "picked on him." Asked by the room representative to take charge of balls and bats, and to see to their proper care and distribution, he began to show signs of improvement. Within one month he had suggested plans for the reorganization of the boys' game program.

2. *Provides a sense of personal satisfaction for each pupil.* Inferiority complexes, particularly among children who have never

excelled in scholastic attainment, are reduced or eliminated. A number of children, previously retiring and reserved, have become interested and enthusiastic in projects they are helping to promote.

3. *Creates a cooperative spirit between teachers and pupils.* Elsie had been a disciplinary problem, and had often told the principal that nobody ever liked her. When a teacher had shown her some attention she complained that Miss T—— was "trying to work her." But when a committee chairman gave Elsie work in helping a teacher with library books, a real friendship between teacher and pupil developed. She enjoyed her work with the teacher because it was partly her own task. Elsie had learned what real cooperation means.

4. *Develops intelligent obedience to authority.* Teacher-made rules are unknown, but rules made by the council always recognize the authority of teachers and principal. Pupils respect and obey that authority because they understand the logic of the rules. In many other ways, the ability of pupils to govern themselves has become apparent. Self-government has led naturally to better citizenship.

5. *Fosters democracy in school life.* Scholastic ability, honor rolls, and citations do not determine participation in our plan of government. Scholarship is not ignored, but effort also is recognized. More opportunity for equality exists when all the children share in the responsibility of good government.

6. *Provides responsibility for all pupils.* One of the challenging tasks was to make children understand that they were helping and participating in other ways than the usual stereotyped tasks of monitor and helper. Elections, discussions, and making appointments demanded responsibility. This was one of the principles that developed slowly as the children learned the meaning of responsibility.

7. *Develops intelligent leaders and followers.* Only a beginning has been made in linking leadership and followership as two essential aspects of the same process. But the pupils are beginning to realize that followers as well as leaders are necessary. With adults, parents, and teachers still accepting the traditional idea that wealth and personal prominence are the goals of an educated person, even a beginning in learning that usefulness to society is a better goal seems worthy of labeling as an outcome.

8. *Develops school spirit.* "Our school," "our shop," "our play," and "our plans" are phrases constantly heard in the children's conversation. Enthusiasm in projects undertaken in any part of the school has increased with the realization that our whole school, and not just one group, is attempting something. School pride and school spirit seem to grow day by day.

9. *Gives indirect character training.* Lessons learned from others of the same age are often more forceful than those taught by an older person. "You have to be a good sport and not afraid to lose if you are on my committee." "Don't think you are running this room—we all have a share in this show." "If you can't do better than you did last time, you better pass your job on to someone else." "Why, even girls are a help, aren't they!" These are some of the recorded quotations typical of conversation within different groups. Certainly indirect character training has been intensified.

10. *Provides for self-expression.* Gradually all the children have developed the courage to express their opinions. Moreover, with the short time available for discussion, their eagerness to participate has resulted in brief, concise statements. Spontaneity has grown from eagerness, and self-expression has improved with interest.

11. *Raises standards of ethics and behavior.* The number of disciplinary cases has decreased. The desire for pranks or mischief seems to be overshadowed by interest in plans for better government. Constructive criticism of one another has equalized standards and brought the general level of the entire student body to a higher plane. Probably this is one of the most gratifying outcomes from the administrative point of view.

12. *Helps strengthen and develop many desirable traits.* Honesty, integrity, and loyalty have been illustrated many times. These traits are not perfectly developed in all pupils, of course, but we are constantly aware of improvement in them. Frank, honest dealing with one another, dependability and integrity in cooperation with teachers, and loyalty to the general scheme of school government certainly have strengthened these traits in other similar situations.

These outcomes, functioning along the three major lines of self-government, citizenship, and character, have compensated teachers and principal for the effort necessary to instigate the plan. The right kind of pupil participation in school government demands patience, understanding, planning, support, and sympathy, but as a result the school attains a happy, healthy, wholesome atmosphere, in which the children are really engaged in the important business of living together usefully and harmoniously.

SCHOOL CITIZENSHIP THRU PUPIL PARTICIPATION

J. S. HUDSON

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NO PLAN OF PUPIL PARTICIPATION in school management can be sound that has as its sole object a more smoothly running school. Pupil participation is justifiable only to the extent that it educates the individual child thru a stimulation of his growth in self-control and social cooperation. External control, whether by teachers or other pupils, fails to provide adequately for this growth. A plan that provides only for junior police, hall patrols, student council courts, and similar organizations, and does not provide for the active participation of all the pupils in the school, sets up a condition of external control. From such a plan we may expect rather meager results in terms of changes in the conduct of the individual child when the external control is removed. All pupils of the school should have an opportunity to participate actively in a plan of internal control of the school, which involves primarily the pupil's control of himself under proper guidance.

For the past four years a plan of pupil participation in school control has been used in the Springdale School of Tulsa, Oklahoma, as a vehicle for the creation of certain attitudes. The emphasis in this program has been placed on the development of individual and group attitudes rather than on the actual control of the school itself. Yet those familiar with the program believe that with the emphasis thus placed, a most effective school control has been developed. The remainder of this article describes the Springdale plan.¹

Outcomes sought—The three attitudes of courtesy, cooperation, and self-control were selected as the outcomes to be developed. They were chosen as being best adapted to a plan of pupil participation from two points of view. They are perhaps the qualities most essential to effective pupil participation in school control when participation is thought of as a function of all the children. On the other hand, courtesy, cooperation, and self-control are the most logical outcomes of a plan of pupil participation involving all the children of the school.

Other reasons entered into the selection of these three attitudes as the basic objectives of the plan. Courtesy, cooperation, and self-control are rather general traits when defined in terms of school conduct. Practically all problems of pupil-teacher relationships and pupil-pupil relationships are due to a failure in one of these three traits. The child fails to show proper courtesy to the teacher or to a fellow pupil;

¹ The writer is indebted to Miss Hazel Murphy, teacher and director of citizenship activities in Springdale School, for many features of the plan described and for the success of its operation. Neither Miss Murphy nor the writer claims originality for the CCC idea.

he fails to cooperate with the teacher or with his group for the best interests of the group; or he fails to control himself properly in the interest of himself or the group. Fighting, temper tantrums, and even lying and stealing will be recognized by the pupil as failures to exercise appropriate control over his temper or his desires.

Still another reason for the selection of these traits—less significant, perhaps, yet effective—is found in the alliteration in the trait-names themselves. “Courtesy, Cooperation, Control (self) make Citizenship” is a slogan that catches the fancy of the child. As a result, a “CCC Citizenship Club” may readily be formed.

Weekly citizenship meetings—The most effective feature of the plan is the weekly citizenship meeting held by each class in the school. Such meetings are held every Friday during the last period of the day. While these meetings are in charge of the officers of the class, even in the first grade, the teachers make careful plans to direct pupil interest and activity into the proper channels and to keep the nature of the meeting constructive.

Each class is made to feel that it is responsible first of all for its own control, and that it then has a more general responsibility to the school as a whole. Each member is impressed with the idea that he should accept responsibility for his own control in his class so that his attitudes and conduct may be in harmony with those of the class as a whole. Matters of class or room interest are discussed, and decisions are made as to the proper attitude toward problems of class conduct and class control. The attitude of the group should become the attitude of the individual child in these matters if the teacher functions properly in directing the formation of class attitudes. The children discuss means of making the school a better school, a happier, more pleasant place in which to live and work together. They discuss new situations which have arisen in the conduct of the school, the possible ways of meeting these situations, and the advisability of making a regulation to govern the situation for the general good of all pupils. A delegate to the student council makes a note of any class action or suggestion, and then reports it to the council.

If a new type of activity is to be engaged in during the following week, plans are made to obtain the best possible cooperation in that activity. For example, suppose that a general assembly has been announced. The teacher may say, “Next Tuesday there will be a program for all boys and girls in the school. Since we shall all want to see and hear well, what do you think we can do in order that everyone may see and hear best?” The children will suggest while the teacher or secretary writes their suggestions on the blackboard. There will be little difference in the lists of suggestions made by the first

grade and by the sixth grade. On the day of the special activity the teacher seldom has to remind any child who had a part in setting up the standards of conduct that he is not doing the most courteous or cooperative thing. The child feels a keen responsibility for maintaining the standards of conduct which he either helped to suggest or agreed to. If he forgets, the disapproval of his group soon calls his attention to his neglect.

In addition to consideration of matters of class and school control, each class engages in a number of other activities during the weekly citizenship meetings. These activities include listing all the courteous acts observed during the week; making a code for courtesy, for cooperation, and for self-control; checking their own class conduct for the week; and selecting or checking on some one responsibility of a general nature for the class. Such class responsibilities have been as follows: having the most orderly line in school when passing from room to room; keeping lockers closed; keeping the school yard clean; having the most courteous class in school; helping little children across the street; and being helpful to kindergarten and first-grade children in the building and on the playground.

The student council—The student council, which is made up of a delegate from each class and from other school organizations, acts as a clearing house for the entire school. It is the unit which coordinates the activities of all class meetings and gives unity to the entire program. It has no authority to reprimand or punish children. The representative from each class reports what was done in the last meeting of that class, and passes on to the council any suggestions for general school control. He reports suggestions for improvement of the school, for new regulations affecting the welfare of all pupils, for changes in old regulations, and for activities involving school-wide participation. The representatives also bring in reports concerning improvements noticed. The student council acts upon all suggestions which are of school-wide interest, and the representatives then report to their class groups the decisions of the council.

Citizenship news—Each week the principal, together with the teacher in charge of the student council, prepares a citizenship news bulletin. Only items pertaining to the activities of the various class meetings and to regulations or to suggestions of the student council are included in the bulletin. Each class in the school may thus be kept informed of what other classes are doing. This stimulates each class to achieve something worthwhile, and allows the best activities to become known and tried by other classes. Each week the bulletin carries suggestions to teachers for planning their weekly meetings in order that there may be unity in the entire school program.

Courtesy guides—A number of children called “courtesy guides” are assigned duties in the halls and on the playground. These guides automatically become members of the student council. Their duty consists of reminding children about certain regulations which they may be overlooking. This entire plan of pupil participation in school government is operated on the idea that each child and each class must be responsible for its own conduct, but occasionally some children need a reminder. The guides only remind, and never touch another child. However, they do report any child who does not cooperate immediately. The child is reported not for disobeying a guide, but for failure to cooperate for the general good. In the course of four years an attitude of respect has been created toward the guides. They are not looked upon as “bosses,” and the children generally respect a reminder or a request from them as much as if it came from a teacher.

Conclusion—While it is difficult to determine how effective any plan may be in terms of individual or group outcomes, there is reason to believe that some definite results have been achieved thru the plan of pupil participation just described. Very acceptable discipline is maintained in the school, and this is accomplished without inspiring fear on the part of the children. Ours is not a program of preaching and lecturing, but one of opportunity to respond correctly under the stimulus of self-respect and social approval.

IT MAY BE EASIER to administer an elementary school if the principal and his staff make all decisions and assume complete responsibility for details of organization and activity, but such a procedure would lose sight of some of the greatest opportunities for developing civic responsibility, self-control, intelligent leadership, social cooperation, and other positive, fundamental traits in character building.—Borgeson, F. C., *All-School Activities*, A. S. Barnes and Co., 1931, p. 48.

BUILDING CHARACTER BY PUPIL PARTICIPATION

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PUPIL PARTICIPATION in school control has in view the education of children for life in a democracy. Since democracy is the end sought, it also must be the means of education. It is essential that the school subordinate all other ends to the promotion of those character traits and habits which best qualify citizens to govern and be governed according to democratic ideals. The school is to become a training ground for developing technics in moral situations, where knowledge of the good and the desire to serve the good will be coexistent, and where the individual will develop a keen interest in the school community because he is considered an important member of it. Placing responsibility on shoulders which have not felt it before often wins and develops the boy or girl who is a stranger to the spirit of service, one of the foundation stones of democracy. From this consent to be governed for the welfare of all comes the modified form of pupil participation which helps to prepare the future citizen for democratic living in its finest sense. As a result of such participation, there should be a gradual accumulation of desirable character habits and an increased capacity for making wise judgments.

To the extent that it becomes a place where children are active, free, constructively energetic, and imbued with a spirit of justice, charitableness, and uprightness, the classroom approaches the ideal testing place for these democratic potentialities. The school must provide a setting in which pupils may be led, step by step, into attitudes of right thinking and right acting. Then, when these future citizens are released from their teachers, there is hope for them to become builders of a democracy such as our national fathers conceived.

A general plan for pupil participation—In the past many types of school plans have been offered by character education committees and welfare organizations. Their underlying theory, in modified form, is the foundation of numerous practical plans used in the schools today. All of these plans aim to create an environment rich in opportunities for the practise of character traits which are desirable in a democracy. In some of them the organization is rather complex, and in a few even fanciful, while in others it is quite simple and non-technical. The more simple type of organization is recommended. Highly specialized technics are not required to produce

satisfactory results. The following outline shows the types of organization units often used:

1. *The room club*: Has officers and departments; conducts class business.
2. *The central club, round table, or school council*: Composed of representatives from the room clubs; has officers, departments, and teacher advisers; handles business of the school as a whole, and of the school neighborhood; reports the minutes of its meetings to the several classes.
3. *Departments of class and central organizations*: Includes such departments as "cleanliness and health," "safety," "welfare," and "property."
4. *Individual conference periods*: Give teachers an opportunity to come into personal and confidential contact with those needing special guidance or help.

Grades that may participate successfully—Successful pupil participation in classroom control is possible in grades 1 to 6. The interest of the pupils in the immediate activities of their own class is a strong motivating factor. Such activities include the care of supplies, books, bulletin boards, plants, and other school property. Pupils of grades 1 to 3 under careful guidance may participate in this type of activity to a limited degree.

The pupils of grades 4 to 6 can participate successfully in the management of the school as a whole where the authority given is clearly defined, where the assignment is definite and specific, and where the pupils earnestly desire to cooperate. Activities involved in this type of participation include safety patrols, traffic guards, messengers, supervisors of play, sanitation squads, and lunchroom helpers. The success of these activities depends in a great part upon energetic, inspirational, and alert teacher leadership.

Steps in organization—It is generally advisable to let class organization precede school organization, and to allow both to grow out of a felt need. The first step in class organization is to arouse within each group a spirit of cooperation. Once aroused, this spirit may be so directed by the teacher that the pupils feel the need of appointing a committee on organization. This feeling of need may arise from a class incident, a visit to a class already organized, an assembly demonstration, a pupil's request, or a suggestion in the school paper.

The next step is to select committee members and class officers. In a school where participation in school control is new to the pupils, it may be best to have only one or two committees during the first semester. Additional ones may be launched from time to time as the need arises. Committees may be elected by the class or appointed by the teacher. In either case, changes in membership should be made frequently until the committees are functioning smoothly and effectively. Mutual relationships and responsibilities must be thoroly understood, and there should be considerable class discussion of suitable qualifications for committee members and officers. The pupils should learn to appreciate the qualities required, and to make intelli-

gent selections. Ability, rather than friendship or popularity, should influence the choice of these leaders.

The class officers should be elected by the pupils, preferably from the class at large. Voting may be done by open or closed ballot.

When class spirit and class organization are strong, and the need for a unified school organization arises, it is wise to elect class representatives to a central body whose function is to serve the school as a whole. Improvements may be wanted in halls, fire towers, yards, and the immediate neighborhood. It is essential that the adviser of this group be enthusiastic, energetic, and efficient.

Classroom procedure—The class discussion is the heart and soul of the class-organization meeting. Here, in a spirit of good-fellowship, sportsmanship, helpfulness, and group consciousness, is reflected the capacity of a class to engineer its own process of social evolution. Actually a class discussion of this kind need be no different from that in a regular classroom lesson, a socialized lesson where a pupil chairman is in charge. Both the club meeting and the socialized lesson represent good teaching method, and require no violent readjustments for either teacher or children.

General pupil participation will depend upon the excellence of the class chairman. There should be more children volunteering to speak than can be called on readily. The same individuals must not be continually recognized. Some pupils attempt to monopolize the entire discussion; often there is a glib pupil who wishes to bask in the limelight, lending many words but few ideas. The chairman may be advised to call upon the reserved or timid children. Every child must be made to feel responsibility for offering suggestions and promoting discussion. Often a pupil who has not offered to speak will make a valuable contribution when called upon by the chairman.

Complete frankness in discussion is of doubtful value, and requires the good judgment of the teacher as to its use. It is frequently necessary to expose back-sliders; on the other hand, certain subjects may better be left undiscussed. Complaining and fault-finding are to be condemned. Children can be trained to give and take criticism in a spirit of wholehearted cooperation.

When a topic has been discussed, some final decision or conclusion is necessary. This conclusion may be a class suggestion, an action taken, or a rule formulated. It may assume the nature of general social condemnation of an undesirable practise.

A few simple rules of parliamentary law may be used to good effect. The use of such rules encourages a certain courtesy, recognition, and respect not otherwise possible. Care should be taken, however, that parliamentary procedure does not deaden the spirit of the meeting.

Reports from the central council—As mentioned above, the central school council may well send reports of its committees and minutes of its meetings to the several room clubs for discussion. Such committee reports as the following stimulate and unify the class groups:

1. Report of Welfare Committee:

a. *Improvements noted*: (1) At indoor recess the pupils are drinking from the fountains near their own rooms, and are forming lines for turns. (2) Passing lines are stopping to allow people to cross when necessary.

b. *Suggestions on courtesy to visitors*: (1) Provide a chair and a book for visitors. (2) If visitors are at the back of the room, go to the front or use another aisle. (3) Ask strangers if you may help them.

2. Report of Property Committee:

a. *Improvements noted*: (1) The librarians are carrying fewer books from cases and closets. (2) Books are being placed carefully under desks.

b. *Suggestions for the future*: (1) Board erasers are to be beaten with a ruler or each other. We want our school walls kept clear of chalk beatings. (2) Leave pen-knives at home. They are dangerous and are sometimes used on wrong articles. (3) Buy notebooks without rings so our desks will receive no scratches.

After these reports have been circulated, the committee chairmen may make inspections and report the results to the central council.

Treatment of offenses—Pupil representatives are to advise and suggest, never to punish. The other children should be imbued with a desire to cooperate with their chosen representatives so that the need for punishment may be reduced to a minimum. The purpose of school punishment should invariably be corrective and educative, never retributive. Where they are necessary, punishments should be meted out by the teacher or principal.

Conclusion—The character-building values of pupil participation in school control, if wisely developed, are very great. Under a sound and well-supervised plan, the pupils become intensely interested in class and school problems. Responsibility is assumed with dignity and cheerfulness. Officers are selected because they have the necessary qualifications, and not merely because they are popular with their fellows. Offenses rather than offenders receive the major attention. Class attitudes are developed thru discussion of various problems. Group responsibility for right conduct evolves, and training for constructive participation in a democracy is achieved.

As a result of this experience in school, the pupils want to know the answer to many problems discussed at home. Having had experience in cooperative thinking, planning, and acting at school, they are ready to assist with the solution of home and community problems. Thus pupil participation provides training in democratic living, and democracy becomes the means as well as the end of education.

A REPRESENTATIVE STUDENT COUNCIL

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RECENT SOCIAL DEVELOPMENTS have emphasized the necessity for permitting children to take an active part in the management of the school, especially in those phases which have to do with human relationships. We can give children no finer training than that which helps them to get along with others, to weigh the evidence on all sides of a group issue, and to form their own judgments even tho these are not always the best.

Ours is an elementary school of about 850 pupils, including all grades from kindergarten thru the eighth. The children are allowed all the freedom possible, with no more general building rules than are necessary to maintain safety and respect for the rights of others. The pupils pass in and out of the building informally, and are restricted on the playground only by rules of their own making. Naturally, many problems involving safety, conflicting interests, health, and sanitation arise frequently. As these all concern the children directly, the children themselves are the ones who should face the issues and work out their own solutions. To furnish the opportunity for such experiences, we have developed a plan for student management which has given good results.

Classroom organization—Each room is organized as a club, with an elected chairman or president, and a secretary also in those rooms where the children are old enough to take notes. Weekly meetings are held with the chairman presiding, and lively discussions take place about all sorts of matters concerning the welfare of the particular group and of the school as a whole. The teacher remains in the background, taking part only when called upon for an opinion or suggestion by a member of the group, or when bringing up some point which she, as a member of the group, wishes to have discussed thru the chair. These meetings are most interesting, and it requires only a short peep into one of them to see what fine work in character training is being done by the children themselves in working out their problems. The secretary records the decisions and prepares a list of those matters which reach beyond the walls of the classroom into the larger region of the school.

The central council—To handle these general school matters, there is a central council consisting of representatives elected from all the classrooms above the second grade. This council is the most important organization in the school; membership in it is considered one of the greatest honors that can be bestowed upon a child. To belong to it,

he must be responsible and dependable, and his citizenship must be outstanding both in the room and on the playground. As a mark of distinction, the representatives wear gold or blue pins. Close supervision is exercised by all of the children to see that their representatives live up to the high standards of behavior expected of them. The children in every room feel that it is their duty to send the very best citizen in the room to this all-important group. The children selected try very hard to live up to the expectations of their classmates, lest they be asked to resign in favor of others better suited to the work.

One morning recently the teacher in charge of the council was met in front of the building on her arrival by the representative of grade B-8. In his hand he carried his pin. He handed it to the teacher with this remark, "Here is my badge. I guess I've lost it. I was in a fight on the way home from school yesterday." She took his pin, but told him that she would keep it until an investigation of the affair was made by his teacher, and that whatever was decided in his room about his eligibility to hold his job would be accepted by her. His classmates suspended him for a week. He is back on the job now, glad to be there and anxious to stay.

Members of the council elect a president and a secretary at the beginning of each semester. The president is the most important pupil officer in the school. He is made to feel that he shares the responsibilities of the school with the principal, and is privileged to consult with her at all times on school matters. He conducts the weekly meeting with tact and dispatch.

The safety patrol—The classroom representatives comprise about one-half the membership of the council; the other half is made up of the safety patrol. These are children in the upper grades, generally A-8's, who actively help on the playground and at danger spots throughout the school. They serve as monitors on the stairways to keep the children moving in an orderly and safe way. At each type of play apparatus there are monitors who know the proper way to use it and what grades are permitted to play on it. There are monitors at the drinking fountains and in the basements. These children wear arm bands and are the envy of the entire school. One of the first remarks heard after the children are promoted to grade A-8 is, "Now maybe I can be a patrolman and have an arm band."

These monitors must be good citizens first of all. They are told to be courteous and considerate to every child, and never to put their hands on anyone. A regular procedure is followed in dealing with offenders. If a child misbehaves or disobeys a rule, he is warned by the monitor; if he disregards this warning, he is warned again; and if he disregards the second warning, he is reported to his own teacher.

Generally, after a child has been reported to his own teacher, he improves immediately. The exceptional pupil who still disobeys is brought, as a last resort, before the central council at its regular meeting. The offending child stands before the group, and the council member reporting him makes his statement. Then the offender is given a chance to tell his side of the story. If the latter is found to be in the wrong, the president with the group decides his punishment. It usually amounts to explaining to the child the danger of the thing he is doing and the reason why there is a regulation against it. He is generally told to report to his teacher that he has been called before the council. One trip of this sort usually is enough for a child. The fact that he is brought before a group of his own classmates has more effect on his future behavior than any amount of admonition from a teacher.

If the council is to function properly, not only must the children do their duties well, but every teacher must give the project her whole-hearted cooperation. The problems which the patrolmen take to teachers in the yard are vital to them and deserve the careful consideration and help of the teachers.

Procedure in council meetings—The meetings of the council are conducted according to *Robert's Rules of Order*, the president presiding and the secretary taking minutes. Every representative comes to the meeting full of suggestions from his room. There is scarcely time in the half hour allowed to take care of all the discussions that come up. It is surprising how much attention is given to situations that might be hazardous to the children. Matters of this sort are thoughtfully discussed and, whenever possible, a remedy is suggested. The secretary records all final decisions, and those which concern the welfare of the school as a whole are later written up by the A-8 class, and distributed to every room for reference. In this way the appearance of the yard, the proper use of apparatus and materials, and many other matters are brought to the attention of every child in the school.

Outcomes of council activity—We find many cases in which the citizenship of a child is improved by his membership in the council. For example, last semester Jack was given a job watching the boys' drinking fountain. For a year previous to that he had been an occasional truant; time after time our truant officer had trailed Jack thru the neighborhood. The day he received his monitorship our problems with Jack ceased. His mother came to school to see us about it. She said his first words every morning were, "I must hurry, Mother, I have a job at school and I can't be late." The only times Jack was absent during the entire semester were the two weeks he spent in the hospital. When he returned, he immediately wanted to

know if anyone else had been given his job. Needless to say, Jack's job was still here for him.

We have been asked if the fact that children report other children for breaking rules does not lead to tale-bearing. We have not found that it does. The children are taught to feel that we are working for the good of the whole school, and that they as members of the group are responsible for their behavior. They are made to realize that no one lives unto himself, but that each and all are members of a group, and the welfare and safety of one is not a thing apart from the welfare and safety of all.

Occasionally, at the beginning of the semester, we delay starting the council work for one reason or another. Before many days have passed we are deluged with requests from teachers and pupils alike to begin. The moment the council begins to function, there is a decided improvement in discipline.

There are a great many outcomes from an organization of this kind. The democratic procedure fosters and encourages good judgment, fairness, and a desire to help others, both at home and at school. As the standards of behavior are set by the children, these standards are given great respect and consideration, while the leaders have a keen interest in influencing other pupils to live up to them. Relations with the teachers are friendly and democratic. All the children think and work for the good of the school, making suggestions and exercising initiative. Another important outcome is the development of leadership. Since all of the rooms have elected officers, many children receive fine training in leadership, and since many aspire to these offices, the social graces are called into play. The emphasis on character tends to develop outstanding qualities. The training in language also is important. So well do children learn to stand before a group and talk clearly and to the point, that their rapid improvement week by week is plainly evident. For these reasons we believe strongly in the work of our school council and its related activities.

THE SAFETY PATROL IN SCHOOL ORGANIZATION

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ANY PLAN FOR PUPIL PARTICIPATION in school management should begin modestly and expand gradually in accordance with the pupils' needs, interests, and abilities. Teachers must resist the temptation to get results quickly by doing most of the planning, as this robs children of the educational experiences involved in planning and acting for themselves. On the other hand, no plan should be put into operation without the approval and supervision of the faculty. The latter, knowing the needs and capacities of the pupils, must accept its share of the new responsibilities that accompany such a plan.

Inauguration of a patrol system—The system of safety or traffic patrols in the Leominster Junior High School¹ began as part of a city-wide plan for safety education. At first the major purpose of this plan was to decrease the number of accidents and other difficulties among children on the way to and from school. Gradually, however, a similar need for patrols on the school grounds and in the building became apparent to pupils as well as teachers, and the plan was expanded to include traffic officers for classrooms, corridors, lunchrooms, auditorium, and playground, in addition to members of the outside patrol. The activities of these patrols were made integral parts of our school administration, with the following objectives in view:

1. Making the school a safer and happier place in which to live and work
2. Training children for citizenship thru the practise of cooperation and self-control
3. Establishing a better school spirit or group morale
4. Developing intelligent pupil leadership and followership
5. Giving children more opportunity for self-development and self-expression in socially worthwhile ways.

Faculty direction—Wholesome growth is directed growth. Even after the patrol system had been put into operation, it needed constant guidance by a mature person. We therefore appointed a man teacher who was well liked by the pupils, as supervisor of patrol activities. He was relieved of homeroom duties so as to be free to advise pupil officers whenever necessary. In addition, he meets with the officers regularly each week to discuss patrol problems and methods for improving the school.

Membership in patrols—An important feature of our system is the voluntary character of patrol service. Pupils are made members

¹ Altho the patrol system described here was developed in a junior high school, it has several features which will be of interest to elementary-school principals and teachers.—*Editorial Committee.*

of the patrols only after they have expressed a desire to serve. For this purpose we use an application blank, which was planned by the patrol officers themselves and submitted to the faculty and student body for approval. This procedure has made membership a privilege and raised the whole project to a distinctly higher level. Most pupils are now eager for appointment on the patrols.

We try to give as many children as possible the experiences of leadership. Too frequently teachers look for leaders only among the pupils who have high scholastic records, rather than among the ring-leaders of mischief, many of whom have the common sense, courage, initiative, and sense of humor essential to real leadership. We encourage the mischievous children to apply for patrol service because we have found that giving them responsibility for the welfare of their fellows not only has a stabilizing effect but helps to develop positive social-civic attitudes.

At first, membership in the patrols was limited to boys. When the question of permitting girls to serve arose, the boy patrols decided, with the approval of the principal and faculty adviser, that every pupil in the school should be given a chance to answer a questionnaire on the subject. The votes of the 925 pupils answering this inquiry are summarized below:

1. Should girls as well as boys serve as inside patrols? (Yes—735)
2. Is it a good plan to have the boy patrols in charge one week, and the girls in charge the following week? (No—830)
3. How shall girl patrols be appointed?
 - a. By homeroom teacher? (Yes—300)
 - b. By vote of homeroom pupils? (Yes—202)
 - c. By application to the faculty director of the patrols? (Yes—423)
4. Should girl patrol officers be taken from Grades 8 and 9? (Yes—634)
5. Should girl patrol officers be taken from Grade 7 during the first semester? (No—638)

Needless to say, this balloting resulted in the use of girls as well as boys on the inside patrols.

Organization and administration of patrols—The following outline, together with the accompanying chart, shows how the patrols are organized and operated:

A. Officers

1. Captain: in charge of all patrols and lieutenants
2. Lieutenants: in charge of all patrols under their command

B. Duties

1. Lieutenants: responsible for conduct in toilets and on stairways
2. Patrols: supervise direct passing and report misconduct in corridors

C. Time on duty

1. Morning: 8:20 to 8:30
2. Noon: 1:05 to 1:15
3. After school: 3:35 to 3:40
4. Between periods while classes pass

D. Periods of service

1. One week on all patrol posts
2. Four weeks as lieutenant
3. One week as captain
4. Honorable discharge

E. Demerits

1. One demerit for conduct unbecoming a patrol member or officer while on duty or in classroom
2. One demerit for absence from duty without sufficient cause
3. A patrol member receiving two demerits is brought before the patrol court.

Figure 1 represents the form used in posting the assignments of pupils on patrol duty each week. The numbers directly above the rectangles indicate the rooms in or near which the patrols take their positions. The numbers at the left of the rectangles indicate particular pupils, the name of each pupil being written in the appropriate rectangle.

After patrol officers have served as captains and received an honorable discharge, they frequently ask to assist the faculty adviser by serving again when emergencies arise.

Recognition for patrol service—Certificates for patrol service are given at a public assembly to all captains who have been faithful in the performance of their duties. These certificates are highly prized.

More recently, inauguration exercises have been introduced. At these exercises members of the student council and the patrol officers are given the school oath of office by the city clerk of Leominster in the presence of the faculty, the student body, and invited guests. Speeches are made by the newly elected officers, who outline for the students what they intend to do for the welfare of their school. They ask for cooperation and help in accomplishing their purpose.

The patrol court—As the pupils came to appreciate and understand their responsibilities and opportunities for school service, they asked if they could have a patrol court to investigate cases of non-cooperation in the safety activities of the school. When the approval of the principal and faculty advisory board had been obtained, the question was voted upon favorably by the student body and the patrol court was established.

Before bringing offenders into the patrol court, the patrol officers give tickets similar to those used for automobile offenders. Duplicates of the tickets are left at the principal's office. The court meets once a month, and the offenders are given an opportunity to explain the situation after they hear the charges against them. They are asked such questions as: "Why did you do this?" "Why was it wrong?" "What are you going to do about it?" Under the supervision of the principal and the faculty adviser, the court is learning to seek the "why" of misconduct in order to find a remedy that will really help

the offender and the school. Constructive plans for better behavior are stressed, rather than mere punishment.

The number of tickets summoning pupils to appear before the court is shown below by years and months:

Year	School enrolment	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1931-32	771	9	6	5	3	6	10	9	8	5	3
1932-33	867	12	15	8	12	10	14	5	4	3	1
1933-34	948	18	15	10	8	9	8	6	6	4	0

Homeroom discussions, assembly talks, and editorials in the school paper are used as means of overcoming non-cooperative behavior. Pupils who are brought before the patrol court the second time are made to feel that the situation is very serious. The record of these cases is as follows:

Year	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1931-32	1	3	0	1	1	4	3	1	0	0
1932-33	11	12	6	8	4	5	5	3	0	0
1933-34	4	3	0	2	0	4	3	2	0	0

The largest number of patrol court cases occurred during the year 1932-33, when many pupils who had been employed in factories returned to school because of the depression in business. Since patrol officers were inclined to be severe with second offenders, the principal and faculty adviser watched carefully to make sure that all evidence was evaluated carefully; that judgment was suspended until all pertinent facts had been learned; and that the penalty was based upon a careful consideration of these facts. This training was valuable both to the offenders and to the officers.

Problems discussed by pupils—At their weekly meetings the pupil officers discuss such topics as the following:

1. Misuse of authority
2. Method of giving traffic signals
3. Cooperation with fellow pupils without friction
4. Welfare and safety of pupils
5. Fundamental principles underlying good citizenship
6. Necessity for law and order.

At other meetings the patrol officers exchange opinions on how to solve their individual traffic difficulties; how to relieve congestion at dismissal time; how school exits should be used during fire drills; and what dangers are involved in recreational activities.

The secretary of the patrol club has submitted to the principal a list of suggested topics for homeroom class discussions, such as safety while coasting, safety coming to and from school, safety on the ice, fire hazards, safety at Christmas, and accidents that might occur in the school building or in the home. In this manner the principal has

become cognizant of dangerous conditions in the vicinity of the school, the home, the buses, and the recreational centers.

Evidence of improved civic attitudes—There is abundant evidence that the pupils are becoming more “safety conscious,” more cooperative, and more self-controlled. Two examples are especially worthy of note.

Leslie, who was fifteen years old, overgrown, and sophisticated, had become a serious disciplinary problem at school as well as at home. As an experiment, he was made an outside patrol officer. He performed his duties faithfully, but when reported for smoking on duty he was removed from his post. Soon he asked to be given another chance, and received it. Three days later, he saved a child's life by snatching him from the path of a fast-approaching automobile. A Leominster police officer saw Leslie's act and reported it to the chief of police, who in turn wrote the boy a letter of commendation. This letter was published in all the local papers. Leslie's self-respect grew, and the respect for him on the part of the student body increased to such an extent that he was elected as a commencement-day speaker. His speech, well delivered, was a masterful statement of the attitude which a pupil should have toward his school and toward legalized authority.

In another case, an obscene note was found by a teacher after a class of thirty-five ninth-grade boys had left the room. Someone had clearly violated the school creed which the ninth grade had formulated and presented to the student body for acceptance. The class was recalled so that the situation might be brought to their attention. One member, who was also a patrol officer, asked that the boys be left alone to discuss the infraction. They chose a chairman to handle the matter, and ten minutes later the offender went to the office of the principal, admitted his guilt, and asked that suspension from school be withheld so that he might have a chance to “make good” with his classmates and teacher. His request was granted, and no further trouble developed in that group. Because the pupils were encouraged to assist in the solution of their discipline problems, they became more intelligently obedient to school laws and to the codes of conduct essential to the welfare of the group.

Conclusion—It is apparent on all sides that our people need better training for citizenship. Until recently, most of us have been so busy teaching the three R's that we have failed to teach cooperation, service, civic obligations, and individual responsibility in a really effective way. These qualities cannot be expected to develop incidentally. There must be deliberate and careful planning if pupils are to grow in the ability to take care of themselves, to accept responsibility, and

to cooperate in the worthwhile activities of their group. A suitable system of school patrols can contribute much toward achieving this objective.

The working out of such a plan is, of course, far more important than the plan itself. Only by experience can the pupils learn what cooperation in government means. Difficulties will inevitably arise, and must be attacked with the greatest possible patience and tact. Above all it should be remembered that no plan of pupil participation is a panacea for all problems of conduct. There will perhaps always be a few children who require more specialized treatment if they are to become good citizens. Yet the writer believes that if some such plan as that described here is continued year after year, with pupil responsibilities gradually increasing, we shall have young people at the age of twenty-one far better trained for citizenship than they have generally been in the past.

IF PRINCIPALS AND TEACHERS have the vision, the school program can provide opportunity for varied kinds of pupil participation that will develop those fine personal and social qualities which we prize so highly. It is impossible for the school to provide activities as realistic as those thru which the Indian was educated, but it is possible to offer a round of activities which more nearly approximate the reality of life experience than do most of the school programs of today.—Spain, Charles L., see p. 237 of this yearbook.

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CHAPTER VIII

SOCIALIZING OPPORTUNITIES IN PHYSICAL EDUCATION¹

GAMES, CONTESTS, AND OTHER PHYSICAL ACTIVITIES which require the cooperation of a group afford many opportunities for genuine, vital experience in social living. Play situations demanding rapid decision and response at high emotional pitch are unexcelled in value for training children in group behavior. As Nash points out, "In the social games of childhood it is possible to guide and develop the springs of action which we call emotion. The development of proper attitudes is of vital importance to citizenship and character."²

History affords impressive illustrations of the socializing values of group physical activities. From the earliest times man has expressed his emotions, attitudes, and ideals by means of the dance, games, contests, and similar forms of physical and social activity. The younger generation imbibed the traditions and standards of the race thru early participation. Thus the tribe preserved its unity and its existence thruout many generations. The Greeks, who developed our first great culture, owed much of their national character to the integrating influence of physical education. Altho torn by strife, the petty political divisions of Greece laid aside their antagonisms once every four years to participate, a nation united, in the Olympic games.

NEED FOR IMPROVEMENT IN THE PHYSICAL EDUCATION PROGRAM

Conditions of modern life—Two outstanding obstacles hamper the development of a broad and effective program of physical education in this country. The first arises from the fact that opportunities for physical activities do not develop naturally out of modern conditions of life. The struggle for existence forced past generations into vigorous physical action. Necessity compelled them to farm, hunt, fish, build shelters, and fight their enemies with crude implements. For entertainment, our ancestors turned to folk games, dances, and contests of various kinds. Both work and play generally required group cooperation in some physical activity.

¹ This chapter was prepared for the Editorial Committee by the Research Division of the National Education Association. Since the chapter is an integrated unit and contains its own introductory statement, the usual editorial comment is omitted here.

² Nash, Jay B. "An Interpretation of Physical Education" in *Symposium on Physical Education and Health*. (J. B. Nash, editor.) New York: New York University Press, 1930. p. 48.

The machine and the factory have wrought sudden and fundamental changes in man's way of living. Successful adjustment has yet to be made. With its many advantages, the industrial revolution has also brought formidable handicaps. It has compelled man to live under conditions to which he is not biologically, psychologically, or socially adapted. While the machine has freed millions of people from the drudgery of hard physical labor, it has also deprived them of opportunity and motive for sufficient physical exercise. The burden of man's work today is thrown upon the brain, the nervous system, and the small muscles.

Work is no longer carried on in such small, face-to-face groups as the family, the master and his apprentices, or the members of a community. Factory organization generally compels each worker to be responsible only for his own particular piece of work. Furthermore, his task is often routine and unsatisfying. There is no product of his labor which he can call his own. As one writer expresses it: "The attendant of automatic tools does not live in the sense that life is activity toward fulfillment of wishes—he merely exists while he works. He comes as a slave to the galley and he leaves with the gladness of a convict who is pardoned."³ From such conditions come results which constantly threaten the welfare of society. Labor troubles, crime, delinquency, and physical and mental degeneration are increasing. A comprehensive physical education program, planned with a view to providing satisfying and pleasurable work and play, could do much toward nullifying these evils.⁴

Children suffer even more than adults from their removal from the land. Urgent necessity for growth and development sets up drives to action which resist powerfully the restrictions of the city. Play which would be considered desirable and normal in the country becomes a social problem in congested areas. A batted ball endangers the grocer's windows; playing in the street invites accident and death. Yet play space around the home grows more and more limited. Even where playgrounds are provided by the city, they are often too far from home to be enjoyed often, especially by smaller children. The vacant lot lacks adequate supervision. Children are turning to

³ Mitchell, Elmer D., and Mason, Bernard S. *The Theory of Play*. New York: A. S. Barnes and Co., 1934. p. 2.

⁴ For further consideration of conditions of modern life see: Adams, James T. *Our Business Civilization*. New York: Albert and Charles Boni, 1929. 306 p. Chase, Stuart. *Men and Machines*. New York: Macmillan Co., 1929. 354 p. President's Research Committee, Wesley C. Mitchell, chairman. *Recent Social Trends in the United States*. New York: McGraw-Hill Book Co., 1933. 2 vols. 1568 p.

commercialized amusements in lieu of more natural and wholesome play activities.⁵

Traditional attitude toward play—The second obstacle to the development of a constructive physical education program has its source in our traditional attitude toward play. Beginning with the Puritans, who regarded all forms of play as worthless and frivolous, this attitude has lost to the schools of America many of the values inherent in play. In too many cases the school still has no definite program for utilizing the play of children for social and moral as well as physical growth. This neglect has produced serious defects which present and future generations must reckon with. Children's play has seldom been a recognized part of the school program; it has grown alongside but outside the academic curriculum; hence, it has been deprived of the constructive leadership it needed. The young people themselves, or persons and organizations outside the school, have had a larger part in conducting the school's play activities than have educators. Such casual and untrained leadership cannot be expected to produce the best results.

Influence of foreign systems of physical culture—Lacking a plan for physical education, many schools accepted somewhat too readily and uncritically the "ready-made" physical culture systems of foreign countries. About the middle of the nineteenth century, certain German and Swedish systems of physical training were imported into our schools.⁶ Both made important contributions in that they succeeded in gaining a place for organized physical education in the school, but they had little to offer in the way of social and moral training. Their chief objectives were health and "discipline."

Militaristic in origin and technic, these systems were unsuited to the schools of a democracy. Recognizing the individual only in his relation to the state, they constantly violated the principle of individual differences. The attitudes, interests, and abilities of the child were given little consideration. Individual decision and initiative, and the spirit of play with its many opportunities for adjusting the individual to group life, had little or no place in these formal activities.

To gain admittance to the American schoolroom, play was forced to divest itself of its inherently joyous nature and take on the drab, utilitarian coloring of its surroundings; it must be "good for" the health of the children and must "discipline" them. Today play is

⁵ For further consideration of the effect of commercialized amusements on children see: Charters, W. W. *Motion Pictures and Youth: A Summary*. New York: Macmillan Co., 1933. 102 p. Eisenberg, I. L. "Children's Interest in and Reactions to Radio Programs." *Education on the Air*. Fifth Yearbook of the Institute for Education by Radio. (Edited by Josephine H. MacLatchy.) Columbus, Ohio: Ohio State University, 1934. p. 318-22.

⁶ Hetherington, Clark W. *School Program in Physical Education*. Yonkers-on-Hudson, N. Y.: World Book Co., 1922, p. 8-10. For a more detailed account see: Rice, Emmett A. *Brief History of Physical Education*. New York: A. S. Barnes and Co., 1926. 276 p.

coming to be regarded in a different light: "Play, not for health, not for decrease in juvenile delinquency, not for cure of neurasthenia, but for its own sake, for the indwelling satisfaction that comes to him who plays!"⁷ With this change in attitude, real play is entering the schools under the guidance of sympathetic teachers, who seek to achieve a well-rounded social, moral, and physical development without destroying the joy of the activities. Play is a mental attitude as well as a physical activity.

THE MODERN CONCEPTION OF PHYSICAL EDUCATION

Contributions of science—Within the past two decades, physical education has been applying newer methods of study to its problems. In addition to its own researches, it has received generous contributions from sociology, psychology, and biology. Whereas it formerly was centered largely in physiology, the revised program of physical education rests on a vastly broadened base. Students of social life have pointed out the fallacy of attempting to educate the citizens of a republic by autocratic methods; they have also given us an insight into the laws governing group action. Psychology has aided by teaching the unity of mind and body, by demonstrating the physical basis of the mind, by setting forth the laws of learning, and by emphasizing individual differences. Biology and physiology are daily discovering important facts concerning health which are basic to more intelligent efforts toward its attainment and conservation.

Aims of the program—As a result of this new knowledge, an earnest effort is being made to develop a kind of physical education which is genuinely educative, with aims, principles, and methods in harmony with those of the school rather than with those of the army or the hospital.⁸ Physical education is no longer synonymous with "physical culture" or "physical training," but is now regarded as

... that phase of education which is concerned, first, with the organization and leadership of children in big-muscle activities, to gain the development and the adjustment inherent in the activities according to social standards; and, second, with the control of health or growth conditions naturally associated with the leadership of the activities, so that the educational process may go on without handicaps.⁹

Social adjustment is the ultimate goal; other objectives, even that of health, are subordinate. While no effective plan of physical edu-

⁷ Williams, Jesse F. *The Principles of Physical Education*. Philadelphia: W. B. Saunders Co., 1927. Preface, p. xiv.

⁸ See: Stoddard, A. J. "The Integration of Physical Education With the General Purposes of the Schools." *Journal of Health and Physical Education* 5: 3-6, 39; September, 1934.

⁹ Hetherington, Clark W. *School Program in Physical Education*. Yonkers-on-Hudson, N. Y.: World Book Co., 1922. p. 45.

education will neglect to provide for it, health as an aim must always remain secondary to the uses made of it. Some of the greatest achievements of the race have been made at the expense of health and even of life itself. Furthermore, other school subjects and activities also have responsibilities for securing and maintaining health in the school, such as biology, home economics, physiology, and hygiene. Physical education cannot be solely responsible. In fact, many procedures of utmost importance to health should not be undertaken by the director of physical education. For instance, the correction of bodily defects is generally beyond both his knowledge and authority. Such a service requires the skill of other specialists.

Emphasis on the social aim of physical education need not detract from its contribution to health. In fact, health seems better served when it is not made the chief aim but is regarded as an important byproduct. Children put little vim and energy into exercise for health's sake only. It has been found that they fatigue much more readily from drill exercises than from play.¹⁰ If we think of health not merely as freedom from disease and bodily defects, but as a condition of general all-round efficiency, then modern physical education obviously contributes to health. The methods which it employs are more conducive to a condition of general efficiency than are "physical culture" programs which aim to produce health through dreary and monotonous exercises.

If physical activities are to become in reality a phase of education, they must be based upon the same fundamental principles as education in general: (1) that learning results only from the learner's own activity, and (2) that the purpose of all organized education is to provide conditions which will foster desirable changes in the learner. With these principles as a basis, the aim of physical education has been stated by other authorities as follows:

To make the maximum possible contribution to the optimum development of the individual's potentialities in all phases of life, including his finest possible capacity for adjustment to the world in which he lives, by placing him in an environment as favorable as possible to the promotion of such big-muscle and other responses or activities as will best contribute to this purpose.¹¹

The wise principal will clear up, at the beginning of the year, any confusion concerning the aims and procedures of physical activities which may exist in the minds of teachers, children, and parents. The term "physical education" recalls to many of them only a period of the day, more often dreaded than otherwise, when under

¹⁰ Hetherington, Clark W., *op. cit.*, p. 58.

¹¹ Nixon, Eugene W., and Cozens, Frederick W. *An Introduction to Physical Education*. Philadelphia: W. B. Saunders Co., 1934. p. 85.

adult compulsion children "went thru" invented exercises and artificial movements for health's sake. It is not uncommon to hear expressions of dissatisfaction concerning physical education from adults who passed thru school when the enthusiasm of educators for drills and calisthenics was at its height. A clear understanding of the newer aims and methods will go far toward inducing a better attitude toward this potentially enjoyable phase of school life.

Need for flexibility—The place of physical education in the elementary school should depend upon the needs of the group it is to serve. A program built upon the actual needs and interests of the American people is the aim of leaders in the field. The term "program" rather than "system" is appropriate, because the latter implies a certain inflexibility—a finished product not subject to change. "We have in mind a program which is rapidly becoming more distinctive, orderly, and uniform, but which is nevertheless always subject to the natural process of change and growth."¹²

SELECTING AND ORGANIZING ACTIVITIES

Not all physical activities afford the same socializing opportunities. Games, contests, and dancing have greater social potentialities than have individual activities such as "setting-up" exercises. The socializing possibilities of each activity should be carefully considered in planning the program. This does not imply the exclusion of all individual activities. The latter have an important place, but major emphasis should be given to those activities which contribute to the development and adjustment of the individual according to social standards. The following suggestions are offered with respect to the selection and organization of activities:¹³

1. *Activities which take account of children's interests and abilities*¹⁴—This consideration is of special importance in the elementary school, where the range of ages, interests, and abilities is extremely wide. Nixon and Cozens state:

There is a grave danger in the association of the immature individual with older persons whose social-moral habits and attitudes are questionable—a danger which skilled leadership cannot always obviate. On the other hand, there is great advantage in an association in which the more mature, more advanced, and more

¹² Mitchell, E. D. "An American System of Physical Education." *Journal of Health and Physical Education* 3: 14; November, 1932.

¹³ Based on: Nixon, Eugene W., and Cozens, Frederick W. *An Introduction to Physical Education*. Philadelphia: W. B. Saunders Co., 1934. p. 110-12. Sharman, Jackson R. *Introduction to Physical Education*. New York: A. S. Barnes and Co., 1934. p. 10-15. Wood, Thomas D., and Cassidy, Rosalind F. *The New Physical Education*. New York: Macmillan Co., 1927. p. 89-104.

¹⁴ Information concerning the likes and dislikes of elementary-school children with respect to physical education is given in: Blanchard, V. S. "An Analysis of the Likes and Dislikes of Boys and Girls in Health Education Activities." *Research Quarterly of the American Physical Education Association* 4: 238-41; March, 1933.

capable lend their assistance to the less advanced and less fortunate. In the main our objective should be to place together in the physical education environment groups with similar interests, needs, and abilities; groups not necessarily of the same chronological age, but in approximately the same stage of development, mentally, physically, and socially.¹⁵

The first and second grades enjoy simple rhythmical activities, story plays, hunting games, mimetics, and relay races. In addition to more complex forms of these activities, the third and fourth grades wish to engage in more athletic games. Beginning with the fifth grade, individual athletic events and both individual and group stunts are added to still more complex forms of the activities enjoyed in the lower grades.¹⁶

While no abrupt changes divide the child's life into distinct age periods, several writers have made approximate classifications of children's physical, emotional, and social characteristics at various age levels.¹⁷ These, of course, are characteristics of *groups* and not of particular individuals. Wide individual variations are to be found in any group of school children. Such a classification can be used only as a general guide in adapting the program to the needs of the school.

2. *Activities for the physically handicapped child*—Physically handicapped children who cannot participate profitably in the regular program should be carefully studied to determine their particular requirements.¹⁸ The advice of physicians or other specialists should be secured, and all corrective treatment should be under their direction. Corrective exercises are usually specific in nature and should be performed only by the child for whom they are prescribed. Insofar as possible, however, activities should also be provided which will keep these children in some kind of group. If they are too much isolated, the unfortunate social and psychological effects may outweigh the physical benefits received from corrective treatment. Every effort should be made to prevent the child from feeling that he is abnormal or that he is not an accepted member of his group.

The Ohio State Department of Education outlines a plan in which physically handicapped children are classified according to seriousness of defect on the basis of a health examination. Those whose physical condition prevents them from participating in a normal schedule of activities are provided with a "restricted" activity pro-

¹⁵ Nixon, Eugene W., and Cozens, Frederick W. *op. cit.*, p. 99.

¹⁶ Classification of activities according to: Neilson, N. P., and VanHagen, Winifred. *Manual of Physical Education Activities for the Elementary Schools of the State of California*. Sacramento, Calif.: Division of Health and Physical Education, State Department of Education, 1929. p. 76-370.

¹⁷ For example see: Nixon, Eugene W., and Cozens, Frederick W. *op. cit.*, p. 115-17. National Recreation Association. *The Normal Course in Play*. New York: A. S. Barnes and Co., 1926. p. 71.

¹⁸ See: Allen, F. H., and Pearson, Gerald H. J. "The Emotional Problems of the Physically Handicapped Child." *British Journal of Medical Psychology* 8: 212-35; 1928.

gram. Those whose incapacities prohibit them from carrying on any program of physical activities whatever are given a "corrective" program. The restricted program permits recreational activities within the limitations of the defect, but does not aim directly at correction. The pupils in the corrective group receive individual remedial treatment. This grouping is not rigid; some corrective measures are given in the restricted program and some recreational activities in the corrective program. All corrective treatment is under the direction of a physician.

The administration of the restricted program consists of eight provisions:

1. A form is used to assign students to this program.
2. Students assigned to a restricted group each have a personal interview with the teacher who explains the nature of the defect, its cause, and prognosis. At this time the student is assigned to a class, or to individual recreation periods.
3. The school programs are adjusted to the needs of the student; for example, to avoid stair-climbing, or to arrange rest periods.
4. Periodic check-ups are arranged with teacher and physician.
5. Academic grades are made up on the basis of progress made or education accomplished.
6. The play of restricted students is carefully supervised to see that they stay within their limitations.
7. Only a physician diagnoses defects or prescribes treatment.
8. Students are protected against feelings of inferiority because of their handicaps. Individual conferences should take care of this training.

This course of study suggests definite activities for children with various types of handicaps.¹⁹

3. *Activities which will "carry over" into life outside the school*—Too often the highly organized games and sports enjoyed at school cannot be engaged in at home, where only a small group and limited equipment are available. Such games and activities as tag, running base, climbing, balancing, rhythmic activities, and hiking may be enjoyed by children either when alone or in small groups. In the upper grades, provision should be made for sports and amusements which can be continued into adulthood.²⁰ Swimming, volley ball, tennis, golf, and similar activities are interesting to adults as well

¹⁹ Altho this plan was developed for junior and senior high schools, it offers valuable suggestions for schools at any level. For details see: Ohio. *A Program for Junior and Senior High Schools*. Health and Physical Education Series. Columbus, Ohio: State Department of Education, 1932. p. 99-109. See also, Carver, Margaret. "Motivation of Child Interest in Corrective Physical Education in Elementary Schools." *Journal of Health and Physical Education* 4: 27-29, 52-55; October, 1933. Drew, Lillian C. *Individual Gymnastics*. rev. ed. Philadelphia: Lea and Febiger, 1929. 276 p. Lowman, O. L.; Colestock, Claire; and Cooper, Hazel. *Corrective Physical Education for Groups*. New York: A. S. Barnes and Co., 1928. 521 p. Rathbone, Josephine L. *Corrective Physical Education*. Philadelphia: W. B. Saunders Co., 1934. 292 p. Stafford, George T. *Preventive and Corrective Physical Education*. New York: A. S. Barnes and Co., 1931. 328 p.

²⁰ Morris, J. M. "Training Teen Age Boys and Girls in Leisure-Time Activities." *Journal of Health and Physical Education* 6: 34-35, 58-59; February, 1935.

as to older boys and girls. Lacking a fair degree of skill in such activities, the grown man or woman often turns to the monotonous "daily dozen" for the sake of health, thereby losing much of the pleasure and value of competitive and cooperative games.

4. *Activities which provide for boys and girls in separate groups*—This problem generally does not appear before the child reaches the age of ten, but in the intermediate and upper grades some provisions should be made for the special interests and abilities of the sexes. Separation of the sexes should not be overdone; there are many games and sports which may well be enjoyed in mixed groups. On the other hand, teachers should not permit girls to enter games and contests with boys in which the inequality of physical strength between them is likely to lead to injury or to injustice. Generally, boys enjoy sports which are too strenuous for girls, and are likely to regard their presence in a vigorous game as something of a handicap. Girls usually choose quieter games which the abundant energy of the boys is likely to disrupt. Harmonious social relationships between the older boys and girls depend to a large extent on the wise and tactful handling of this problem. It can readily become a source of dissension and disturbance. In many schools appropriate physical education for girls has not yet been developed.²¹

5. *Activities which do not add unduly to the "teacher load"*—It is more difficult to supervise a number of different groups on the playground at one time, even if they are all playing the same game, than it is to supervise the same number of children playing in a single group. Moreover, it is easier to teach a fairly large number of children a game which requires a large group, than it is to teach the same number an activity which is individual in nature or requires only two or three persons. Careful selection and organization of games on the playground can do much to make the teacher's work effective. Group games rather than individual activities should have the major place, especially if the teaching staff is small. The group to be supervised should never be so large that the teacher can do little more than "keep order" and prevent children from injuring one another. Such a situation deprives physical education of constructive leadership.

Squad organization which utilizes pupil leadership will help in handling a relatively large number of pupils with a small teaching staff.

²¹ For suggestions on physical education for girls, see: Duncan, Margaret, and Cundiff, W. P. *Play Days for Women and Girls*. New York: A. S. Barnes and Co., 1929. 87 p. Wayman, Agnes R. *Education Through Physical Education: Its Organization and Administration for Girls and Women*. Philadelphia: Lea and Febiger, 1928. 378 p.

A recent state course of study illustrates the rotating squad organization, as follows (assuming a class of forty boys):

1. Divide into four groups according to height, age, etc.
 - a. Elect a captain for each group and charge him with responsibility of assembling group, roll, care of equipment, etc. Rotate squad leadership; change at least once each month.
 - b. Give squad leader a list of activities to be engaged in and charge him with the responsibility of the records.
2. Teacher selects four types of activities. For example:
 - a. Individual stunts: (1) floor dip, (2) head stand, and (3) single squat
 - b. Relays: (1) all fours, and (2) rescue race
 - c. Abilities: running broad jump
 - d. Mat, agility, and tumbling events: (1) hops, (2) jumps, and (3) rollover
3. Number squads 1, 2, 3, 4. Squad number 1 begins with individual stunts, and at the same time squad number 2 starts the relays, squad number 3 the athletic events, and squad number 4 the tumbling events. At a previously determined time, say every eight minutes, the instructor blows his whistle, and the squads rotate, number 1 going to the relays, and so on around until each squad has engaged in each activity.²²

6. *Activities adapted to the physical environment*—The size and equipment of the playground and the gymnasium should be considered when selecting the content of the physical education program. If the playground is too small for a baseball diamond or if there is danger of breaking windows by stray balls, it is hardly worthwhile to organize baseball teams. If no swimming pool is at hand, swimming will have a minor part in the program. Such activities may be included occasionally if play space or a swimming pool is some distance away but still available, but they can hardly become part of the daily program.

Insofar as possible, physical activities should be planned for outdoors on the playground. The gymnasium should be used only during bad weather or when special equipment which cannot be moved outside is to be used, or for some other special reason. Every attempt should be made to adapt the activities to weather conditions before turning to formal gymnastics indoors.²³

Since the aim is to keep the physical activity of children in its natural setting, climatic conditions should also be considered. Schmoyer²⁴ reports the development of a city-wide winter sports program in Lynn, Massachusetts, under the auspices of the public schools. The events are conducted as part of the extracurricular program of the junior high schools, but pupils of the elementary,

²² TEXAS. *Health and Physical Education*. Austin, Texas: State Department of Public Instruction, 1930. p. 71-72.

²³ See: Ball, Bernice M. "What Can We Play in the Snow? Presenting Winter Games for all Grades." *Grade Teacher* 50: 445, 461, 469; February, 1933.

²⁴ Schmoyer, Richard J. "A City-Wide Winter Sports Program." *Journal of Health and Physical Education* 4: 26-29; January, 1933.

junior, and senior high schools participate. The program was divided into three parts: (1) for the school children, (2) for adults, and (3) for informal groups of hockey players. The activities included skiing, snowshoeing, skating, broad-jumping on skates, racing, and hockey. Contestants were placed in groups to insure fair competition. Approximately five thousand people participated in the carnival, and a crowd of over three thousand watched the evening events. This program illustrates what can be accomplished toward keeping play outdoors even under difficult weather conditions.

7. *Activities of a formal nature*—Formal exercises once comprised practically all of the physical education program. While the present trend is definitely toward informality, formal activities are justified when they meet special needs. Marching and tactics are of value in fire drills and in handling children in large groups, as in special school or civic functions.²⁵ Postural instruction (as distinguished from corrective exercises) helps to establish habits of correct posture, while developmental drills may profitably be substituted for natural activities during bad weather.

Formal exercises, however, contribute little to socialization or character training, and should not be expected to yield disciplinary or "transfer" values. In fact, forcing children regularly to execute drills of a military type may stimulate rebellion instead of obedience. Such activities are essentially isolating; they do not involve the teamwork found in play, where cooperation is the very life of the game. Children may enjoy them for a short time, but soon tire of them when compelled to participate in them every day.

8. *Activities adapted to time allotment*—The modern program of physical education encourages the utilization of periods formerly given over to pupils as free time. Recess and noon periods may well be used for a part of the program. Noon-hour activities of pupils who remain at school for lunch are often a perplexing problem to teachers and principal. A definite plan for varied activities to be carried on during the noon hour will help to solve this problem. The following plan is suggested by Kulcinski:

Monday: Informal games for groups, teams, and individuals, such as dodge ball, tennis, handball, floor baseball, checkers, and table games

Tuesday: Social games and novelty picnic events, such as relays, stunts, charades, shadow pictures, three-legged race, crab race, rabbit jump, and the like

Wednesday: Skill test events, which include standing and running stunts for time and total number, base running for speed, and batting a ball for accuracy

Thursday: Individual achievement events, such as high jump, rope climb, center jump, and spinning wheel

²⁵ See: Iowa. *Health and Physical Education for Boys*. Des Moines, Iowa: State Department of Public Instruction, 1938. p. 56-57. Staley, S. O. *Marching Tactics*. New York: A. S. Barnes and Co., 1928. 115 p.

Friday: Social activities, including singing, reading, sleight-of-hand, square and social dancing, and other social events providing experience in the fundamentals of good manners.²⁶

While out-of-school hours cannot generally be used to satisfy legal requirements for physical education, their use will increase the total time available for the program. It is not always possible or wise to include all physical education activities in the regular school day.

9. *Activities which are a part of daily life*—The average person needs to develop skill in everyday activities, such as walking, running, and dodging (in the case of traffic situations). The Iowa course of study²⁷ includes a unit based on such activities. The objective is "to gain efficiency in the skills of daily living and to understand their underlying fundamental principles." Teaching procedure is suggested. The teacher will need to explain the most efficient use of routine body skills, illustrate efficient work skills in typical situations, and arrange definite practise periods for these activities.

Safety education is rapidly becoming a necessary part of the child's physical education. Fourteen states have either published separate courses of study in this field or have incorporated safety education in health and physical education courses of study.²⁸ The safety program should include (1) safety patrols to protect pupils at traffic intersections; (2) corridor and playground patrols to prevent accidents and disorder within the school environs; (3) fire drills; (4) first-aid provisions at hand; (5) cooperation with the police and fire departments in Clean-up Week and Fire Prevention Week; and (6) direct instruction in safety, together with activities in the form of clubs, assemblies, and homeroom programs.²⁹

A variety of skills learned in the games played at school help to protect the child against the increasing physical hazards of modern life.

10. *Activities which aim directly at social service and prevocational training*—Children should have opportunity to labor for the benefit of others; to earn money which they will use for some worthy purpose; to run errands for the family. Collier points out that our

²⁶ Kulcinski, Louis. "The Noon-Hour Problem." *Journal of Health and Physical Education* 4: 38-39, 53; January, 1933. See also: Loevinguth, Oscar P. "The Organized Recess Period." *Journal of Health and Physical Education* 2: 30-31; June, 1931. Nolen, Jewel. "Organized Recess Period for Rural Schools." *Journal of Health and Physical Education* 4: 35, 59-60; April, 1933.

²⁷ Iowa. *Health and Physical Education for Boys*. Des Moines, Iowa: State Department of Public Instruction, 1933. p. 43-45.

²⁸ Chang, Yung. *State Organization and Administration of Health and Physical Education*. New York: the author, 1932. p. 60. (Doctor's thesis, Columbia University.)

²⁹ Adapted from outline of a safety education program published by the National Education Association. For further suggestions, see: *A Guide-Book for Safety Education*. New York: National Bureau of Casualty and Surety Underwriters, 1931. Stack, Herbert J. "The Place of Safety Education in the School Health and Physical Education Program." *Journal of Health and Physical Education* 6: 3-6, 71-72; March, 1935.

present plan for utilizing the physical energies and activities of our youth does not square with the problem. We have yet to develop a broad, comprehensive program which will engage the voluntary efforts of children and youths in such great social enterprises as conservation of wild life, reforestation, flood control, building and maintenance of aquaria and museums, care of playgrounds for the young children of workers, and "endless practicable kinds of training of the youngest by the young."³⁰ The physical education program should cooperate with worthy organizations whose direct objective is to build citizenship thru inspiring enterprises for social service.³¹

11. *Activities which provide for group competition*—When well managed, group games and sports provide excellent training in social participation. They foster team play, discipline, loyalty, confidence, self-control, and other desirable habits. Most educators agree, however, that the elementary school should not attempt to imitate the inter-school athletic programs of the high schools and colleges. Such programs tend to overemphasize winning and to minimize the pleasure of the activity itself; they often give undue weight to the opinions of spectators; and they tend to center the physical education program in the activities of a few pupils (generally those who need physical exercise least), rather than to encourage universal participation.

Thru a suitable intramural program³² many of the shortcomings of interscholastic athletics may be avoided. In a program of this type, the pupils within a school are organized in competitive groups according to classrooms, homeroom groups, physical education sections, clubs, or some other basis. Such classification should take careful account of individual differences in age, height, weight, strength, and skill, so as to insure fair competition. Since 100-percent participation is the objective, a physician's examination of every child is absolutely essential.

Intramural organization is particularly well adapted to the elementary school. It is democratic, allowing every child a part in group activities; it provides for competition in the relatively simple games preferred by younger children; it may prevent, thru group scoring and group awards, the "starring" of an individual, and reduce attempts to make "grandstand" plays; it gives every child a chance to excel in some of its varied activities. In schools where intramurals

³⁰ Collier, John. "Fullness of Life Through Leisure" in *Symposium on Physical Education and Health*. (J. B. Nash, editor.) New York: New York University, 1930. p. 252.

³¹ A series of school projects for outdoor recreation and the conservation of forest life may be found in: Fox, Florence. *Playgrounds of the Nation*. U. S. Dept. of the Interior, Office of Education. Bulletin 1927, No. 20. Washington, D. C.: Government Printing Office, 1927. 99 p.

³² For descriptions of intramural programs see: Draper, Edgar M., and Smith, George M. *Intramural Athletics and Play Days*. New York: A. S. Barnes and Co., 1930. 137 p. Mitchell, Elmer D. *Intramural Athletics*. New York: A. S. Barnes and Co., 1925. 191 p.

are provided, it has been found that 60 to 80 percent of the pupils take part in some kind of physical activity.³³ The aim in the elementary school should be participation by each child in a number of games rather than specialization in one or two.

The California manual of physical education³⁴ suggests organizing the pupils in two or more school clubs or color groups for intramural competition. The members of each club include boys and girls from the fifth, sixth, seventh, and eighth grades. Each club furnishes teams to compete with other clubs in the school. Even partially incapacitated children may be assigned to clubs and may compete in games appropriate to their needs, such as horseshoes, croquet, center club bowls, and bean bag. Each club or color group has its student leader, a president or captain, who is selected by its members. Other officers and committees may also be chosen. The students themselves should act as umpires, referees, judges, and scorers. This experience helps to develop good sportsmanship and good judgment.

The California manual recommends that: (1) every teacher in the school be a member of one of the clubs; (2) teachers be with their groups each day for at least a few minutes during the play period to encourage and direct; (3) captains and squad leaders of each team post their daily scores, regardless of whether the game was won or lost; (4) schools do not use the daily instructional period of twenty minutes (required by law) for the playing of intramural games.

To be most successful, the intramural program should provide considerable opportunity for child leadership and for the selection and conduct of games by the children. Bookwalter³⁵ suggests plans for utilizing pupil leadership in the regular class period, during recess and other play periods, and in connection with special days and events.

12. *Activities which provide for self-testing by pupils*—Self-testing activities, or stunts, give the child a chance to develop originality and to demonstrate bodily control and courage. However, they must be carefully managed to obtain the desired stimulation without inducing the egotism and foolhardiness which the ability to excel often engenders. The ambition and energy of the child should generally be directed toward excelling his own previous record rather than the performances of other children.

³³ Sharman, Jackson R. *Introduction to Physical Education*. New York: A. S. Barnes and Co., 1934. p. 160.

³⁴ Neilson, N. P., and VanHagen, Winifred. *Manual of Physical Education Activities for the Elementary Schools of the State of California*. Sacramento, Calif.: State Department of Education, 1929. p. 31-33.

³⁵ Bookwalter, Karl Webber. "Developing Pupil Leadership through Physical Education. Part II." *Journal of Health and Physical Education* 5: 25-27, 50; December, 1934.

Stunts are especially helpful to the backward, fearful child. Such achievements as handsprings and cartwheels help him to overcome fear. Since the performance of stunts depends largely on skill, the small wiry child who cannot successfully compete in games requiring unusual strength and weight is here given a fair chance to excel.

A stunt contest for elementary pupils is described by McNaughton and Waite.³⁶ The squad-leader system, adaptable to large numbers, was used to organize the pupils. Each squad leader was put in charge of eight or ten children. Before every lesson the instructor met with the leaders to teach them the stunts which the class would learn on that day. After each lesson the children were tested. The scoring was simple. One hundred was the perfect score, counting ten points for each stunt. The stunts were graded in difficulty. Each child began with the simplest and continued thru the most difficult which he could perform. The awards were inexpensive, being merely letters or symbols made of felt. The writers advise ten stunts for the contest, covering a period of two months. The whole program was arranged to extend over four years.

13. *Activities which provide for dramatic expression*—Folk dancing, interpretive dancing, clog and character dancing, and rhythmic and mimetic activities are rich in opportunities for social training. Since these are modes of emotional expression they are powerful instruments for guiding the mainsprings of human behavior. Modern life has not utilized these activities as fully as they merit. They deserve a place in the school curriculum under the joint auspices of music and physical education.³⁷

SCHEDULING AND ARRANGING THE PROGRAM

The physical education activities of the school may be divided into two parts: (1) the regular daily program, and (2) special features such as athletic games, play days, and track and field meets. This classification does not imply that the special events comprise a separate and altogether different program from that carried on every day in physical education. On the contrary, these events should constitute a public demonstration of the regular activities. They do, however, require special organization and planning with respect to time, place, contestants, and general supervision.

³⁶ McNaughton, Helen B., and Waite, Mildred B. "A Stunt Contest for the Elementary School." *Journal of Health and Physical Education* 5: 24-25, 46; October, 1934.

³⁷ See: American Physical Education Association. *Dancing in the Elementary Schools*. New York: A. S. Barnes and Co., 1933. 134 p. Kelly, Marjorie, and Drew, Gwendolyn. "Pageantry, A Vehicle of Self-Expression." *Journal of Health and Physical Education* 4: 13-17, 56-58; October, 1933. Burchenal, Elizabeth. *Folk-Dances and Singing Games*. New York: G. Schirmer, 1933. 83 p. Frost, Helen. *Clog and Character Dancing*. New York: A. S. Barnes and Co., 1934. 65 p. Hillas, M., and Knighton, M. *Athletic Dances and Simple Clogs*. New York: A. S. Barnes and Co., 1926. 64 p. Marsh, Agnes L., and Marsh, Lucile. *The Dance in Education*. New York: A. S. Barnes and Co., 1924. 224 p. Thompson, Betty Lynd. *Fundamentals of Rhythm and Dance*. New York: A. S. Barnes and Co., 1933. 230 p. See also Chapters III and V of this yearbook.

Regular daily periods—The daily schedule of activities may well include at least three types of periods: (1) the instructional period, (2) the supervised play period, and (3) the relaxation period.

The instructional period is provided especially for the teaching of games, skills, information, and ways of behavior. Teachers should have this period as carefully planned as any other period of the day. The attendance of pupils should be required as in other classes. In describing a typical thirty-minute teaching period in the Alabama elementary schools, Garrison stresses the following points: (1) orderly assembling of pupils, (2) teachers properly dressed and with lessons well planned, (3) classes held outdoors when weather permits, (4) sufficient equipment and play space, (5) activities that are safe for all, (6) activities that are interesting and properly graded, (7) some vigorous activities, (8) activities which can be used at home or after school, (9) pupil leadership, (10) fair play, courtesy, and initiative encouraged, (11) adoption of planned program for indoor use, and (12) orderly dismissal. Certain activities are taught on regular days; for example:

Fourth Grade

Monday: Team games and team game skills

Tuesday: Rhythmics

Wednesday: Group games and relays

Thursday: Athletic events

Friday: Stunts and contests.²⁸

The supervised play period gives the children an opportunity to enjoy the games and practise the skills which they have learned in the instructional period. New games should not be introduced and taught during the play period. The teacher should give sympathetic direction and guidance while the games are in progress. He should never assume the rôle of mere spectator or policeman.

This participation period should generally come during noon hours, after school, and on Saturdays and holidays. Such playtimes are commonly organized as part of the intramural program. Myers and Bird²⁹ urge the necessity for at least one hour of supervised play after the close of the afternoon session. This part of the day is the most hazardous for children between eight and fourteen years, since many of them play in the streets or in out-of-the-way places. Such a situation is conducive to bullying, teasing, and fighting.

Unsupervised play does not lack leadership, but its leadership is generally of the wrong kind. Real freedom of play is practically

²⁸ Garrison, Jessie R. "A Typical Thirty-Minute Teaching Period for Elementary Schools." *Journal of Health and Physical Education* 4: 48-49; January, 1933.

²⁹ Myers, Alonzo F., and Bird, Ossian C. *Health and Physical Education*. Garden City, N. Y.: Doubleday Doran and Co., 1928. Chapter 12, "The Supervised Playground," p. 144-51.

unknown where adult leadership is lacking. Domination of the weak by the strong is the rule when the street or the vacant lot is the playground. Where possible, a full-time playground supervisor should be employed to take charge of the school playground during these extra-school periods. The returns in social values and in the reduction of youthful delinquency will more than repay the additional expense.

A few minutes every hour or so should be given pupils to relax. This is especially necessary in schools which require pupils to remain at their desks for relatively long periods. A common mistake is to give calisthenics during the relief period. Since this time is set aside to counteract fatigue and to exercise the large muscles, the activities engaged in should be vigorous.

Classes for all grades may be held at the same time or at different times. If play space and equipment are limited, classes may need to meet at different hours. If several groups are assigned to the playground at the same time, each group should have its own particular place. Generally the primary grades can use the same places daily, while the upper grades may use various places and pieces of equipment on different days. The time and space schedule should be arranged with great care in order to avoid conflicts.

Special events—These occasions include special days devoted to mass athletics, intramural athletics, track and field meets, play days, and similar activities. In planning for an athletic contest the following points should be kept in mind:

1. The date and place of the contest should be decided well in advance.
2. The classification of pupils for competition should be determined. The success of an intramural program depends upon equality between competing groups.
3. Special rules of competition should be agreed upon and made clear to competitors.
4. Eligibility requirements should be established.
5. Separate events should be listed with names of competitors in each. The number of entries in each event, the substitutes allowed, and the number and types of events which each pupil may enter should be made clear.
6. The method of scoring should be carefully explained.
7. A date should be set for return of entry blanks to the person in charge.⁴⁰

Play days should emphasize participation rather than competition. The participants may include all the children of one school or of several schools combined. The program usually consists of athletic and hunting games, rhythmical exercises, and stunts. The adults of the community should be invited to participate. Often it is possible

⁴⁰ Adapted from Neilson, N. P., and VanHagen, Winifred. *Manual of Physical Education Activities for the Elementary Schools of the State of California*. Sacramento, Calif.: State Department of Education, 1929. p. 33.

to secure the cooperation of civic organizations in arranging these events.⁴¹

The following essentials in organizing play days are suggested by Smith and Coops:

1. Activities to give all an equal chance to play
2. Activities that are interesting and enjoyable
3. Opportunity for wholesome social contact
4. Program an outgrowth of school program in physical education and health
5. Health certificate required
6. Actual technic of organizing each separate play day to be carefully considered:
 - a. Selection of time
 - b. Participation
 - c. Selection of site
 - d. Preliminary committee organization
 - e. Procedure on play day
 - f. Scoring.⁴²

METHODS OF TEACHING

How shall physical activities be conducted so that maximum socializing values may be secured? The informal or "natural" program of physical education makes arduous demands upon the skill of the teacher as compared with the teaching of formal gymnastics. It is comparatively easy to line children up in military formation and compel them to go thru definite exercises; it is an entirely different matter to guide an animated play group so that ethical values are obtained without violating the spirit of play.

Children must have freedom in play, but it is "freedom under the law." Play must never degenerate into mere rowdiness. It is more difficult to guide children in making decisions for themselves and their group than to make decisions for them; yet the former must be achieved if children are to benefit morally and socially from play. No field of instruction offers a greater challenge to the teacher.

General principles—While modern methods of teaching physical education are still in the experimental stage, the methods recently developed in other fields seem to apply particularly well to this area. Procedures centering in meaningful problems or projects, in which the children have opportunity to exercise initiative and choice in the activities of the class are especially effective. However, the key word in physical education as in other fields is *adaptation*—adaptation to the subjectmatter to be learned, to the child's nature and level of

⁴¹ For guidance in organizing special competitive events and play days, see: Duncan, M. M., and Cundiff, V. P. *Play Days for Girls and Women*. New York: A. S. Barnes and Co., 1929. 87 p. Rodgers, Martin A. *A Handbook of Stunts*. New York: Macmillan Co., 1928. 501 p. Smith, Helen N., and Coops, H. L. *Play Days*. New York: A. S. Barnes and Co., 1928. 45 p. Tanner, Jessie R. *Game Program in Physical Education: for the Elementary School and the Junior High School*. Boston: Ginn and Co., 1929. 257 p.

⁴² Smith, Helen N., and Coops, Helen L. *Play Days*. New York: A. S. Barnes and Co., 1928. p. 9.

development, and to the outcomes desired. Flexibility rather than "system" is the essential factor.⁴³

Horrigan suggests important points to be observed in the physical education lesson, as follows:

1. Preparation for the lesson
 - a. Attention to physical conditions, such as fresh air supply if the lesson is conducted indoors, or the removal of safety hazards such as rocks and roots of trees if the lesson is outdoors
 - b. Economy of time in getting started, with materials such as balls, victrola records, and bean bags at hand, and some simple plan for organizing games, dances, stunts, or gymnastics
2. The lesson
 - a. Maximum amount of activity on the part of every child with elimination of unnecessary explanations and talking
 - b. Acquisition of new skills and learning, and strengthening of past learning
 - c. Pleasure in the activity
 - d. Opportunity for social growth, such as cooperation, sportsmanship, and social contacts
3. Results of the lesson
 - a. Progress and satisfaction which result from knowledge of a satisfactory degree of accomplishment; feeling of exhilaration and well-being. Praise, if merited, brings the lesson to a satisfying close.⁴⁴

Lesson plans—Many teachers find a written daily lesson plan helpful in the conduct of physical activities. No single type of plan can be recommended for every teaching situation. The subjectmatter, the characteristics of the pupils, and environmental conditions must be considered. Following is a suggested lesson plan for teaching dodge ball in the third grade:

DODGE BALL

1. Teacher objectives
 - a. To emphasize the social element thru the beginnings of team games, i. e., groups working with one purpose in view
 - b. To develop skill in dodging thru control of large muscle groups, making use of the fundamental elements of agility, balance, strength, control, and flexibility
 - c. To develop skill in handling the ball
 - d. To develop the realization that the acquisition of such skills makes a better game
 - e. To give pleasure and satisfaction to the group thru recreational activity
2. Pupil objectives
 - a. To enjoy himself
 - b. To have his team win

⁴³ Suggested procedures for teaching may be found in courses of study such as the following: Alabama. *A Course of Study in Physical and Health Education from Grades One thru Six*. Montgomery, Ala.: State Department of Education, 1931. 219 p. California. *Manual of Physical Education Activities for the Elementary Schools of the State of California*. Sacramento, Calif.: State Department of Education, 1929. 386 p. Ohio. *Physical Education and Hygiene: A Course of Study for the Use of the Schools of Ohio*. Columbus: State Department of Education, 1926. 131 p. Texas. *Health and Physical Education*. Austin, Texas: State Department of Education, 1930. 128 p. Utah. *Program of Instruction and Courses of Study in Health and Physical Education*. Salt Lake City, Utah: State Department of Public Instruction, 1930. West Virginia. *Manual of Physical Education for Elementary Schools*. Charleston, W. Va.: State Board of Education, 1932. 240 p.

⁴⁴ Horrigan, Olive K. "The Elementary Supervisor and the Classroom Teacher." *Journal of Health and Physical Education* 5: 28-29, 58-59; February, 1934.

3. Teaching the game

a. Explanation of point and purpose of the game

Thru question and suggestion reach the decision that circle formation is best for playing; it is not easy to hit one another with the ball if we stand just anywhere in the room. Make suggestions about throwing.

b. Play the game

Use the various suggestions made (step 3 of the thinking process, suggested solution).

c. Discussion of game as played

Was it wise to throw too high, or too low? Emphasize things which make the game interesting and fast (step 4 in the thinking process, selection and elimination of suggested solutions). Following this is the logical and psychological place for any drill that will help in playing the game.

d. Play the game, making use of all *good* suggestions.

Summary of points to remember. Drill may be used again if necessary. Play again as well as possible (step 5 in the thinking process, verification of solution).

The last playing of the game under *d* not only verified the solution, but the learning process as well in a measurable way, i. e., the success of the player in participating in the game. It is clearly seen how readily the teaching of dodge ball falls into the pattern of the steps of thinking.⁴⁵

Judging class organization—Careful class organization and preparation of the classroom, gymnasium, playground, or swimming pool will eliminate frequent sources of difficulty in teaching. Routine procedures such as taking the roll, changing to the gymnasium uniform, and distributing towels should be made habitual. All equipment should be ready; pupils should move rapidly into place; and the space provided should be large enough to prevent crowding. Among the important points in judging the effectiveness of class organization are the following:

1. Do children enter and leave in an orderly way?
2. Is time wasted in waiting in line?
3. Do children get their gymnasium shoes from lockers and put away street shoes quietly, quickly, and neatly?
4. Is the organization (formation) for changing shoes an effective one?
5. Are children dressed for play within five minutes?
6. Are coats, sweaters, rubbers, galoshes removed?
7. Are children in soft-soled shoes? (If the children are in stocking feet it should be because they are too poor to buy suitable shoes.)
8. Is the class grouped in such a way as to use all the available space?
9. Is the grouping made quickly with a minimum loss of time?
10. Is the grouping such as to provide the maximum participation for the largest possible number of children?⁴⁶

Judging class procedure—The following criteria for judging the efficiency of a class in physical education will also be suggestive to principals:

⁴⁵ Williams, J. F.; Dambach, J. I.; and Schwendener, Norma. *Methods in Physical Education*. Philadelphia: W. B. Saunders Co., 1932. p. 100-01.

⁴⁶ LaSalle, Dorothy. *Play Activities for Elementary Schools*. New York: A. S. Barnes and Co., 1926. p. 21-22.

1. Are all of the children busy most of the time, and most of the children busy all of the time? A child may be busy in planning. It is not necessary to be jumping up and down in order to be busy.

2. Are the activities in which they are busy worthwhile; i. e., do they lead the participants onward and toward the goals set up as objectives?

3. Are the individuals learning functional skills, making life adjustments, and gaining in personality, physical and intellectual power, and self-control?

4. Are the activities free from obstructions and distractions, so that learning may go on freely?

5. Is the teacher properly trained so that he can handle the mechanics of the routine without making a fetish of routine?

6. Is the building so constructed that classes and apparatus can be moved about in a very short time and without feeling of hurry? ⁴⁷

Emphasizing social and intellectual learning—That physical education has an intellectual content should not be overlooked. Games have rules to be learned; intricate movements in dancing require comprehension; swimming and throwing have their own peculiar technics. Moreover, the relationships of the players to each other, to the director, to opponents, and to spectators demand intelligent comprehension of social situations. Children should not be censured for failure to comprehend and execute movements; genuine problem-solving is required. Patient guidance and sympathetic teaching are necessary in such cases. Children derive little benefit from activities learned thru mere imitation.

Discipline—Physical education has often been a fertile field for disciplinary problems. Discipline is largely determined by methods of teaching. If the children are genuinely interested in an activity and have their attention centered in it, there is little opportunity to indulge in mischievousness and rowdyism. However, the emotional stress of the game and the desire to win are recognized sources of misbehavior, and their effects must be anticipated by the teacher. The frequency of anti-social acts can be reduced by placing less emphasis on winning and more on the enjoyment of playing, and by establishing a code of sportsmanship and fair play. If teachers and coaches are willing to countenance unfair play for the sake of winning a game, the child can hardly be expected to uphold desirable standards.

Generally, disciplinary problems of a serious nature should be taken to the principal, but too many of these will be regarded as an indication of some weakness in methods of teaching or administration. Careful supervision of teaching methods should aid in improving discipline. The old order, in which the child was kept subdued and "well-behaved" thru fear must give way to better means of control.

⁴⁷ Williams, J. F.; Dambach, J. I.; and Schwendener, Norma. *op. cit.*, p. 108.

Recognizing and rewarding achievement—The granting of symbols of accomplishment influences profoundly the social values to be derived from physical education. Point systems have been found satisfactory for evaluating and motivating a pupil's work in this field. Such a system gives all children an opportunity to earn some recognition. Points may be given in various phases of the program, including achievement in factual learning, regular attendance, and ethical development, as well as in physical skill and prowess. The pupils may well be permitted to devise their own point system under the guidance of the teachers and principal.

Recognition of achievement is socially legitimate and affords needed satisfaction to the pupil. However, when awards are given they should be mere symbols and should have little intrinsic value. The youths of ancient Greece competed for the laurel wreath. A badge or letter fulfils the purpose of conferring honor for achievement, without giving the child a false sense of values. Jewelry, expensive medals, trips, and the like draw attention away from achievement in the activity and center it on the money value of the prize. This attitude is contrary to an essential objective of physical education, namely, the ethical and social development of the individual.⁴⁸

PROVIDING A FAVORABLE ENVIRONMENT

Dangers of inadequate space and equipment—The socializing effects of the physical education program are often seriously affected by insufficient play space and by unsuitable, inadequate, or damaged equipment. Sometimes most of the funds allotted to the physical environment of the school are spent on the building, with little left for playground and equipment. In such cases the resourcefulness of principal and teachers is taxed to find adequate space and suitable facilities for physical activities. Inadequate equipment readily leads to disputes for possession. Damaged equipment is dangerous and is likely to cause failure and disappointment in the game. The unfortunate psychological effects of close quarters and lack of proper equipment must be avoided if the physical education program is to achieve its major purposes.

*Playground and gymnasium*⁴⁹—The size of the playground will depend on the available space, the number and ages of the children,

⁴⁸ For points of view concerning incentives and measurement in physical education, see: Nash, Jay B. *The Administration of Physical Education*. New York: A. S. Barnes and Co., 1981. Chapter 15, "Selecting Incentives," p. 379-401. Wayman, Agnes. "What to Measure in Physical Education." *Research Quarterly of the American Physical Education Association* 1: 97-110; May, 1930.

⁴⁹ See: Ready, Marie M. *School Playgrounds*. U. S. Dept. of the Interior, Office of Education. Pamphlet No. 10. Washington, D. C.: Government Printing Office, 1930. 40 p. *Playground and Recreation Association of America. Play Areas: Their Design and Equipment*. New York: A. S. Barnes and Co., 1928. 206 p.

and the number and size of the groups to be served. The Strayer-Engelhardt *Standards for Elementary School Buildings* state that, exclusive of lawns and gardens, the playground should provide a minimum of 100 square feet per child. The games of older children require more space than do those of smaller children. For the average elementary school containing children from grades one to six, probably the amount of space allotted per child should be somewhere between 100 and 140 square feet. About five acres is regarded as the minimum for consolidated and city schools; small rural elementary schools should have not less than three acres of level land.⁵⁰ The playground should be fenced both for the safety of the children and for the protection of equipment.

Strayer and Engelhardt suggest that at least three groups be provided for in planning the elementary-school playground, namely, kindergarten children, primary grades, and intermediate and upper grades, as follows:

1. The kindergarten children should have areas where they can develop little gardens, build in sand piles, and construct houses. Small runways for children's vehicles and apparatus should be made. A minimum of 100 square feet of playground should be allowed for every kindergarten child.

2. Special sections of the site should be set aside for the primary grade children. Their apparatus should be placed so that it will not interfere with the games of the older children. Their play space should include any natural features such as ponds, brooks, small amphitheaters, and the like.

3. For the older children places for competitive games should be provided. Baseball, basketball, handball, volley ball, tennis, soccer, field hockey, and track require special planning. Wherever possible provision should be made for ring games, tag games, dodge ball, horseshoe pitching, and similar games.⁵¹

The California course of study recommends the following plan for the use of the playground:

1. The children under ten years of age should have a play space near the school-house and so situated that they will not be interfered with by the older boys and girls. They should have their own permanent stationary apparatus.

2. The boys ten years of age and older should be, at times, restricted to a definite part of the school yard for their games; otherwise the tendency is for them to usurp more than their share of the space and facilities.

3. Boys and girls of older ages should use diamonds, fields, and courts, on a rotating schedule and should at times be scheduled to play together in the different game groups.⁵²

The playground should be as level as possible, but well drained. Its surface should be free from stones and other abrasive material.

⁵⁰ Neilson, N. P., and VanHagen, Winifred. *Manual of Physical Education Activities for the Elementary Schools of the State of California*. Sacramento, Calif.: State Department of Education, 1929. p. 61-62.

⁵¹ Condensed from: Strayer, George D., and Engelhardt, N. L. *Standards for Elementary School Buildings*. New York: Teachers College, Columbia University, 1933. p. 15-18.

⁵² Neilson, N. P., and VanHagen, Winifred. *Manual of Physical Education Activities for the Elementary Schools of the State of California*. Sacramento, Calif.: State Department of Education, 1929. p. 61-62.

Grass is the most desirable surface for young children but is often impracticable. Sandy loam is a good surface when it consists of about one-fourth sand. Hard clay is also excellent, especially when oiled. Generally the surface of the playground should be sprinkled frequently and rolled. Trees, well placed, are desirable both for shade and beauty. Factors to be considered in surfacing the playground are climatic conditions, natural soil conditions, location and size of space to be surfaced, types of activity to be provided for, and duration of the playing season.⁵³

In practically all sections of the United States indoor play space is a necessity. Rain, wind, and sand storms, hot sun, and extremely low temperatures make it inadvisable at times to permit children to exercise outdoors. The gymnasium should be adequate to house both the regular physical education classes and special indoor events. Principals and teachers of physical education should be ready with helpful advice when a new gymnasium is under construction. It is far easier to change blueprints than buildings. The auxiliary provisions such as shower rooms, examination and consultation rooms, and storage and locker rooms should also receive careful consideration.

Apparatus and equipment—Play apparatus should be selected with its educational and developmental contributions in mind as well as pleasure. Some pieces of play equipment are amusing but worth little in the development of the child. It is possible to secure play facilities which contribute to social and physical growth and which, at the same time, are highly enjoyable.

A careful arrangement of play equipment increases safety, conserves space, and insures greater enjoyment and more effective use of the apparatus. The equipment of the younger children should not be in the way of the older children's games; neither should the activities of the older children necessitate the frequent removal of the younger children's play facilities. Insofar as possible, equipment should be placed around the edges of the playground, thus saving the large central areas for games. There are advantages in grouping pieces of apparatus according to the ages of the children using them. The space assigned to the smallest children should contain the sand-box, low teeters, and similar items, while the older children's swings, slides, and the like should be grouped together in another place. Such an arrangement reduces the danger of accidents and prevents conflicts between groups. Most children are sensitive to any disturbance of their playthings, and are apt to resent even the accidental intrusion

⁵³ For specifications and costs, see: National Recreation Association. *Surfacing Playground Areas*. New York: the Association. (315 Fourth Ave., New York.) See also: Stanton, George A. "The Surfacing of Playgrounds." *Bulletin (Fifth Yearbook)* 5: 329-32; July, 1926. Washington, D. C.: National Education Association, Department of Elementary School Principals.

of others. Conflicts leading to disputes and quarreling can be greatly diminished thru a careful arrangement of the various pieces of play equipment.

A modern physical education program requires a different kind of equipment from the usual program of twenty-five years ago, which consisted largely of formal gymnastics. Modern apparatus is less artificial and more in keeping with child nature than the older type. Fortunately, the newer program of activities does not require so much apparatus. Neilson and VanHagen list the following as desirable equipment for the elementary school:

1. Safety climbing tree
2. Safety platform slide
3. Horizontal bars (graduated)
(Installed in sets of three)
4. Parazontal bars
5. Horizontal ladder
6. Stationary circle travel rings
7. Giant stride (rope or wooden rungs)⁸⁴

The utmost care should be exercised to make play apparatus safe. All apparatus should be correctly installed; all upright posts should be firmly planted in concrete; iron standards rather than wood should be used; and the ground beneath the apparatus should be kept soft. The principal should inspect the playground and equipment frequently to discover possible damage and signs of wear. The children themselves should aid in caring for the playground, gymnasium, and equipment, as the care of school property affords excellent opportunity for citizenship training.

⁸⁴ Neilson, N. P., and VanHagen, Winifred. *Manual of Physical Education Activities for the Elementary Schools of the State of California*. Sacramento, Calif.: State Department of Education, 1929. p. 63.

LET OUR YOUNG FOLKS PLAY, play manly games which train the eye and the hand and the spirit, which subordinate the individual to the team, the vanity and the egotism of the one to the honor of the whole company. The playing field is truly the trial practising ground for the grand game of life.—MacDonald, J. Ramsay, quoted in *Journal of Health and Physical Education*, November, 1932, p. 18.

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CHAPTER IX

THE ELEMENTARY-SCHOOL NEWSPAPER ¹

ONE FUNCTION of the modern school is to provide a variety of experiences. Different mediums of expression are included in the elementary-school curriculum so that every child may have the opportunity to find one activity, at least, which has a direct, individual appeal. Some children profit most by participation in school and classroom management. They accept responsibility for certain phases of the conduct of the school. Other children express their particular abilities thru the dramatic activity which entertainments, pageants, and assemblies provide. Still other children find their opportunities for real experiences in the musical activities and co-operative community projects encouraged by the school. This entire yearbook is a description of socializing experiences, at least one of which should appeal to every child.

The school newspaper may serve to coordinate many of the other undertakings of the school. It may help to interpret other socializing opportunities to the school as a whole as well as to the community. The most important purpose of the school newspaper, however, is to provide an opportunity for the creative expression of the children in the school. In its most advanced stages of development, the newspaper gives practise in those real situations in which children must exercise all of the desirable traits of citizenship.

The newspaper sets a goal for pupil participation in the life of the school, toward which all children with the necessary abilities and interest may work. Not all children may contribute to the preparation of the newspaper. But there are few children who are not interested in the news and other content of their school newspaper. Those elementary-school newspapers which are produced according to specific aims and suitable standards frequently become dominating influences for development, not only of those children who have a part in their preparation, but also of those who read the papers for information and pleasure.

TYPES OF SCHOOL PUBLICATIONS

School publications formerly considered feasible only for high schools—Until very recently, teachers and principals have considered school publications within the ability of students only in the high

¹ This chapter was written by John S. Thomas of the Editorial Committee. A list of school principals who contributed the material on which the chapter is largely based appears on page 501. Since the chapter is a coordinated unit and contains its own introductory statement, the usual editorial comment is omitted here.

school or junior high school. The impression has prevailed that children in the elementary schools were incapable of expressing themselves sufficiently well to make a valuable school publication. There have been exceptions to this belief, but most of those exceptions have appeared in the form of annual magazines prepared by the graduating class in eight-grade elementary schools. With the advent of the six-grade elementary school, still fewer elementary-school publications appeared. Those which did appear were patterned largely after the local high-school publications of a traditional type.

The annual magazine as the traditional elementary-school publication—Before the widespread development of junior high schools, some of the larger elementary schools in the cities produced annuals which were a record of the activities of the graduating class. The content was limited largely to class prophecies, class wills, outstanding compositions by class members, eulogies of teachers, and pictures of school incidents and of class members.

Fully half of the space in many of these school annuals was devoted to paid advertisements from merchants and others in the local community. The sale or subscription price of the books was often as low as twenty-five cents. The amount of advertising was frequently justified on the basis that it made possible a lower price to the purchaser. Another argument advanced in favor of solicitation of advertisements was that the children gained practise in actual business methods. Increasing difficulty in securing advertisements may have contributed to the decline of the annual magazine as an elementary-school publication.

Rise in favor of the printed school newspaper—The printed newspaper of more frequent issue began to replace the annual magazine. Many of these newspapers were originally issued twice each year, at the close of each semester. They contained more news of general interest about the whole school, altho many were largely the product of the highest class in the school. The newspapers were less pretentious than the annuals. They contained fewer pages and less advertising. The cost was lower, with a consequently greater distribution.

At the present time, those schools which publish printed newspapers have made the style more nearly like that of a typical small newspaper. The content is devoted to items of current interest. Children are helped to write in the terse newspaper style. Some schools issue newspapers of the printed type as frequently as once each month during the school year. Advertisements appear in some papers, altho occupying a smaller proportion of space than formerly, and not at all in others. While there is great variation in the form and content of modern printed elementary-school newspapers, most of them

are of excellent quality. Their production provides real situations in which children are showing constantly increasing ability to think and work together.

Development of the mimeographed newspapers—Thruout this chapter, the term "mimeograph" is used to denote any process by which written or typewritten matter is reproduced or duplicated. The mimeographed newspapers are produced with a number of different trade-makes of apparatus. Scrutiny of the newspapers themselves indicates a considerable variation in the efficiency of the duplicators used.

Since forty-five of the fifty-five newspapers examined in the preparation of this chapter are of the mimeographed type, the trend of production in the elementary school seems to be definitely toward this type. The content varies little from that of the printed newspapers studied. There are advantages in favor of both types.

The frequency of issue is higher with the mimeographed type than with the printed type of newspaper. This is probably due to the greater simplicity of preparation of the mimeographed newspaper as well as the lower cost of materials and labor. Material can be prepared for the mimeographed newspaper and publication completed before it would be possible to secure proof for the printed paper. The entire publication of the mimeographed newspaper can be carried on by the children within the school. Not all phases of publishing the printed newspaper can be carried on within the school, except in the very few schools that are equipped with print shops. The actual production of the school paper in a school print shop, even in junior or senior high schools, is a routine task of questionable value.

The mimeographed elementary-school newspaper is given more widespread distribution among the children because of its considerably lower cost. A few schools present free copies of the mimeographed paper to every child. The cost of materials is met from a school fund collected from other sources. Most other mimeographed papers are sold to children at cost, usually one or two cents per copy.

The past five years of general financial depression have probably affected the production of school newspapers. Some schools have discontinued publication. Others have reduced the number of issues during the school year. Still other schools have changed from the printed to the mimeographed type of newspaper so as to reduce the cost of production. It is to be hoped that those schools which have discontinued publication can soon resume this valuable activity, and that other schools will begin production of new or better newspapers.

Figure 1 presents, in the form of a typical elementary-school newspaper, the outstanding facts and conclusions from the detailed study of school newspapers reported in the remainder of this chapter.

THE ELEMENTARY SCHOOL NEWSPAPER

VOL. I NO. 1 FOURTEENTH YEARBOOK SEPTEMBER 1935 PRICE 2¢

PURPOSES OF NEWSPAPERS

A summary of statements contributed by principals describing their school newspapers reveals five purposes which help guide production. Some of these aims or purposes are discussed at more length in other articles in this newspaper. The five aims follow:

1. The elementary school newspaper interprets the school to the community.
2. The school newspaper helps to improve the English of the children by furnishing motivation for compositions.
3. The school newspaper provides a stimulation and an outlet for creative expression.
4. The school newspaper develops character through the opportunities it offers for pupil participation.
5. The school newspaper serves to coordinate and unify the activities of the school.

The order given above is the order of importance that is indicated by the statements from principals who contributed.

STIMULATES CREATIVENESS

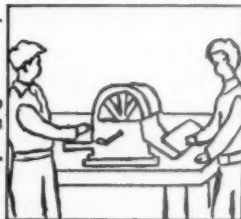
The most frequently discussed value of school newspapers is that children are stimulated to creativeness in fields of written expression. Most of the contributors feel that no other activity of the elementary school accomplishes as much to motivate the written expression of so many children. The newspaper gives a real experience.



NEWSPAPERS MIMEOGRAPHED

The trend today in the field of elementary school newspapers is toward the mimeographed type. Over 80 percent of the school newspapers included in the study are produced on some type of duplicating machine.

The mimeographed school newspaper must be prepared very carefully. The chief objection to its use is that it is more difficult to read than is the average newspaper of the printed type. This objection is



overcome by the use of the best grade of mimeograph paper. Care in the preparation of stencils and mimeographing also improves the appearance of the newspaper.

The big advantages of the mimeographed newspaper are that it may be produced entirely within the school with greater ease.

PRODUCT OF CHILDREN

The newspaper should be a project of the entire school. Most of the preparation of material should be done by a newspaper staff under the direction of a teachers' staff.

Other members of the newspaper staff should print the paper on the school duplicating machine. Collection of money for subscriptions and actual distribution of papers to rooms and children may be handled by a business staff.

All children should have the chance to contribute items for the paper. Selection will be on a basis of adaptability for use.

FORM AND MAKE-UP

A study of the format of the mimeographed elementary school newspapers shows a considerable variation. The greatest differences occur in the number of pages used. Four of the papers have over twenty pages. Four of the papers use only two pages. The greatest frequency shows that ten, or 22 percent, of the papers use four pages. These four pages are mimeographed on both sides of two sheets.

The most frequently used page size is the standard $8\frac{1}{2} \times 11$ inch paper. 47 percent of the papers are of this size.

Most of the newspapers divide the page into two columns. 82 percent of the papers use two columns on most of the pages. A few papers run the typewritten articles across the whole page. Two papers divide the page into three columns.

ISSUED FREQUENTLY

One advantage in favor of the mimeographed type of school paper is that it is issued quite frequently during the school year. Over half of the papers which indicated the number of issues were published nine or more times each year. This is about once each school month; only five papers were issued less than four times each year.

KEEP SALES PRICE LOW

The tendency in publishing elementary school newspapers is to sell the papers at cost or less. Over 75 percent of the mimeographed papers are sold to children for either one cent or two cents or else distributed to all children free. In some schools the newspaper is financed partly from school funds.

INTERPRETING THE SCHOOLS

The chief value of the school newspapers in the judgment of principals is their public relations feature. Some principals consider the school newspaper almost entirely a medium for interpreting the schools to the community.

The newspaper does have a very desirable place in this program if much of the content is prepared by children as a part of their regular school work. The amount of purely publicity material should be limited.



The most effective school papers are those which represent all of the activities in the school. Parents read these papers with considerable interest. The entire community keeps acquainted with all of the developments in the school. The community shows a higher interest in all of the school's work.

ORGANIZING THE NEWSPAPER

A school which plans to publish a newspaper should begin on a small scale. The content of the paper should be determined largely by the needs of the school and community.

The newspaper should be as largely as possible an enterprise of the pupils. Teachers should act as counsellors or guides for the production of the paper. The pupils' staff should be selected from those children especially qualified for this activity. Contributions from all children should be encouraged.

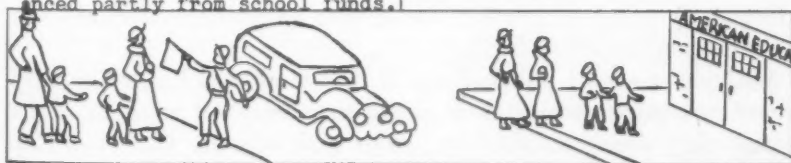


FIGURE 1 (Cont'd.)

COLLECTION OF PUBLICATIONS FOR THIS STUDY

The elementary-school newspapers on which this chapter is based were collected by means of a form-letter request sent to principals in various parts of the country. The letter asked principals to send one or two copies of the most recent issues of their school publications or class newspapers for the study. No reference was made in the letter to specific types of school publications. The publications sent might be either printed or mimeographed, magazine or newspaper in style, annual or monthly in publication. The letter further asked each principal to contribute a descriptive statement of the school publications forwarded. This descriptive statement was to cover ten specific points of information about the purposes, organization, financing, publication, and distribution of the particular newspaper or magazine.

During the spring, summer, and early fall of 1934 about 175 of these letters were dispatched directly to principals. Letters were sent to those who had previously indicated either that their schools prepared publications or that the principals themselves were interested in the subject. This information was obtained from the general questionnaires which had been sent to all members of the Department of Elementary School Principals in April 1934.² Additional letters were sent directly to schools known by the writer to publish school magazines or newspapers.

A second method used to obtain copies of school publications was a letter sent to the superintendents of schools in one hundred cities over 30,000 in population. Two copies of the request to principals were enclosed in the letter to each superintendent, who was asked to pass on the request for school publications to interested principals in his city.

It is evident that this method of collection did not provide a representative sampling of the elementary schools in the country. Requests were sent only to those principals who were most interested in the subject. Many fine replies were received. However, judging from the small number of replies in proportion to the number of requests, it appears that the school publication of any type is as yet very infrequently used to provide socializing experiences for children at the elementary-school level.

Analysis of school publications in this chapter is limited to fifty-five of newspaper style. Ten newspapers received were discarded because they were published by junior high schools. Only two class newspapers were received and they were not included in the study.

² Other data from these general questionnaires are reported on pages 238-44 of this yearbook.

Six annual school magazines received were not analyzed because the preponderance of newspapers seemed to indicate a decided trend toward the newspaper rather than the magazine.

SCOPE AND PURPOSES OF ELEMENTARY-SCHOOL NEWSPAPERS

Specific purposes guiding production of elementary-school newspapers—The following statements by principals who contributed to this study reveal a number of specific aims guiding the production of their school newspapers. The reference number which appears at the beginning of each quotation corresponds to the number of the contributor in the list at the end of this chapter.

(36) To develop closer contact and cooperation between home and school and the community at large; to train and develop the character habits of honesty, judgment, responsibility, tact, courtesy, and self-control; to promote a spirit of cooperation and teamwork within the school; to give boys and girls a chance to develop qualities of leadership and to assume responsibility; to give everyone an opportunity for self-expression and to create an incentive for literary work.

(2) To stimulate cooperation between school and home in realizing the aims of education; to provide correlation between the work of the homeroom and all the activities of the special rooms; to provide a stimulus for written composition, to encourage a little creative work, and in a very simple way, to promote interest in various problems of research.

(3) To interpret to the patrons of the school and to the community at large the purposes and activities of the pupils and the school; to correlate the various subjects, courses, and curricula.

To make composition work purposive, pupils must write because they have something to say to someone who is really waiting to read what they write.

(4) To stimulate writing in the English classes of our fifth and sixth grades; to make the newspaper the work of the children so far as possible.

(5) To build better school morale and citizenship; to encourage pupil participation.

(6) To aid in acquiring correct English habits, especially among the foreign children of this particular neighborhood.

(28) To strengthen the bond between home and school thru developing a sympathetic understanding of what is being done in our public schools today.

(45) To add emphasis to the special phases of character training carried on each day in safety, thrift, humane education, and health; to acquaint the community with regard to these special character-education efforts; to acquaint the community with school projects of community scope and to appeal for cooperation.

(29) To unify an extremely informal school; to give a sense of oneness to an individualized situation, and to make concrete this intangible thing known as school loyalty; to form a powerful and persuasive link between the school, the students themselves, and their homes; to present to the parents a visible sign of school progress; to have every word printed in its issues written by some child in the school.

(30) To give children opportunity for real-life experiences and for suitable expression of their interests and abilities; to bring a closer relationship between the school and the home.

There seems to be a general uniformity of purpose in the foregoing statements. The quotations are representative of the statements made by most principals who contributed descriptions of their school papers. There has been no attempt to select only those types of purposes which represent only one side of the aim of the elementary-school newspaper.

General principles guiding publication of newspapers—A review of these specific purposes reveals five general types of consciously planned aims or values that are sought in the publication of school papers. Each of these five is discernible in most of the newspapers submitted. A few papers, however, do not reflect all of the purposes. For example, two newspapers are primarily public-relations bulletins sent from the school to the home, and contain practically no material prepared by the children. On the other hand, a few of the papers serve entirely as a medium of expression for the creative writing or composition work of the children. The generalizations which follow, in the order of importance attached to them by principals, may be considered as the five basic aims or values which usually govern the production of elementary-school newspapers:

1. *The elementary-school newspaper attempts to interpret the school to the community.* Both thru content definitely planned for public relations and thru articles by children describing school activities of interest to themselves and their parents, the newspaper which is issued frequently and regularly helps to explain the school to the community.

2. *The school newspaper helps to improve the English of children by furnishing motivation for compositions.* Some schools select the best compositions for publication in the newspaper. Topics for compositions are selected with a view toward supplying material for the newspapers that has real value and real interest. Higher degrees of excellence become the standards for acceptance. Improved vocabulary and better punctuation set goals for practical usage.

3. *The school newspaper provides a stimulus and an outlet for creative expression.* Those papers which are largely the product of children in the school contain original poems, stories, and drawings of unusual merit. While the competitive element should not be over-emphasized, it seems true that competition does serve as a stimulus to better effort.

4. *The school newspaper serves to coordinate and to unify the activities of the school.* In platoon schools, cooperative planning among the children and teachers of different classes is required to produce the newspaper. In traditional and departmental types of

school organization, the different subjects are unified thru the newspaper. As much as any of the other activities of the school, the newspaper brings together the sometimes dissociated elements that tend to reduce the school's effectiveness.

5. *The school newspaper develops character thru the experiences it offers in pupil participation.* Children learn to plan. They must work together to create a product which will adequately represent the whole school. They learn something of the value of service to others which the newspaper offers. They learn to appraise the product of their efforts. They accept responsibility for constantly improving their product.

The order of importance which principals give to these values is evidently an order of expediency. It would seem that the last aim should be more important than the first. Perhaps the order should be reversed. Undoubtedly, as the newspaper becomes a longer established and better understood activity of recognized value in our elementary schools, greater emphasis will be given to the aims or values which directly influence growth of the children in the schools.

FORM AND MAKE-UP OF THE NEWSPAPERS

Trend toward the mimeographed newspaper—As mentioned above, forty-five newspapers, or 81 percent of the fifty-five analyzed, are of the mimeographed type. This is probably fairly representative of the situation during the past year in schools which produced a newspaper of some kind. Most of the papers studied are mimeographed on both sides of each sheet. Usually the highest grade of white mimeograph paper is used.

The most frequent objection to the mimeographed school newspaper is that it is more difficult to read. This is true if a poor grade of paper is used. But, altho most of these newspapers are printed on both sides of the sheet, the words are quite legible. Some of the mimeographed papers are as easily read as those which are printed. Much of the success of the mimeographed newspaper depends upon the care used in preparing the stencils. Stencils for some of the papers are evidently cut by electric typewriters, which give a uniform impression for all the letters.

The mimeographed newspapers of less frequent issue and greater number of pages have covers of colored paper which combine the name of the newspaper with illustrations. Some of these illustrations serve to introduce the topic around which the content of the paper is planned. Other papers have standard covers which are used for every issue.



Figure 2—Title Pages of Selected School Newspapers

Figure 2 shows the title pages of a number of the newspapers received, including both the mimeographed and the printed types.

Sizes of page used in the fifty-five school newspapers—All of the newspapers studied were measured to find the trend in page size. All measurements tabulated are over-all dimensions. Following is a distribution of the mimeographed papers according to size of page:

Size of page	Percent of papers
5½ x 8½ inches	2
7 x 8½ inches	4
8½ x 11 inches	47
9 x 12 inches	18
8½ x 13 inches	16
8½ x 14 inches	13

The page size most frequently used for the mimeographed newspapers is 8½ by 11 inches. Almost half of these papers are of this size. An equal number use a longer mimeographed paper, which gives the advantage of simplifying preparation of stencils when a larger amount of content is to be included.

Each of the ten printed newspapers received is of a different page size. The smallest of these is 6 by 8½ inches. The five next largest papers average about 7 by 10 inches. The three next largest are about 9 by 12 inches, and the largest printed newspaper is 14 by 17 inches in page size. The lack of uniformity in page size of the printed papers is probably due to the fact that different printers use paper stock that they find most economical, and also to differences in press equipment.

Number of pages in the fifty-five newspapers—There is also considerable variation in the number of pages in the forty-five mimeographed and the ten printed newspapers, as shown in Table 1. The interesting points in connection with this table are as follows:

1. The number of pages most frequently used in both the printed and the mimeographed newspapers is four. The four pages in the mimeographed newspapers generally consist of two sheets of paper mimeographed on both sides of the sheet. Three of the nine papers included in this group are mimeographed on a large sheet (12 by 18 inches), which is folded in the middle. This gives an over-all size for these newspapers of 9 by 12 inches.

2. Some of the mimeographed newspapers are printed on only one side of the paper.

3. Five of the eight-page mimeographed newspapers use the large-size paper which produces the 9-by-12-inch page.

4. A number of the mimeographed newspapers contain more than thirteen pages. These newspapers contain a larger amount of the English work and the creative expression of the children in the school. They are more of the magazine type, altho they are issued more frequently than the older type of school magazine. Two mimeographed newspapers, of twenty and twenty-nine pages respectively, are issued ten times each year.

TABLE 1—NUMBER OF PAGES IN FORTY-FIVE MIMEOGRAPHED AND TEN PRINTED NEWSPAPERS

NUMBER OF PAGES *	MIMEOGRAPHED PAPERS		PRINTED PAPERS	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
2.....	4	8.9	....	....
3.....	2	4.4	....	....
4.....	10	22.3	6	60.0
6.....	5	11.1	1	10.0
7.....	2	4.4	....	....
8.....	7	15.6	2	20.0
10.....	2	4.4	....	....
11.....	2	4.4	....	....
12.....	3	6.7	1	10.0
13-20.....	4	8.9	....	....
Over 20.....	4	8.9	....	....
Total.....	45	100.0	10	100.0

Read table: Of the forty-five mimeographed elementary-school newspapers studied, ten or 22.3 percent have four pages, etc.

* Newspapers reported with an odd number of pages were mimeographed on only one side of each sheet, while most of those with an even number of pages were mimeographed (or printed) on both sides of each sheet.

Number of columns in the newspapers—The number of columns in the newspapers studied is indicated in Table 2. The chief points to be noted here are the following:

1. Most of the mimeographed and half of the printed newspapers use two columns to the page. Probably the chief reason for preparing the mimeographed newspapers in the two-column style is that this makes them look more like the printed newspaper. Preparation of stencils on the two-column basis is far more difficult and time consuming. There is little justification, so far as the mechanics of reading are concerned, for dividing the mimeographed page into two columns.

2. The two-column newspapers, both printed and mimeographed, present the most attractive page. When mimeographed, the two-column style looks more like a typical newspaper than does the single-column style.

Many principals who contributed to this chapter sent copies of several of the most recent issues of the school newspapers. Some schools do not use the same number of pages for each issue, but adapt the number to the amount of material available.

If it were possible to describe a typical elementary-school newspaper using the data presented thus far, the following statements might be made:

1. The typical newspaper is mimeographed.
2. This newspaper is 8½ by 11 inches in page size.
3. The newspaper contains four pages mimeographed on both sides of two sheets of paper.
4. The typical newspaper page is divided into two columns.

TABLE 2—NUMBER OF COLUMNS IN FORTY-FIVE MIMEOGRAPHED AND TEN PRINTED NEWSPAPERS

NUMBER OF COLUMNS	MIMEOGRAPHED PAPERS		PRINTED PAPERS	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
1.....	6	13.4	.....	.....
2.....	37	82.2	5	50.0
3.....	2	4.4	4	40.0
5.....	.....	.....	1 ^a	10.0
Total.....	45	100.0	10	100.0

Read table: Of the forty-five mimeographed newspapers examined, thirty-seven or 82.2 percent divided each page into two columns, etc.

^a This printed newspaper is the combined project of five elementary schools. It is 14 x 17 inches in size and is the largest paper contributed.

ORGANIZATION OF THE SCHOOL NEWSPAPER

Determined by needs of school and community—A school newspaper should be based upon the needs of the children in the school. The type of content should vary between schools in different types of districts. The material included in the newspaper of a rural or small-village school naturally should be much different from that in the newspaper of a large-city school. The content of the paper in a city school that draws children from an old and well-established American community should be different from that of the newspaper produced in a community where most of the parents speak some foreign language.

The cost of the paper to the children also may need to vary between schools in the same city. Five cents per copy is a moderate price for the children in some school districts. In other districts, where the economic status of the homes is at the very bottom, even one cent per copy is difficult for the children to pay. Probably the school newspaper in the poorer districts should be financed in some other way than by sales of the papers. In any event, it is necessary to adapt the size and type of the paper to the financial resources available.

Another factor that enters into the adaptation of the newspaper to the particular school is the staff of the school. Some groups of teachers naturally take greater interest than do others in activities of this kind. There may be one or two teachers in a large group who can stimulate the entire school to the production of a fine newspaper. In other schools there may be no teachers who have a natural interest in such an undertaking.

The type of interpretation of its program that the school must give to the community also will influence the content of the school newspaper. Some schools with parent-teacher associations need very little of the public-relations content in their papers. Other schools that make few personal contacts with parents probably should include much more of this material.

Begin the newspaper on a small scale—Until children and teachers have experienced the preparation of a school newspaper, it is desirable to attempt only a small publication. Frequently, the beginning of a newspaper occurs as an activity of the highest class in the school. For the first year or two of publication, this may continue strictly as a class paper. It is desirable, however, that the experience gained with class newspapers be spread to include all grades in the school. Even tho a genuine school newspaper, of interest to the entire school and prepared by a staff which is representative of the whole school, does emerge, class newspapers may still continue. There is a place for both in a large elementary school, since the class newspaper meets a different need.

Make the newspaper a pupil enterprise—Even at the beginning, the newspaper should be largely the product of the children. It should not be merely a medium thru which the principal may disseminate publicity about the school. Neither should the material be written largely by the teachers. It will take some time for children to become skilful in the preparation of articles for the newspaper, but their efforts should be accepted even tho they fall far short of the standards which have been set.

Guidance and counsel by a teachers' staff—Just as in the teaching of the fundamental subjects in the elementary school, it is essential that the children who produce the school newspaper have the guidance of a group of teachers. The production of the paper is as much a learning situation for many children as any other activity in which they engage. The values that children receive from preparing the newspaper are determined largely by the guidance of the teachers who work with them.

In departmentalized or platoon schools, the teacher who has charge of the work in English is usually the one who acts as head of the teachers' staff. In some schools, all of the work on the newspaper is done by this one teacher and a group of children. In other schools, several teachers comprise a committee which works with the children. Each member of the teachers' staff has direct responsibility for the preparation of one section or one page of the newspaper. Frequently, the art teacher is a member of this group. Another teacher sometimes has charge of the financing and distribution of the paper.

The teachers' staff should be largely advisory in nature. Precautions must be taken to insure that a major portion of the work is done by the children. The primary function of the teachers' staff is that of planning the larger aspects of publication and then helping to plan the general organization and details of each issue with the children's staff.

Methods of selecting the newspaper staff—Elementary schools use a variety of methods to select the staff which publishes the school newspaper. Statements contributed by principals generally indicate, however, that these different procedures are intended to fulfil the same purposes. Several types of staff organization are described below (see corresponding numbers in list of contributors at the end of this chapter):

(25) As the pupils do not make satisfactory nominations for the offices of editor and assistant editor, the teachers submit lists of suitable candidates for these offices, and from these lists the pupils make a choice by balloting. The pupils nominate and ballot for the positions of business manager and an assistant. If they choose the best athlete in school for either of these positions, no harm is done, but the most popular student in the editor's chair is not necessarily conducive to producing a good school paper.

Each classroom nominates and chooses a class editor, an assistant, and a room business manager. All material offered by the pupils of this room for publication is edited by the room officers, who with the assistance of the classroom teacher, make a selection of the most suitable material. This is turned over to the editor-in-chief and his assistant for further selection and consideration.

The room business manager collects money for subscriptions, keeps a list of his subscribers, and gives a duplicate list to the school business manager together with the money he has collected. When he receives his copies of the paper for his room, he distributes them to his subscribers.

The editor-in-chief and his assistant, with the help of a faculty member, select material for the paper and have it typed on a stencil. As each stencil is ready, the business managers mimeograph sufficient copies to supply those who have subscribed. The pages are stapled and distributed to the room managers, who in turn distribute them to their subscribers.

(33) Our staff is composed of an editor-in-chief who, with two associate editors, is responsible for the paper in general. In addition to writing editorials, it is the business of these people to look over and arrange the make-up of the whole paper.

The news editor and his assistants are responsible for editing all of the important news of the school. They not only write news articles, but are responsible for correcting articles handed in, some of which they frequently cut down or rewrite.

The sports editor or his assistant is expected to attend all of the important games and athletic events in which the school participates. His field is naturally that of the physical department.

The "Who's Who" editors are concerned entirely with the accounts of individuals who are doing some piece of outstanding work either scholastically or physically, or some outstanding service for the class or school.

The exchange editors are concerned with reviewing the papers of other schools with whom we exchange, noting the various activities that are carried on, and bringing to the attention of pupils those that they feel will improve the work or spirit of our own school.

The art editors are responsible for the covers, captions, and any cartoons, drawings, etc., of a like nature. These people also cut the stencils for the mimeograph machine. Too much cannot be said of the importance of the work of these people, as the appearance of the paper depends largely upon the work of the art editors.

The business manager and his assistants assume full charge of the subscription drive at the opening of school. The circulation manager and his assistants take charge of the production and circulation of the paper.

A production squad of four boys under the direction of the circulation manager handles all the stencils on the mimeograph machine.

Lacey³ gives the following description of a procedure used to select an elementary-school newspaper staff:

Pupil participation is the *sine qua non* of every successful school publication. Selection of a dependable staff, chosen for reliability and talent rather than talent alone, is a matter of prime importance since the success of the publication depends so largely on the caliber of the staff. Outstanding pupils in English are desirable but "live wire" workers add immeasurably to its efficiency. Students should be chosen whose scholarship will permit them to spend ample time on editorial duties.

Responsibility for final selection of the staff should be given to the faculty, but membership should be placed upon a highly competitive basis. English teachers may suggest the names of pupils high in standing in leadership qualities, but the candidates should be tried out with assignments and selected after they have proved their qualifications by actual work. Put leadership into the hands of the upper group but plan to make changes in the staff membership gradually.

The student committee, all members of the press club, should be organized into two major departments, the editorial staff, responsible for literary, news, and special feature material, and the business staff to be held accountable for the financial affairs of the publication, the subscriptions, and advertising. Care should be taken in keeping the numbers and organization from becoming unwieldy or elaborate.

Regular staff meetings are advisable. Each member must have a definite assignment but should be permitted to show originality, to display initiative, and to use ingenuity in solving problems.

In order to achieve the benefit of an exceedingly valuable experience to the greatest number of children, the entire school should contribute material to the school publication. . . . In other words, the school paper should become a whole school project—an institution.

The three types of staff organization described above probably represent a rather high degree of efficiency. In some schools the entire organization is kept in the hands of the teachers. Children are encouraged to prepare material for the publication, but all of the planning is done by teachers. The aim in organizing the school newspaper should be to include as many pupils as possible on the staff which plans, produces, publishes, and distributes the paper. Pupil participation becomes more and more important each year.

³ Lacey, Georgia H. "Pupil Publications." *The Principal and His Community*. Eleventh Yearbook. Washington, D. C.: Department of Elementary School Principals, National Education Association, 1932. p. 350-59.

METHODS OF PREPARING THE NEWSPAPER

Below are statements from contributors to this chapter describing various methods used to prepare their elementary-school newspapers. As above, the reference numbers are those which appear in the list of contributors near the end of this chapter.

(5) The better items which appear in the classroom newspapers form a basis for material. A general theme is established for each issue: safety, cleanliness, the new report card, etc. The best compositions are submitted to the editorial staff. All material is signed. Printing is done by an outside firm. We expect and demand "page proof," and check all errors with the greatest of care (teachers and staff).

(6) The preparation of the news is done during staff hours established during the regular study periods of the different pupils. The articles are written by the special editors, censored by the English teacher, and then rewritten if necessary. The articles are then assembled and made up into the different pages. Proof sheets are returned and read for typographical errors. Corrections are made on each page, and then the multigraph may run that particular page. Thus are various pages printed until the edition is completed.

(8) Copy from the various rooms is turned into the newspaper by the room reporters. The club meets on Friday afternoon for an hour, at which time the material is gone over and the best selected in each grade group. Also, editorials are written, news stories and announcements are prepared, and the make-up of the paper is decided upon.

The copy is all turned over to a public stenographer (as the school has no clerk), who cuts the stencils. The paper is then run off on the school mimeograph by members of the club. The circulation committee distributes the issue to rooms.

(27) The staff meets for one and a quarter hours per week with the editor presiding. Reporters have work of definite classrooms and activities to report. Written articles submitted by reporters are criticized by the editor and the advisor. Page illustrations and headings are made by the art editor and assistants. Articles are typed by the advisor. "Dummy" is made up by the editor and committee. Stencils are cut and mimeographed by the advisor. Pages of the paper are assembled by a committee of the staff.

(30) Each room has a reporter who gathers the news and is responsible for getting it to the editor, who, with his assistants, edits the articles and arranges them as nearly as possible for the paper. The school clerk then types the stencils. The production managers run off the stencils on the mimeograph. In the meantime, the business managers take orders in all of the rooms and handle all of the money. When the paper is finished, the circulation manager distributes the copies.

SCHOOL AND COMMUNITY INTERPRETATION

Portraying the work of children in school—The chief value of the school newspaper as a medium for interpreting the school to the community lies in the material which children write for the paper in connection with their regular school work. A composition which is printed in the school paper because of its excellence helps to raise the standard for composition work and also presents actual school work to parents. Original drawings and illustrations help to explain the

purpose of art work in the school. Reports of interesting school events which are written by children for children also serve to increase the understanding of parents.

Many of the items in the school newspaper should be of general community interest. Every school paper might well devote one page or one section of each issue to articles about the community. Events in any school community are of as great concern to the school as they are to the particular group that participates.

The newspaper should not make the mistake of serving merely as a medium for dissemination of publicity or propaganda about the school. The best way to interpret the school and the community to each other is to include interesting facts and descriptions about both of them.

TABLE 3—VOLUME NUMBERS REPORTED FOR TWENTY-NINE MIMEOGRAPHED AND EIGHT PRINTED NEWSPAPERS ^a

VOLUME NUMBER	MIMEOGRAPHED PAPERS ^b		PRINTED PAPERS ^c	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
1.....	5	17.2	2	25.0
2.....	4	13.8	1	12.5
3.....	3	10.3	1	12.5
4.....	3	10.3	1	12.5
5.....	7	24.1	....	....
6.....	4	13.8	....	....
9.....	1	3.5	....	....
10.....	1	3.5	1	12.5
11.....	....	....	1	12.5
12.....	1	3.5	....	....
15.....	....	....	1	12.5
Total.....	29	100.0	8	100.0

Read table: Of the twenty-nine mimeographed newspapers of which the volume numbers were available, seven or 24.1 percent indicates Volume 5, or the fifth year of publication, etc.

^a Data on this point were not available for the other sixteen mimeographed and two printed newspapers analyzed.

^b The data do not indicate whether or not these papers have always been mimeographed.

^c The data do not show whether or not these papers have always been printed.

Values of extending school interpretation over a long period— Those schools that are well adapted to their community needs have carried on a public-relations program for many years. The elementary-school newspaper has been one of the most effective mediums in these programs. The number of years during which some schools have published school newspapers, as indicated by the volume numbers of their papers, is shown in Table 3. The following points in this table should be noted:

1. Data for only twenty-nine mimeographed and eight printed newspapers out of the fifty-five included in this study are presented, because only these newspapers indicated the volume number.

2. Five of the newspapers have been published for ten or more years. It is not known whether these five have always been mimeographed or printed.

3. One-half of the newspapers have been published for four or more years.

Since about half of the newspapers have been published for three years or less, it appears that the newspaper in the elementary school is of comparatively recent development. It is to be hoped that more schools will soon realize the value of the newspaper as a means of school and community interpretation.

Unquestionably, many schools have discontinued publication of newspapers during the past four or five years. Table 3 does not indicate this situation. Nor does the table show whether or not publication has been continuous during the period indicated for the newspapers which are included.

Frequency of issue important in interpretation—Another factor in carrying on continuous school interpretation is the frequency with which information is brought into the homes of the community. Table 4 shows the number of issues each year among the newspapers for

TABLE 4—NUMBER OF ISSUES EACH YEAR FOR THIRTY-TWO MIMEOGRAPHED AND EIGHT PRINTED NEWSPAPERS^a

NUMBER OF ISSUES PER YEAR	MIMEOGRAPHED PAPERS		PRINTED PAPERS	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
2.....	5	15.6	2	25.0
3.....	...	...	1	12.5
4.....	5	15.6	...	...
5.....	2	6.3	1	12.5
6.....	4	12.5	1	12.5
8.....	...	...	1	12.5
9.....	2	6.3	2	25.0
10.....	11	34.4	...	...
12.....	1	3.1	...	...
14.....	1	3.1	...	...
18.....	1	3.1	...	...
Total.....	32	100.0	8	100.0

Read table: Of the thirty-two mimeographed newspapers recorded, eleven or 34.4 percent are issued ten times each year.

^a Data on this point were not available for the other thirteen mimeographed and two printed newspapers analyzed.

which this information is available. Outstanding facts in this table are as follows:

1. More of the mimeographed school newspapers were issued ten times a year than any other frequency. Each of the eleven schools at this frequency produced a mimeographed newspaper once each month during the school year.

2. A comparatively small percentage of the school newspapers are issued fewer than four times each year.

The most important factors in the success of the school newspaper in school-community interpretation are (1) presentation of facts, (2) descriptions of actual, interesting school events, (3) continuous publication during many years, and (4) frequent issue during each year.

CHILDREN'S CONTRIBUTIONS TO THE SCHOOL NEWSPAPER

Proportion of signed contributions—To find the proportion of the total content of each newspaper that was contributed by children in the school, all of the fifty-five newspapers were checked for those contributions that had children's signatures attached. The proportion of space in each paper that was devoted to material of this type was measured, and the results were tabulated according to the following percentage distribution:

Space used for children's signed articles	Percent of papers
0-10%	11
11-20%	7
21-30%	2
31-40%	13
41-50%	4
51-60%	4
61-70%	13
71-80%	18
81-90%	14
91-100%	14

In almost half of the newspapers, more than 70 percent of the content is the work of children. The percentages were figured by comparing the articles signed by children with all of the articles in the newspapers. Advertising space was left out of account entirely.

In eighteen or 33 percent of the newspapers, not more than 40 percent of the space is devoted to material signed by children. It is not always possible to determine accurately whether the work is done by children or by teachers, since some of the papers print articles written by the children's staff without attached signatures.

Opportunities for creative expression and improvement of English—As stated earlier in this chapter, the most important function of the school newspaper is to furnish an opportunity for many children to express creative ideas. Competent authorities believe also that practise in writing for the newspaper provides a direct improvement in English composition. Following are a number of excerpts from elementary-school newspapers which are signed by children:

(2) SPRING

Wake up, you roses!
Oh, don't you hear?
The birds are singing,
Springtime is here!
Wake up, you daffodils!
Oh, don't you hear?
The flowers are blooming,
Springtime is here!
The trees are swaying,
Children are playing,
The mills are turning
And I am yearning
To hear the birds cheer.
Springtime is here.

—LYDIA WIDELSKI

(7) A GROUCHY OLD MAN

Down in the canyon there is a trail which reminds me of a grouchy old man. When it is rainy he gives me a shove and makes me tumble. In the middle of his chin there is a bush which is his beard. The white sage forms his hair.

—BOBBY MARTIN

(8) HOW SEEDS TRAVEL

Some seeds are like little airships which fly thru the air; but other seeds are lazy and take a ride by sticking to your clothes or on an animal so they won't have to be a boat or airship. Some little boats go down a river floating away. Then the little boat docks at land to grow.

—CHARLES PAGE

(5) BUILDING OUR SCHOOLS

The week of November sixth has been set aside as American Education Week. The purpose of this week is to remind us of the closeness between the school and the community and to show us how the school serves the community.

In the Ludlow School we learn how to be good citizens now, by being clean, neat, and industrious. Our Safety Patrol Boys remind us to be safe; we learn what to do with our spare time—playing games, reading, painting, and listening to music.

These things are taught us so that we may develop our talents, keep healthy, and prepare ourselves for a life job. American Education Week reminds us that a good citizen today means a good citizen tomorrow.

—ERMA MOSER, Grade 6B

(9) GOING TO THE WOODS

On my way to the woods I heard something say, "Peep." I looked up and saw a mother bird and her babies. They had just come out of the egg. I could only see the heads of them. After I had watched them for a while I went off to the side. I saw some wild flowers. There were violets and spring beauties. I also saw some umbrella plants.

In a clump of grass I saw a mother rabbit and baby. The mother rabbit had the young one behind her and I could only see his ears. They had some pink on them. I had fun going to the woods.

—MARTHA JANE SININGER, Grade 4

(23) HEALTH EDUCATION

In our school, the teaching of health is of great importance. At the beginning of the term, each child was weighed and measured. Every room made an attractive health chart on which were recorded the age, height, actual and normal weight of each child.

In the Low-Fifth, the children who were underweight were asked to bring milk and a sandwich to school, to be eaten at the morning recess. They were weighed at the end of each week to see if they had gained. Each child gained from one-fourth to one pound the first week. The children try to see who can gain the most.

—HOWARD GOATLEY, Grade 5

(30) OPERETTA A BIG SUCCESS

The operetta, "Storyland," was given May 16, 17, and 18 by the pupils of Lowell School. Sixty-eight children took part in it.

The scenery was simple but pleasing, consisting of a garden at the rear of which was a fence. The costumes were also simple, and the colors mingled and blended perfectly under the influence of the lights.

The directors were Mrs. Ruth Longshore, Mrs. Claire Bowden, and Miss Josephine Danielson.

Some of the characters were Robin Hood, Mary Mary, Little Boy Blue, Bo Peep, and Tom, Tom.

The players' parts were generally said in verses and there were many songs. The story was interesting and every effort was put forth by the children and the directors in making this operetta successful. The lighting effect made the scenes look very real.

"Storyland" was one of the best plays Lowell School has ever given. The school hopes everyone who was present enjoyed it.

—MARTIN BRITTAN, Grade 6
and

JACQUELINE LEVEY, Grade 5

(38) CHOOSING CLUBS AGAIN

Children were overjoyed as they chose their new clubs for the semester, Wednesday, September 26. They had been waiting for this opportunity for two weeks. Our new clubs are Junior Dramatic, Junior Folk Dancing, Astronomy, Senior Handicraft, Electrical, and Explorers. The favorites of most of the children were Craft, Electrical, Dramatic, and Dancing. This necessitated giving many children their second choices.

Clubs are held Thursday and Friday mornings from 11:15 to 11:55.

Look for information about clubs on page four of the Post each week.

(52) HALLOWE'EN

Why is it that when Hallowe'en arrives the air is filled with mystery and excitement? There seems still to be the feeling and thinking that some spirits and witches are out to enjoy themselves now as they were said to be many, many years ago.

The majority of children think Hallowe'en is a time for fun and they are right. At the same time one should be careful with his and other people's property. It will help others to enjoy Hallowe'en, also. It will make a better, safer, happier holiday for all of us.

—SOPHIE OSTAPENKO

The foregoing samples of children's contributions to their school newspapers are not selected on a basis of excellence in expression. Rather, they are a random sample of the types of material to be found in most of the elementary-school papers. They represent different types of presentation. All of them, however, contain a certain amount of creative expression. Certainly, they are the pride of their writers, and they are truly interesting to others.

USE OF ILLUSTRATIONS IN ELEMENTARY NEWSPAPERS

Most of the elementary-school newspapers reproduce drawings or illustrations made by the children. Some of these drawings are used merely to illustrate stories or articles. Others are reproduced because of their artistic merit. Some of the illustrations are cartoons. Illustrations in some of the papers are colored with crayons by children before they are taken home. Figure 3 shows the variety and quality of the illustrative materials used.

Table 5 summarizes the findings regarding the number of drawings

TABLE 5—NUMBER OF PICTURES OR ILLUSTRATIONS REPRODUCED IN FORTY-FIVE MIMEOGRAPHED AND TEN PRINTED NEWSPAPERS

NUMBER OF PICTURES OR ILLUSTRATIONS	MIMEOGRAPHED PAPERS		PRINTED PAPERS	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
0.....	6	13.3	3	30.0
1 ^a	9	20.0	3	30.0
2.....	4	8.9	....	....
3.....	4	8.9	....	....
4.....	2	4.4	1	10.0
5.....	1	2.2	1	10.0
6-10.....	7	15.6	1	10.0
11-15.....	6	13.3	....	....
16-20.....	2	4.4	1	10.0
Over 20.....	4	8.9	....	....
Total.....	45	100.0	10	100.0

Read table: Of the forty-five mimeographed newspapers, seven or 15.6 percent contain from six to ten reproductions of drawings or illustrations.

^a In general, those newspapers which contain only one illustration have it incorporated as a part of the heading or title on the front page.

or illustrations in the fifty-five newspapers studied. The following points should be noted:

1. Six of the mimeographed newspapers and three of the printed newspapers use no illustrations. This means that not even an illustrated heading is used for the name of the paper.

2. Twelve of the newspapers have only one illustration. In most of these cases, this one illustration is included in the name or heading of the paper.

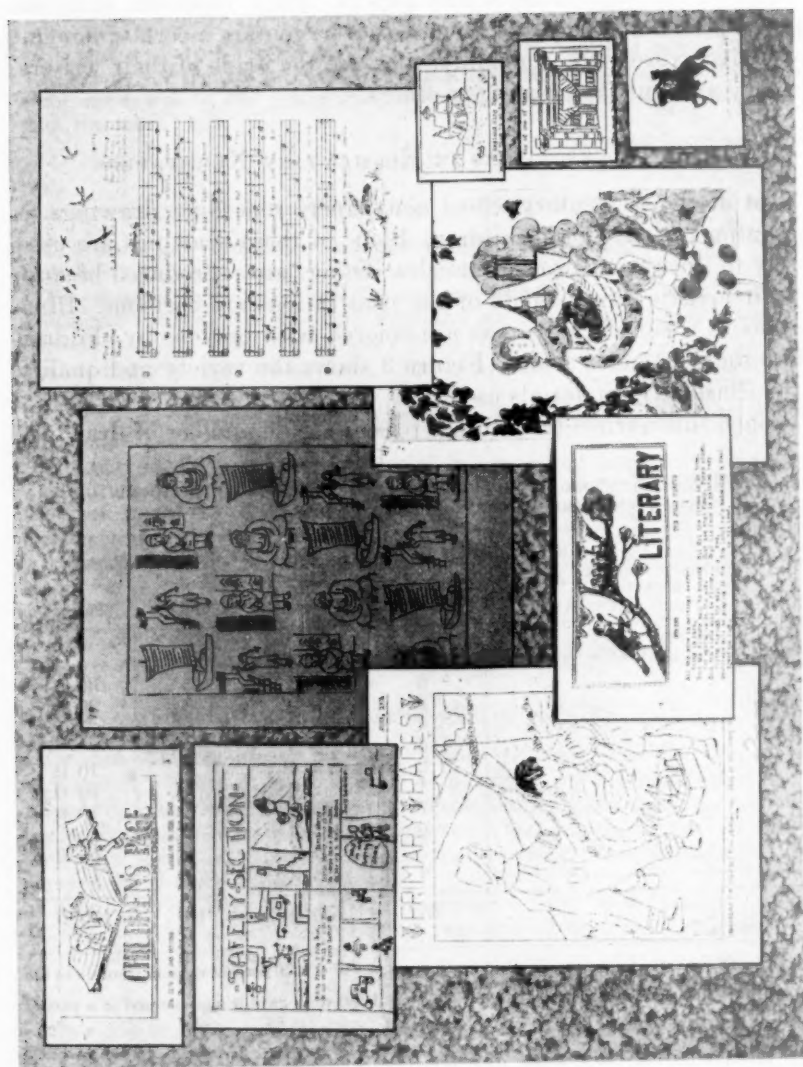


FIGURE 3—Illustrations Used in Selected School Newspapers

3. Twenty-one of the newspapers examined had more than six illustrations in that particular issue. A number of illustrations may greatly increase the attractiveness of the paper. There is a danger, however, of using too many illustrations, or illustrations which have no meaning or value.

FINANCING PUBLICATION OF THE NEWSPAPER

Desirability of widespread distribution—To have the greatest influence, the newspaper should have as widespread distribution as possible. The aim should be to reach every family. Even better, if every child might secure a copy for study in the classroom, the newspaper would have greater interest for all the children. The real value of the newspaper as a stimulus for other activities in the school cannot be attained until every child feels that the paper is a part of his school life.

Methods of financing publication—To determine the methods of financing publication of the newspapers, contributors were asked to describe in their accompanying statements the plans used to support these undertakings in their own schools. The results of this inquiry, shown in Table 6, may be summarized as follows:

1. Over half of the elementary-school newspapers described are financed entirely by the sale of the papers to children and others. One plan followed in selling the paper is to secure subscriptions for all issues during the year at the beginning of the school term. Another plan combines the yearly subscription with efforts to sell additional copies of each issue. The most frequently used plan is that which depends upon selling as many copies as possible of each issue as it is produced.

2. Eight of the mimeographed and two of the printed papers are supported from school funds. These school funds in a few cases are partially supported by boards of education. Most of the school funds, however, are raised by entertainments or other activities of the schools for which admission fees are charged.

TABLE 6—METHODS OF FINANCING PUBLICATION OF TWENTY-NINE MIMEOGRAPHED AND TEN PRINTED NEWSPAPERS

METHOD OF FINANCING	MIMEOGRAPHED PAPERS		PRINTED PAPERS	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
Sales of papers.....	15	51.8	4	40.0
School funds.....	8	27.6	2	20.0
Sales of papers and school funds.....	4	13.8	....	....
School funds and paid advertisements.....	1	3.4	....	....
Paid advertisements.....	1	3.4	1	10.0
Sales of papers and paid advertisements.....	....	....	2	20.0
Sponsored by parent-teacher association.....	....	....	1	10.0
Total.....	29	100.0	10	100.0

Read table: Of the twenty-nine mimeographed newspapers for which data were available, fifteen or 51.8 percent financed publication solely by selling copies to the children, usually at a very low price.

3. Probably the most significant fact is that only two of the thirty-nine newspapers included in Table 6 are supported by paid advertisements. Only two additional papers (both printed) depend upon advertising to finance any part of publication. In the early days of elementary-school publications, practically all schools depended to a large degree upon paid advertising to support newspapers or magazines.

Selling price of the newspapers—Since the sales price affects the distribution of the newspaper in the school and community, the prices of the newspapers submitted were compiled insofar as they could be determined at the time of tabulation. Following are the important points in regard to these prices, as shown in Table 7:

1. Four of the mimeographed and two of the printed newspapers are distributed free to all children in the school. These papers are financed out of school funds. They are usually less elaborate in size, and have a wider distribution in school and community.

2. Most of the newspapers are sold either for one cent or two cents per copy. If the mimeographed newspaper is not large and if it is carefully prepared, such prices will bring in enough income to finance production of the paper. Since the cost of the printed newspaper is higher, either some paid advertising or other financial support is necessary if such a paper is to be sold for only one or two cents per copy.

3. A few of the newspapers are sold at a price which is intended to make money for the support of other school activities. It is doubtful if this practise is desirable except in a relatively few communities. If the aim is to secure a large distribution, the sales price should be no higher than necessary.

TABLE 7—SELLING PRICES OF TWENTY-NINE MIMEOGRAPHED AND NINE PRINTED NEWSPAPERS

SELLING PRICE	MIMEOGRAPHED PAPERS		PRINTED PAPERS	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
Free.....	4	13.8	2	22.2
1 cent.....	10	34.5	1	11.1
2 cents.....	9	31.0	1	11.1
3 cents.....	2	6.9	.....	.....
4 cents.....	.....	.....	1	11.1
5 cents.....	3	10.3	3	33.4
10 cents.....	1*	3.5	1	11.1
Total.....	29	100.0	9	100.0

Read table: Of the twenty-nine mimeographed newspapers for which data were available, ten or 34.5 percent are sold for one cent per copy.

* This mimeographed newspaper contains eleven pages mimeographed on only one side of each sheet.

The use of local paid advertisements—The question of soliciting paid advertisements from local merchants or others in the community is one on which there has been considerable debate. The tendency is to eliminate this method of school newspaper support. Even those elementary-school papers that must depend upon this source of support have reduced the amount of advertising included in each issue.

Moehlman ⁴ in general does not favor the use of paid advertising in the school newspaper except in the smaller communities where general publicity mediums are few and difficult for merchants to use. In such cases he believes that the sale of advertising space may be justified upon the grounds of economic productivity.

One contributor had the following to say in the statement which accompanied his school newspapers:

(3) We use no advertising. We do not feel that we care to demand money from friends and neighbors unless we know that we can give value received. Everyone knows all of the stores in our small town of 1300. Any advertising we might secure would be of doubtful financial value to the person who paid us for it. If our publication has educational value, it should be paid for from regular school funds as a regular part of the school program.

SOME SUGGESTED STANDARDS FOR PRODUCING THE NEWSPAPER

It seems impossible to set up standards which will be applicable to all elementary-school newspapers. Conditions peculiar to each school will influence the organization and production of the paper. However, as a guide for the development of more and better elementary-school newspapers, the following suggestions may be helpful:

1. Every elementary school should provide desirable socializing experiences by publication of a newspaper of some type.

2. The most effective newspapers are organized and the material is prepared under the supervision of some member of the faculty, or under the guidance of a group of teachers called the teachers' staff.

3. The preparation of material, production, and distribution of the newspaper, particularly of the mimeographed paper, may well be a pupil enterprise.

4. The content of the newspaper should be as largely the actual work of children in the school as possible, with articles by the principal and teachers using only a small part of the space.

5. The pupil staff should be carefully selected and should include those children who are especially qualified for such work.

6. The content of the newspaper ought to represent the whole school in the activities described, the material selected, and the interest aroused.

7. The newspaper may help to integrate many of the otherwise unrelated activities of the school; it may serve frequently as a unifying agency for the school and the school-community.

8. There is considerable value in selecting a central topic for each different issue of the paper, around which most of the content may be planned.

⁴ Moehlman, Arthur B. *Public School Relations*. New York: Rand McNally and Co., 1927. Chapter XI, "The School Paper," p. 145.

9. The subscription price of the newspaper should be as low as possible so as to insure widespread distribution.

10. It is desirable that the elementary-school newspaper not be produced for financial profit.

11. A minimum of paid advertising is desirable in the elementary-school newspaper; if the subscription price can be kept to one cent or two cents per copy without the use of advertisements, it is wise to eliminate advertisements entirely.

12. The newspaper should be read by every child in the school, and should go into the homes of all children.

13. The newspaper may well be issued as frequently as possible, up to a frequency of ten times each year.

14. Plan the newspaper to provide a distinct community influence.

15. The life of the school may be interpreted thru the newspaper in news articles, illustrations, original poetry and stories, and general descriptions of practises.

16. An attractive style of publication is important in either printed or mimeographed form.

17. The newspaper may well contain a number of illustrations or drawings.

18. Every copy of the newspaper should have the name of the paper, the name of the school, the volume number, the issue number, the date, and the price on the front page.

19. Names of children and teachers on the staff ought to appear in each issue.

20. It is undesirable for the elementary-school newspaper to be too large in page size.

21. Each issue of the newspaper should contain four or more pages, but should not be so large as to necessitate a curtailment in the number of issues each year.

22. The content must be perfectly legible, even tho the newspaper is mimeographed.

23. The names of contributors should be attached to all articles.

More detailed standards for production are available for principals who desire to begin or improve production of an elementary-school newspaper.⁵ The aim of all such statements, as of this entire chapter, is to encourage an activity that provides socializing experiences for many children—experiences in cooperative planning and purposive enterprise that put into practise many desirable and necessary learnings of children.

⁵ See: Lacey, Georgia H. "Pupil Publications." *The Principal and His Community*. Eleventh Yearbook. Washington, D. C.: Department of Elementary School Principals, National Education Association, 1932. p. 350-59. Pierce, Paul R., and Goodman, Tobey R. "Standards for Elementary School Newspapers." *Chicago Schools Journal* 13: 434-37; May, 1931.

LIST OF CONTRIBUTORS TO CHAPTER IX ^a

Name of principal (1)	Name of school (2)	City (3)	Name of newspaper (4)
1. Anderson, Emma	Amestoy	Los Angeles, Calif.	Amestoy Trail Blazer ^b
2. Baker, Helen	Hanneman	Detroit, Mich.	Hanneman News
3. Banker, Gilbert M.	Hillburn	Hillburn, N. Y.	Emeralite
4. Bates, Guy	Davison	Detroit, Mich.	Davison News
5. Berman, Samuel	Ludlow	Philadelphia, Pa.	Ludlow Review ^b
6. Bolerjack, Hobart	Columbus	Cicero, Ill.	Santa Maria
7. Brems, Edna M.	McKinley	San Diego, Calif.	McKinley Broadcaster
8. Bowring, H. F.	Lincoln	Modesto, Calif.	The Lincoln Bee
9. Brown, W. O.	Kennedy	Cincinnati, Ohio	School Glimpses ^b
10. Coolidge, May F.	Jefferson	San Jose, Calif.	Jefferson Patio
11. Coons, Etta B.	Ashland	Lexington, Ky.	Ashland Announcer
12. Curren, Edith L.	Hayes	Lakewood, Ohio	Hayes Herald
13. Curtis, Eva M.	Dort	Flint, Mich.	Dort Life
14. Davis, Eva M.	River Oaks	Houston, Texas	The River Oaks Log
15. DeRaismer, May B. (Mrs.)	Madison-Monroe	Elizabeth, N. Y.	Madison-Monroe Post
16. Dodge, Olive J.	Barton	Mobile, Ala.	Public School Courier ^b
17. Engel, Erma L.	White	Detroit, Mich.	White Eagle
18. Grunder, Anne	J. B. Atkinson	Louisville, Ky.	J. B. News Reel
19. Hamilton, Esther	Pattengill	Detroit, Mich.	Pattengill Reporter
20. Hebelor, Amanda	Wash. St. Nor. Tr. Sch.	Ellensburg, Wash.	Edison News ^b
21. Holliday, Frances	Eugene Field	Maryville, Mo.	Eugene Field Reporter
22. Howard, Margaret E.	Lincoln	Summit, N. Y.	Lincoln Herald
23. Jardt, Elsie B.	Beacon Hill	San Antonio, Texas	Times
24. Kirkwood, Helen G.	Ivywild	Colorado Springs, Colo.	The Wild News
25. Kizer, K. B.	Channing H. S.	Palo Alto, Calif.	Midget Times
26. Krug, Marguerite C.	Pasteur	Detroit, Mich.	Pasteur News
27. Lewis, Carl E.	Warring	Poughkeepsie, N. Y.	Warring News
28. Linn, Eva E.	Farragut	Philadelphia, Pa.	Farragut News
29. Livermon, Ruth L.	Meadowbrook	Norfolk, Va.	Minature News ^b
30. McDonald, Frances	Lowell	San Jose, Calif.	Lowell Flashes
31. McGavock, Leonora (Ass't.)	Elem. Div. South Inter.	Saginaw, Mich.	S. E. S. News
32. Marx, Ellie M. (Mrs.)	Henry Clay	Norfolk, Va.	The Clay Model
33. Michael, Raymond S.	Gregory	Trenton, N. J.	Gregory High Lights
34. Moran, S. A.	Venable	Charlottesville, Va.	The Sentinel ^b
35. Morse, Alice	Dover Street	Milwaukee, Wis.	Neway News
36. Pearce, Milton	Sheridan	Philadelphia, Pa.	Sheridan Flash ^b
37. Peaslee, L. D.	Pleasant Ridge	Cincinnati, Ohio	Ridge Chatter
38. Peters, Edith C.	Hazeldell	Cleveland, Ohio	Hazeldell Post
39. Pierce, M. C.	Central	E. Lansing, Mich.	School Crier
40. Pogue, Jas. V.	Gibson	Birmingham, Ala.	Gibson Gleaner ^b
41. Popp, Cleo E. (Mrs.)	Hazeltan	Flint, Mich.	Script
42. Robie, Everett E.	Cloonan	Stamford, Conn.	Cloonan Echo
43. Roeder, Mary S.	Fox Meadow	Scarsdale, N. Y.	Fox Meadow News
44. Ross, Catherine	Rosedale	Cleveland, Ohio	Rosedale Reporter
45. Rosman, Mabel	Washburn	Duluth, Minn.	Washburn Star
46. Sahn, Zell R.	Miller Park	Omaha, Nebr.	Miller Park News
47. Schnell, Fred	Jefferson	Sheboygan, Wis.	Jefferson News
48. Shafer, Paul E.	Gardena	Gardena, Calif.	The Wise Owl
49. Shenstone, Anna	McKinley	Kalamazoo, Mich.	McKinley Review
50. Stafford, Kate E.	Garfield	Butte, Mont.	Garfield Herald
51. Taylor, Eva	Dunham	Cleveland, Ohio	Dunham Dispatch
52. Thomas, John S.	Clippert	Detroit, Mich.	Clippert Digest
53. Watts, M. P.	Worley	Canton, Ohio	Worley News
54. Young, George W.	Northwest	Hartford, Conn.	Northwest Observer ^b
55. Zeiler, E. J.	Richards	Milwaukee, Wis.	Richards Trumpet

^a The principals included in this list are those who sent both school newspapers and statements regarding the papers. Tabulations in the chapter are based on the newspapers included in this list.

^b Indicates printed elementary-school newspapers. All others are mimeographed.

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15. POSTON, MARGARET. "A One-Room School Has a School Newspaper." *Ohio Schools* 9: 252, 258; September, 1931.
16. PUGSLEY, C. A. "School Aims as Reflected thru School Publications." *The Principal and His Community*. Eleventh Yearbook. Washington, D. C.: Department of Elementary School Principals, National Education Association, 1932. p. 360-63.
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CHAPTER X

THE ACTIVITY PROGRAM¹

PRELIMINARY ISSUES

AN ACCURATE PRESENTATION of a subject is predicated on the clear definition of terms. In the case of the "activity program," no universal, undebatable definition exists in current pedagogical literature.² Called by any other name—activities curriculum, units of work, centers of interest, or activity movement—the activity program is characterized at present by fundamental differences in theory and practise. Nevertheless, it is gaining in popularity in spite of the lack of clearness and consistency in terminology, and in spite of the controversial issues involved.

Proponents of the activity program do not consider the present confusion alarming, as, for example:

... The *variation and disagreement* in thought and practise that marches under the banner of activism called for much comment from the critics. That is neither strange nor to be severely criticized. It represents the growing pains of a popular movement. As a stage in becoming, it is necessary. A similar variety and conflict of opinions were found among the leading thinkers on the curriculum seven years ago, and this in spite of the limited number involved, the selected quality of the group, and in spite of long conferences that sought fruitlessly to arrive at a body of acceptable general principles.³

In an effort to secure first-hand information on the present status of the activity program, an inquiry was sent to approximately five hundred elementary-school principals thruout the nation. An arbitrary definition of the term "activity program" was included, and the principal was asked to add his own definition if dissatisfied with the one given. The returns showed marked differences in interpretation of this term. A few typical statements from the principals are given here:

1. Good teaching calls for activity all the time.
2. "Activity" is a very poor word to use.
3. Our activity program is based on units of work suitable to pupils' past experiences, present conditions, and environment.
4. The definition covers what might be termed activities involving problems of living together and activities involving the problems of gaining new knowledge.
5. We emphasize as the chief objective the development of the child's total *personality*, that he may live happily and fully himself, and use his special abilities not only for himself but for the welfare of the group.

¹ This chapter was compiled and edited by Samuel Berman of the Editorial Committee. The statement entitled "Preliminary Issues," which was written by Dr. Berman, takes the place of the usual page of editorial comment.

² See: Kilpatrick, William H. "Definition of the Activity Movement To-day." *The Activity Movement*, Thirty-third Yearbook, Part II. National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1934. p. 45-64. Also, Appendix 1, "Forty-Two Definitions Examined for the Analysis Presented in Chapter III," p. 209-37.

³ Brim, Orville G. "Basic Realities and the Activity Movement." *Progressive Education* 11: 328-33; October, 1934.

6. The activity program is not generally considered to mean a definite time-limited project. We try to correlate it, altho not with entire satisfaction, with all subjectmatter. It is therefore with us rather an activity atmosphere in classrooms. For instance, a fifth grade visits a flour mill, grows wheat, makes biscuits, and constructs a miniature mill, such activity extending over a period of several weeks and linked with much research (reading), spelling, arithmetic, etc.

7. There is too much confusion concerning the meaning and value of an "activity program." It is no easy or definite remedy for the evils of the traditional school. It is almost impossible to accurately assess the advantages of such a program.

Tentative conclusions to be drawn from this inquiry indicate that the activity program means many things to many people and that further practise and study of this movement in the elementary schools will be necessary before an inquiry of practical value can be made.

Subjectmatter and units of work—The activity program centers attention upon the pupil, his needs, and his interests. It breaks with the conventional type of instruction which seeks the learning of subjectmatter in separate, daily, formalized recitations, drills, and exercises. Thru units of work, or large segments of related subjectmatter, enlisting active participation and social experiences in and out of the classroom, the activity program aims to present subjectmatter as it is needed by the pupil in the development and completion of a unit of work. It is learning by doing, but "doing" on the basis of children's interests and experiences in an informal, natural way. In this sense, what is happening to the pupils thru cooperative enterprise is more important than the absorption of subjectmatter.⁴

In a recent debate on the resolution "that subject lines of demarcation should be abandoned in a program of education in favor of a series of li activities consistent with modern purposes of education," Bagley charged the activists with making "a Hungarian goulash of the curriculum" and following "the lines of least resistance." He claimed that there must be teaching even tho unrelated to immediate problems, and that there must be systematic and sequential learning in order to provide adequate backgrounds of knowledge. Hullfish asserted that subjectmatter took no prior right in leading us to the kind of experience that would break down the barrier between school and society, that the environment and the individual are veritable educational laboratories, and that knowledge should function only in settings of actual living; in short, that subjectmatter finds a place in the activity program, but only as it organizes and unifies experience.⁵

⁴ Aretz, Carl W. "An Outline of Fundamentals in the Activity Program." *The Norm* 13:7-81; April, 1932.

See also: Members of the staff. *Curriculum Records of the Children's School*. Evanston, Ill.: Bureau of Publications, National College of Education, 1932. 562 p.

Storm, Grace E. *Social Studies in the Primary Grades*. New York: Lyons and Carnahan, 1932. 569 p.

⁵ "The Activity Program—A Debate." *Twenty-second Annual Schoolmen's Week Proceedings*. Philadelphia: University of Pennsylvania, 1935.

It is evident that debates will not settle the problem; on the contrary, until a statement of basic principles—philosophical, biological, and pedagogical—is formulated by a committee of the leading proponents of the activity program, more confusion in thinking is likely to result from such discussions.

Advocates of units of work claim success because in their programs most of the skills and subjectmatter that were formerly taught as separate subjects are incorporated or integrated in a large segment of unified learning. As one writer puts it:

The possibilities in the matter of units are simply exhaustless. If we need a thousand units, they are available. If we want ten thousand, the complexities of the world easily supply them. They cut across all the ranges of reality. They enable the pupil from kindergarten to college to be in contact with all sorts of things in all sorts of ways. They permit him to develop gradually a balanced, deepening, and maturing understanding of all phases, aspects, and portions of reality.⁹

A danger inherent in units of work is the abundance of published, ready-made units. If a teacher follows these slavishly and does not adapt them to the needs of her particular class and school community, the formalized, standardized procedures against which such units are a protest will again result.

Cooperation and competition—The activity program aims at the highest development of the individual thru creative self-expression in a social group. Group and individual are to work toward a common goal involving the give and take of criticism, the sharing of tools and materials, the formulation of rules of procedure, and the participation in socializing experiences. The social implications are generally found in intelligent self-direction, not selfish individualism; in intelligent social cooperation, not group coercion. These, the proponents of the activity program declare, are the most interesting developments of recent years.

If competition is to take place, it is not within the group, pupil against pupil, but solely for each pupil alone. He competes with his own previous record and tries to excel it. This is likewise true of any program in which attention is being given to the individualization of instruction.

Measurement of results—As in all educational measurement, the most important elements are the intangibles. The advocates of the activity program claim that its academic results not only compare favorably with that of the traditional school, but go far beyond the traditional school in developing the "whole" child—his personality, character, ideals, appreciations, and attitudes. Opponents, however, need to be convinced.

⁹Bobbitt, Franklin. "The Trend of the Activity Curriculum." *Elementary School Journal* 35: 257-66; December, 1934.

Considerable appraisal has been made, but the technics used have not always been satisfactory. Recent studies seem to indicate, however, that the activity program yields as good results as those obtained in schools using standard-type school practises.⁷

Contributions to this chapter—The contributors to this chapter present a variety of ideas and practises related to the activity movement. The first article indicates the teacher's place in an activity program, the value of large units of work, and the need for some special attention to the drill subjects. The next two authors describe specific activities in the primary grades, namely, a candy-store project in the first grade, and the construction and operation of a school post office in the third grade. Another writer tells in detail how his school developed a unit of work covering changes in modes of living from colonial times to the present. The last article describes the development of a program of "co-curricular" activities in a secondary school, including several suggestions of value to elementary-school principals and teachers.

Since these five articles by no means cover the many ramifications and variations of the activity movement, the interested reader is advised to consult the references listed at the end of the chapter for a more complete view of the principles and procedures involved.

⁷ Wrightstone, J. Wayne. "An Evaluation of the Integrated Curriculum in the Upper Grades," *Elementary School Journal* 35: 583-87; April, 1935.

SOME OF THE PRINCIPLES AND PROCEDURES suggested here represent pioneer thinking and may not meet with immediate and universal approval. All suggestions are offered, not as final solutions, but as stimuli to additional thinking and more careful planning by principals, teachers, and other curriculum builders.—Résumé, see p. 217 of this yearbook.

GENERAL ASPECTS OF THE ACTIVITY PROGRAM

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ONE PART of the reorganized outlook in education is to give up our hitherto professed right to fix our children's thinking. Thus far, education has been the process by which those previously in charge of affairs determined what the rising generation should think and do. Our duty now as educators is to prepare our pupils to think so that they can and will think for themselves; and even ultimately, if they so decide, to revise by rejecting what we now think. We must free our children to think for themselves. The activity program offers such an opportunity.

The school now coming into being is and must increasingly be a place where actual living goes on. The curriculum is to be built around four chief impulses: the social impulse of the children; the impulse to make—the constructive and expressive tendency; the art impulse; and the urge toward inquiry or finding out things.

Only from living and in living can one learn to live better. Because those things boys and girls do are the things they learn, the creative school arranges educational situations so that pupils may be stimulated to take part enthusiastically and confidently in many forms of activity. Only as the school is placed on a basis of actual living can certain necessary social-moral habits and attitudes be built, certain necessary methods of attack upon problems and enterprises be developed. In other words, school life is to be active, not passive; the children are to work, not merely to listen. An activity program makes this possible.

Types of activities—We believe there are four aspects to every educative activity: the physical, the constructive, the intellectual, and the social aspects. Some activities emphasize the physical aspect, others emphasize the constructive, and often two or more aspects are stressed in combination.

1. Those aspects which are predominantly physical call for muscular responses, but also have an intellectual quality. As the physical activities are seldom engaged in alone, they have a strong social element.

2. Activities which are predominantly constructive are those in which the aim is to make something worthwhile. Constructive activities involve the discovery and use of tools, and are therefore more complicated, longer in duration, and require an increasing use of the mental over the physical. Constructive activities include thinking

out and drawing plans, gathering suitable materials, shaping materials to plans, and evaluating results.

3. The activity which is predominantly intellectual is one in which the interest is to discover or find out what happens, or why, if anything happens. In the investigative activity children take walks and go on excursions to observe certain things in their surroundings. These walks have physical and social values as well. Investigative activities have other social elements in that they lead children to seek information which, when secured, is shared with others in the group. All child activity has elements of search in it. The search tendency is the important resource in the child for education. We believe the environment in which the teacher and children find themselves is their educational laboratory and furnishes the earliest source material. The child's impulses to explore, investigate, observe, question, construct, recall, share, play, and to give expression to joyous emotion are starting points for the teacher; the child's senses and muscles are tools for study and avenues to learning.

4. The activity which is predominantly social utilizes natural interest in people. In the social activity the children have a strong feeling of their relation to others in the group. The activity program builds up social habits by providing opportunities for practise in the forming of social habits. Behavior is not an isolated phenomenon, separated from concrete situations. Most behavior occurs in social situations. Furthermore, it is good or bad, socially effective, and personally satisfactory, only as it grows thru concrete life situations. The mental element is present when pupils are enjoying stories, singing songs, listening to music, and interpreting a story by dramatization, or music by rhythms.

When the need arises in the physical, the constructive, the intellectual, and the social activities, the children use reading, writing, drawing, music, numbers, and constructive work. The activities may carry over for several days, or weeks, or as long as interest is maintained.

The place of the teacher—It is the teacher's place to supply stimulating materials suitable to constructive and related activity purposes. She must observe and find out what information and experiences are needed to stimulate, round out, and enrich the activity, and must give it educative scope and social significance by opening up new possibilities and relationships thru suggestions, trips, and discussions, and by means of a wide and discriminating use of the library. Always, however, she must try to remain in the background. She is to be a helpful guide, not a dictator.

The organization of materials is a very important factor in the classroom set-up and in the teacher's technic. Things which are to be used together are to be kept together, tools and lumber near the work bench, reading table near book-shelves, materials and blocks in even piles on open shelves, with available floor space nearby for building and dramatic play.

The teacher in the classroom, day after day, coming in close contact with each child, notes his characteristics and traits; she learns his strength and finds those things in him which give promise. She is one who sets up situations and provides experiences which develop his strength, by means of which he himself can overcome his weaknesses; she provides these so that he may acquire the things which he lacks. She nurtures those characteristics of promise which, when developed, will make him a happy, useful contributor to society. For example, good habits of work, induced by a real task and satisfaction in the doing of it, will prove a panacea for most of the disciplinary problems which arise among normal children.

Units of work—The course of study which emphasizes the learning of isolated subjectmatter cannot be expected to accomplish the new aims. Observation has shown us that the skills so essential for reading or writing are best learned in connection with a real need. The skilful teacher who is not bound by the demands of a course of study has an advantage, for she can create a situation in which the children are actively interested. However, any one school subject is relatively narrow. A unit of work is broader, including materials and activities found in two or more subjects and organized around some current interest of the child as a center. Such a unit may be made up of several smaller projects.

Units of work are those larger situations which draw upon all phases of experience and make use of all kinds of subjectmatter. The larger units are rapidly becoming the core of the elementary-school curriculum. Each unit of work should be selected from a real-life situation, and should be of such a nature as to be considered worthwhile by the child. He should feel that he has helped in selecting it, and he should find in it opportunities to satisfy his conscious needs. A good unit of work must be a flexible affair, permitting frequent readjustments of plans as the activity proceeds. We must not be surprised if certain outcomes fail to appear, or if other outcomes result which we had not anticipated.

The drill subjects—Sometimes we may be concerned by the child's lack of power in the formal skill and drill subjects, which have long been the staple fare in the American schoolroom. The solution of this problem lies largely in the teacher's program of individualizing

instruction. In many schools the activity program is continuous thruout the day; in others it occupies but a period or part of the day. The drill subjects must not be neglected. Therefore, all good activity programs provide for necessary drill in subjectmatter as the need arises, but always as an aid to the activity itself or as an outgrowth of the work being done.

On the other hand, beyond certain minimum essentials it does not matter so much what particular subjectmatter the children learn, as long as they are forming good habits of work and thought, an attitude of eager curiosity, and the habit of answering their own questions; as long as they are growing in knowledge of the sources of information and in ability and disposition to use these sources; as long as they are learning the facts that are necessary for drawing their conclusions, and realize that they must have facts in order to reach valid conclusions. The general purpose is to encourage the habit of looking below the surface of things for reasons, the habit of asking thoughtful questions and of trying to find the answers to such questions. If such a purpose is accomplished, it follows that the drill subjects will be adequately handled.

Conclusions—Our conclusions as to the values and procedures of a sound activity program are as follows:

1. The activity program harmonizes with the reorganized outlook in education. The school must be transformed into a place where pupils go, not primarily to acquire knowledge but to carry on a way of life. That is, the school is to be regarded, first of all, as an ideal community in which pupils get practise in cooperation, in self-government, and in the applications of intelligence to difficulties or problems as they may arise. Secondly, pupils must be taught and permitted to think for themselves. If our pupils are to grow into an adequate citizenship, they must, with increasing age and with due regard to their growing outlook and interests, become increasingly familiar with the problems of civilization and everyday living.

2. Every normal child of our land is physically, mentally, and emotionally active much of the time. Vivid impressions resulting from appealing experiences produce a genuine stirring of the imagination, feeling, and purposes which leads to original thought and action. Therefore, the teacher is most concerned with deepening, enriching, and extending the children's experiences by providing opportunities for fresh impression thru first-hand contacts, and with realities and media for increased expression suited to the impulses, interests, and abilities of the children.

"The objective of all education is to help the individual to help himself to grow aright." He gains in ability to grow thru experience,

activity, and interest. He learns to do by whole-souled doing. There can be no growth apart from self-activity. To be alive means to carry on by selecting and rejecting. The young child does not have to be aroused to action. He does not need to have interest supplied in him. He is activity and interest. The whole business of education consists of giving his native activity and interest normal opportunity to organize themselves into the kind of life he needs to lead. To do that, what he learns must not be abstract or extraneous or lifeless. It must be his own response to progressive living situations.

3. By developing a respect for the rights and personalities of others, the activity program produces intelligent and effective social participation. It recognizes clearly that the individual frees his own personality by living cooperatively in a growing social group. It encourages activities in which he can make a personal contribution to group enterprises; in which he has social experience, graded to fit his level of social development; and in which he feels himself an accepted and respected member of a society of which he himself approves.

4. The best learning conditions are present when teachers and pupils are cooperators in a shared enterprise, and when each effort is judged by the way it works in the joint life rather than by any word of external authority.

5. In order to accomplish the aims of the activity program, courses of study and daily schedules must be made flexible. Sufficient supplies and work-space must be provided.

6. The teacher shares in the responsibility of guiding the child's development. To do this wisely, she needs to be interested in some phases of the physical world and its processes, the social world and its processes—phases of a kind which are appealing to growing children. She must be interested in beauty and art products which give interpretation to life. She must be one who is herself growing.

GENERALLY SPEAKING, the American people have not lacked conscience or devotion to democracy. They have seriously lacked both intelligence and skill. Thru the revised curriculum the essential theory can be furnished. Its vitalized application can best come by group study and responsibility in the problems of the school community.—Lewis, William D., see p. 416 of this yearbook.

A FIRST-GRADE ACTIVITY

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MOTHER, we're making a candy store." Or "Daddy, you ought to see the train we're making in school." Such announcements made by six- or seven-year-old children must surely startle parents whose memories of first days in school are those of learning the ABC's or reciting in unison "I see the cat," together with discipline of the "hear-a-pin-drop" type.

The schools of yesterday are no more. An evolving society with its many social and economic changes has impinged upon the school and has made the child a center of interest. Thru a modern activity program the pupil meets with interesting socializing experiences to insure a maximum of individual growth and intelligent membership in a democratic society. Let us examine the technic of such a program.

Introducing the activity—Early in February 1934, forty-three children reported to the first grade for their first school experience. After two weeks of getting acquainted with each other and with their teacher in their new environment, a conference was held. "What shall we do?" was the question uppermost in the minds of all members of the class.

The class which had just been promoted to the second grade had left behind a bakery on exhibition. The new children had been playing with the bakery at various times during the two weeks. When the question of what to do was asked, a few children suggested making a bakery. This was not favored by the majority because, they said, "We have one already." The teacher, desirous of getting opinions from all members of the class, asked each one what he would like to do. Billy said, "Let's make a candy store." This suggestion appealed to a great many children. A few, however, thinking of the work their fathers do, suggested a hosiery mill. After full discussion, the vote stood thirty-two for making a candy store, and eight for other projects. Three very timid children had no wish in the matter.

Leaving the narrative for the moment, let us observe the great step in the process of education already taken by these children, less than three weeks in school. They had participated in the discussion of a question, which is a step in concentration; their interest had been aroused; the experience of having only one child speak at a time had shown them that others have rights; and they had already shown a willingness to be guided by their friend, the teacher. The greatest lesson of all, the underlying principle of every successful enterprise, be it a school, a business, or a country, had been learned in an elementary way. The class, as a cooperative enterprise, had been im-

pressed upon the minds of its members. Their willingness to cooperate is evident in the conference briefly described.

"All right," said the teacher, "we'll make a candy store. But how are we going to know how to make it?" One child in the group said, "I know Mr. Steiner, who has a candy store. Let's go down there." "That's a good suggestion," said the teacher. "How many would like to go?" Needless to say, everyone wanted to go.

Visiting a real candy store—Arrangements for the visit to Mr. Steiner's candy store were made by the principal. On February 28, the class, accompanied by the teacher and the principal, visited the candy store. Upon their arrival, Mr. Steiner immediately became the center of interest. He showed the children the candy in the cases and how he weighed it. Then he showed them the cash register and explained its use. Next, someone asked about ice cream, so he showed them where it was.

In the beginning, the children seemed rather shy, altho they listened very attentively to everything that was said. Mr. Steiner took the children downstairs to show them where he made candy. The children were delighted, and it was not long before they were asking questions about it. The man made butterscotch taffies and gave one to each child. Think of the great experience of seeing candy made in a wholesale manner and of eating the very candy they "helped" to make. Then the children went upstairs, thanked Mr. Steiner, and were on their way back to school.

Making their own candy store—Immediately the children wanted to talk about their visit and how they would make a candy store. Plans were made and materials were suggested. On the following day, the children brought in boxes for the cases; it was suggested that cellophane be used in place of glass. This suggestion, no doubt, was made because the other class had used cellophane in their bakery. The candy was made of clay.

Before the next activity period a boy brought an orange box and said he was going to make a chair. He made the chair and brought it to the conference held at the end of the activity period, when all work is evaluated and the next day's work is planned. The edges on the chair were very rough; one child said she did not want to sit on that chair because she would get scratched. A little boy said he had some goods at home and would bring it in to cover the chair. That afternoon he brought a large bundle of square pieces of material, which, when thumb-tacked to the chair, made it quite comfortable. Eight chairs were made in this way.

Two tables were also made out of orange boxes. Then someone suggested making dishes out of clay. A number of ice-cream dishes

were made and painted blue. At the teacher's suggestion they were given a coat of shellac.

One day during a conference Betty was telling us about her sundae dish, when Joyce said, "I am going to make ice cream to put in my dish. I am going to roll some clay into a ball, paint it brown, and then I'll have chocolate ice cream." This was a spontaneous expression, because no one had ever mentioned making ice cream. After that they made all kinds of ice cream, painting it various colors according to the flavors they wanted. The next day Eleanor brought in a brown tin can and said she wanted to keep the chocolate ice cream in it. Several tins were brought in and so our ice cream freezer developed.

In one conference Herbert said, "Why don't we make a big window like Mr. Steiner's?" Two large radio packing cases were brought in and placed one on top of the other. The bottom was taken out of one, and cellophane was again used in place of glass for the show window. When this was done Doris said, "Mr. Steiner has printing on his window." The teacher asked, "What does it say?" This they could not answer exactly, but thought it must say Mr. Steiner's name. There was also a discussion of the color of the printing. Some of the children said they would find out about this. The next day they returned, saying it was gold. Yellow paper was used to cut out the letters, "Steiner's Candy." This was pasted on the cellophane.

Money also had been made of clay. Pennies were made and painted brown. Dimes and nickels were made and covered with silver paper. The children learned their numbers by actual experience in buying and selling their candy. When they had finished their candy store, they dictated a letter to Mr. Steiner asking him to visit it.

An important part of the program was the training in reading. This was experience-content reading which utilized large reading charts and mimeographed story booklets entitled "Our Visit to the Candy Store" and "Our Own Candy Store." In easy sentences, using the vocabulary necessary to the activity, the charts and booklets became a continued story of progress from day to day. These were illustrated. A large frieze, illustrating the visit to the candy store, was also made. The training in reading was accompanied by growth in oral vocabulary thru conversation concerning the activity.

One little girl wrote this poem, entitled "Our Candy Store":

Oh, every one
Had lots of fun
Making our candy store.
Taffies and candy
Are in the tray.
Ice cream, too
All made out of clay.

Outcomes—First, the activity program furthers creative expression in the child. The child is interested, and effort based on interest is spontaneous. By this free effort, the child expresses himself, he externalizes what has developed within him, and he molds his ideas into realities. The child is inspired, he creates something, he is happy. Spontaneity is cultivated by awakening the interests of the child; and by the law of progress thru trial and error he develops skill and confidence. He learns to work both individually and for the group.

Second, it is the children who lead the way, the teacher remaining in the background to guide when insurmountable difficulties are encountered. Sitting stiffly in seats is thrown into the discard, for it may be seen that children are actually working and, startling as it may seem, are talking and conferring with each other in an interchange of ideas. Probably the most important part of the activity program is the pupil-teacher conference. In the conference, which is held at the end of each activity period, the work is evaluated. Plans are made, interests developed, materials selected, and the next steps discussed. It is easily seen that self-confidence, ability in self-expression, cooperation, and respect for others are definite outcomes.

Third, thru an activity program there is a social growth in sharing with others, and training is given in courtesy, patience, and perseverance in the face of difficulty. Improvement is made in the social-moral habits of obedience, orderliness, promptness, self-control, fair-mindedness, judging standards of work, and economy in the use of materials. There is emotional and mental growth, joy and satisfaction in the children's own work because it is a product of their own desires.

Frequently parents ask questions concerning such a program. "What has the foolish idea of a child hammering, sawing, and making things out of clay to do with teaching reading, arithmetic, etc.?" "Is the school aiming to train my child as a carpenter or dress-maker?" In response to such questions, parents are invited to observe, and are told that these practical activities are not ends in themselves; they have a social end which consists in making the school an active place for growing children thru socializing experiences. The direct outcome of such a visit and explanation is a genuine interest, better understanding, and wholesome cooperation on the part of parents.

A THIRD GRADE CONDUCTS A POST OFFICE

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BECAUSE OUR THIRD-GRADE CHILDREN were often asked to go to the down-town post office to mail letters or to buy stamps, this group of pupils decided to have a school post office. Group discussion and planning began immediately. While plans were being made, the following problems arose and had to be solved:

1. What supplies shall we need?
2. When can we buy our supplies?
3. Where shall we get the money to pay for these supplies?

Obtaining necessary supplies—When the class talked about the various supplies which were needed for starting the post office, it was found that they would cost about two dollars. Since the fifth-grade class manages the Edison School Bank, a letter was written asking for a loan of two dollars, as follows:

DEAR FIFTH GRADE:

We are going to run a branch post office in the third-grade room this year. May we borrow two dollars from the Edison School Bank so that we can buy the necessary supplies?

Sincerely yours,
THE THIRD GRADE

The fifth grade decided to lend the money and sent a check with the following letter:

DEAR THIRD GRADE:

The Edison School Bank is willing to make a loan of two dollars to the Edison School Post Office. We are not charging interest on the loan, because you are trying to help the Edison School.

Very truly yours,
THE FIFTH GRADE
Edison School Bank

Together with the check, the fifth grade sent a bank note which the post-office committee, composed of three third-grade children, signed and returned. With the money ready for making purchases, the children now planned definitely the list of supplies to be bought at the local post office. This list included the following:

9 stamped envelopes	\$.30
25 three-cent stamps	.75
9 two-cent stamps	.18
15 one-cent stamps	.15
10 U. S. postcards.....	.10
4 air-mail stamps	.32
2 special-delivery stamps	.20

Total..... \$2.00

Visiting the post office—Arrangements were then made with the local postmaster for the children to visit the post office. In planning the trip, the children decided what they should look for at the post office: the letter drops, the cancellation machine, the stamp drawers, the sorting tables, and the mail bags. When they arrived at the post office the children asked many questions. "Why do some stamps cost one cent and others cost two, three, four, or five cents?" "How do you tell how much postage to put on heavy letters?" "Do many people send United States postcards?" "Why are there so many kinds of three-cent stamps?" Before leaving the city post office, they bought the supplies which they had previously decided upon for beginning their own post office.

When the children returned to school, their impressions of the trip were reported and later written into the following group story for their school newspaper, *The Edison News*:

OUR TRIP TO THE POST OFFICE

On Friday morning we went down to the Ellensburg Post Office. We wanted to see how the post office was run. We wanted to buy supplies for the Edison Post Office too. Mr. Emerson, the postmaster, showed us many interesting things. First he gathered many letters from the shelf under the letter drops. He sorted the letters so that the addresses and stamps were all on the top side. Then he put them thru the cancelling machine. This machine stamped Ellensburg and the date on the front side of the letters and it also made black lines over the stamps so that the stamps could be used only once.

Then we saw the sorting tables. At one table the mail which was going out of the city was sorted. At the other tables the mail to be delivered in Ellensburg and in the country was sorted. We saw the mailbags, the mailboxes, the trays of stamps, the scales, and the big safe. Bags that letters were sent in are called mail pouches. The packages are sent in bags called mailbags.

Did you know that every post office has detective holes where the government inspectors can see what the post office workers are doing? In the Ellensburg Post Office these inspector holes are in the ceiling over the counters and tables where the men are working.

We went thru the postmaster's office when we left. We thanked Mr. Emerson for showing and telling us so many interesting things.

A "thank you" note was also written to Mr. Emerson, the postmaster.

Building and conducting the post office—With the supplies on hand, it was necessary to plan the construction of the post office. The first requirement was a safe place in which to keep the supplies and funds. An old cabinet was found which could be locked. A piece of beaver board was fitted to the front of the cabinet and a group of children cut out the window. Another group made and cut the letters "Edison Post Office," the name we had chosen for our third-grade post office. The children painted the beaver board and pasted the letters in the proper place over the window. To add a realistic touch,

a small American flag was placed over this miniature building. A small box was painted to match the post office and was fastened to the door of the room as a drop-letter box to be used for the mailing of letters.

The next question was to choose a postmaster. The children decided that he must be courteous, as well as accurate in arithmetic when adding sales and making change. An assistant postmaster was chosen who helped to check by writing the sales in a permanent record book.

After each child had had experience in serving as postmaster or assistant, a particular child was no longer chosen to serve in either of these capacities. Instead, any child who was in the room at the time a purchase was made took care of the sales. It was gratifying to see that every child in the room could take the responsibility of serving a customer in a courteous, business-like manner; make change correctly; and record the sales accurately in the sales book.

The total sales were computed each week, with each child making a balance sheet for experience so that when his turn came for serving as postmaster or assistant, he would have no difficulty in recording sales in the permanent book. Besides recording the total sales, the children added the amount of supplies and the cash on hand to see if these items checked with the original two dollars.

The letters in the school drop-letter box were taken twice daily to a nearby street-corner mail box in time for the daily collections by the city carrier. This was done by a child mailman, who recorded the number of letters mailed each day on a chart beside the letter box. The total number of letters mailed each week was recorded in the permanent post-office record book together with the total sales of the week.

The use of subjectmatter—This activity supplied much practise in various types of arithmetic thru making sales and balancing accounts for the post office. The children learned to write dollars and cents when recording purchases. There was special practise in writing cents with the zero, the decimal point, and the dollar sign. There was practise in simple column addition, in bridging tens, in higher-decade addition, and in writing sums of dollars and cents. Various denominations of money were learned, with much practise on five-cent, ten-cent, twenty-five-cent, and fifty-cent coins. The children learned a few things about the use of a note in borrowing money, and also some values of using checks for money when the fifth grade gave them the two-dollar check. In subtraction, there was simple subtraction in making change, subtraction with borrowing, and much practise with zeros when the children checked the accounts, as in finding the balance when \$1.68 was subtracted from \$2.00. Multi-

plication was used in finding the cost of stamps, such as six three-cent stamps. Problem-solving included two-step and three-step problems, as when the postmaster sold three three-cent stamps for nine cents and one U. S. postcard for one cent. The two-step problem idea was involved in finding the total cost of the stamps and card, and a third step was involved when change was made.

Language situations occurred constantly in the post-office work—oral discussion, planning the post office, and courtesies when serving post-office patrons. Oral talks included making announcements and explaining the management of the post office to visitors.

Written compositions included "thank you" notes and articles for *The Edison News*. The spelling of words was learned as they were needed for announcements, labels, posters, letters, and newspaper articles. The children also saw the necessity for correct and legible writing of addresses on envelopes.

Postal service and stamp collections—The children realized the importance of making cash sales so that money would be available for replenishing their store of supplies. They also realized how this carried over in the conduct of the Federal Post Office and other business enterprises. They began to get some ideas of the extent of the United States Postal Service and its responsibilities, many of which the third grade could not assume, such as delivering mail, sending mail to various parts of our country and to foreign countries, parcel-post service, issuing money orders, registering letters and parcels, making special deliveries, and taking postal savings. They appreciated the courtesies extended to them by the postmaster and by the employees of the local post office, and the generosity of friends who gave stamps for their stamp collections. They also felt real satisfaction in exchanging and giving stamps to other stamp collectors.

When making purchases of stamps the children were surprised to find that there are a number of different kinds of three-cent stamps. From this they began saving samples of different kinds, and interest developed in collecting United States stamps. After the children had brought several kinds of cancelled stamps to school, we decided to paste them on a chart which was posted in front of the Edison Post Office. Other children in the school saw the stamp chart when they came to the post office to make purchases, and very often these children contributed stamps to the collection. Many children started individual collections and were glad to give and to exchange stamps with others.

A friend who was a real stamp collector gave many interesting and rare stamps to add to the collection. As the collection developed, duplicates of stamps were obtained. These were placed in a stamp

book for the school. The collection now includes 139 stamps, forty of which are different kinds of two-cent stamps. Altho third-grade children, with their limited geography and history background, are unable to appreciate many of the stamps as much as they will later on, many of them are developing into real philatelic enthusiasts.

Conclusion—Because the post office developed in answer to a school need, its functioning was constantly evaluated in terms of the service which this third-grade group could give to the teachers and children in the Edison School and to the normal school students, as well as to parents and friends who found it convenient to use this source of postal supplies. Courtesies in waiting on customers were seriously considered. The children realized the importance of being business-like and thoughtful in satisfying a customer's requests. Absolute accuracy in making change, in selling, and in balancing accounts became a matter of serious consideration. Thus, thru a post-office activity the pupils of our third grade learned a wide range of subject-matter and, what is more important, enlarged their horizon of interests and achievements.

AS THE TIME APPROACHED for the unit of work to be completed, we decided to arrange our work attractively and to invite the other second grades of the city to visit us. The work was collected and the children, with the assistance of the teacher, selected those parts to be used in the exhibit. Each piece of work was criticized by the pupils, and when any bit was rejected, the reasons were made clear to the children.—Wolf, Bernice, and Tidwell, Thelma, see p. 339 of this yearbook.

DEVELOPING A UNIT OF WORK

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THE ACTIVITY SCHOOL is informal in nature, being neither an unorganized chaos nor a rigid mechanism. It is intended to meet successfully the unpredictable and the indefinable aptitudes of the child. Because it stresses self-activity, it offers opportunities for creating learning conditions and sets up situations thru experiences which are not too far removed from the activities that are natural to child living and future adult participation. In such a school our teachers are less zealous in their "teaching," but are more concerned about "learning."

Basic principles and procedures—One way of accomplishing this purpose is to develop "units of work," that is, large correlated segments of learning developed thru activities. Since units of work must represent the completed work of the children, and since they must be the natural outgrowth of the children's activities, they need advance planning in order to secure desired outcomes and to be in keeping with the requirements of the course of study. It is therefore necessary to develop plans in advance for each unit of work. The finished unit usually differs widely, as it should, from the original plan, but to attempt this type of work without an invoice of available materials, equipment, and reference books would certainly be most unwise. It is this ability to plan and to alter plans, when necessary, that determines much of the success of the activity school.

Many teachers still seem to think that they are not teaching by the activity method unless the classroom is cluttered up with a great show of physical materials. This is not the case. Any teacher who can create learning conditions, be it thru the building of a "castle on the Rhine," a systematic use of reference books, or exploring a dairy farm or canning factory or the zoological gardens, is certainly following the paths of the new school.

In our school there are several thousand reference and library books. These are classified as to grade levels and grouped on the basis of related interests. This provides a rich source of investigation and supplementary reading. The alert teacher is thoroly familiar with this reading material, and in developing a unit of work she charts the references, including the volume and page or chapter, concerning the given unit. She posts this chart where all will have access to it. This in no way limits original research on the part of any student.

Preliminary plan for a unit of work—The development of a typical unit of work on “colonial life” follows. First is given the basic plan, greatly abbreviated due to limitation of space:

1. Objectives
 - a. Stimulating interest in colonial life
 - b. Tracing influences of the colonies on our modern life
 - c. Improvement in reading ability
 - d. Improvement in oral expression
 - (1) Correct usage
 - (2) Clear enunciation
2. Approach
 - a. Children are already familiar with some phases of life in the colonies from study of Virginia, New England, New York, and Pennsylvania
 - b. Children read stories of colonial days
 - c. Children plan for assembly and exhibit on colonial life
3. Activities
 - a. Reading
 - (1) For information
 - (2) For pleasure
 - b. Expression
 - (1) Written stories for booklet
 - (2) Oral talks
 - (3) Vocabulary list of new words (to be included in booklet)
 - c. Drawing
 - (1) Booklet on colonial life
 - (2) Drawings for bulletin board
 - (3) Lantern slides (made up by pupils)
 - (4) Backgrounds
 - (5) Model of a colonial home
 - d. Geographical knowledge and skills
 - (1) Maps for booklets
 - (2) Large map on oak-tag
 - e. Civics and government
 - (1) Different forms of government in colonies
 - (2) Influence on our present form of government
 - f. Historical knowledge: division of the colonies, homes, furnishings, dress, food, travel, amusements, religion, and education
 - g. Making a collection of pictures of colonial homes, furniture, fireplaces, clothing, coaches, and taverns; mounting and placing these on bulletin board; bringing to school such pieces of colonial furniture and kitchen-ware as will be loaned by the home
 - h. Dramatization
 - (1) Dividing class into groups
 - (a) Each group finds or writes a play, or develops a series of scenes to represent the colonial life of its group
 - 1 Southern group: scene from life of Washington
 - 2 New England: the first Thanksgiving; colonial school; spinning bee
 - 3 Middle group: Dutch affair; William Penn and Indians
 - (b) Each group responsible for scenery, property, and costumes
 - (2) Presentation of dramas, exhibit booklets, pictures, and models to other pupil groups of the same level in the auditorium
4. Outcomes
 - a. Familiarity with various phases of colonial life
 - b. Realization of changes that have taken place and are continuously taking place in our civilization

- c. Appreciation of modern conveniences, transportation, roads, electricity, running water, radio, etc.
- d. Better understanding and appreciation of government
- e. Development of initiative and responsibility on part of pupils thru leadership in groups
- f. Development of qualities of neatness, courtesy, and self-control
- g. Wider use of reference books and texts
- h. Better understanding of the needs of modern social life.

On the basis of this plan a unit of work entitled "From George Washington's Time to Ours" was developed. The following paragraphs describe its origin, procedures, and correlations with various fields of subjectmatter.

Origin of the activity—This activity took form from the following quotation, which the teacher wrote on the blackboard: "During the year 1932, all Americans participated in the celebration of the two-hundredth anniversary of the birth of the greatest of our national heroes—George Washington." No remarks regarding the quotation were made to the class by the teacher; finally one of the girls remarked, "Two hundred years ago the people must have lived very differently from the way we do today." A boy spoke up, "Yes, and a lot of things can happen in two hundred years." Other remarks followed, giving rise to discussions which caused the teacher to see that the class was ready for an activity. More "rein" was given, and when one of the boys stated that he would have liked to live like George Washington did, the teacher said, "That is possible right here in our room," and added "How do you think we can do it?" A reply was ready, "Let's make believe we are Washington living nearly two hundred years ago." The teacher sensed that this was an opportune time to guide the class into an activity dealing with the life of Washington and with related events leading up to the Bicentennial of two years ago.

Specific procedures—The chart of references, prepared in advance by the teacher, was placed on the bulletin board. The class was divided into working groups, with one of the boys as general chairman. Each day the activity started with the chairman leading the class in a flag salute and in singing one stanza of "America" or "The Star Spangled Banner." Each group was led by a captain whose duty it was to see that furniture was not marred, that physical materials and apparatus were at hand and put away when no longer needed, and that the classroom was kept neat and in order. The chairman worked several days with the captains before assigning duties to the several groups. During these days the other children were doing preparatory work, such as looking up reference materials. In addition to the references on the chart, the following books were



FIGURE 1—A Colonial Reception and Tea

furnished by the pupils and the teacher from their private libraries: *The Boy's Life of George Washington*, *Our George Washington*, *Mother and Son*, *Living Pages from Washington's Diary*, *Washington the General*, and one volume of the *Bicentennial Edition of George Washington*.

Officers reported the line-up of groups for definite study as follows:

- Group A: Boyhood of Washington
- Group B: Washington as a Surveyor
- Group C: French and Indian War Days
- Group D: Our First President
- Group E: Home Life at Mount Vernon

Each day at approximately two o'clock, a period of "Room Business" was held. Group reports were called for by the chairman. These reports comprised talks, discussions, and facts gleaned from magazines, newspapers, library books, or other reference sources that might be of assistance in the work to be done later by the various groups. After these discussions each captain took his group to an allotted space in the classroom for the portrayal of the particular part it had. These groups worked together happily and in an orderly manner. Each pupil was imbued with the spirit of cooperation to such a point that the entire activity ran as smoothly as a well-oiled machine.

The work of construction, research, investigation, discussion, and debate continued over a period of three weeks, shifting then to the preparation of the Bicentennial program, a cooperative entertaining drama, to be presented in the auditorium to the entire school. This dramatization portrayed "The Experiences of George Washington in New York State."

During the research work it was found that the girls had made collections of hundreds of colonial ladies' costumes, and had dwelt much on the social events of the ladies of the colonial period. After a short discussion a colonial reception was decided upon. This reception, with a tea, was held in the classroom at the conclusion of the dramatization (see Figure 1).

Correlations with other work—The following correlations were made with various fields of school work:

1. Costuming, by boys and girls in colonial dress
2. Reading, from library, reference, and textbooks, from magazines and plays, and from mimeographed sheets
3. Spelling, covering practical words checked against the Ayres list and the state spelling lists
4. New vocabulary, as developed from contact with new words; English, oral and written expression, coupled with much corrective work, writing social and business letters, notes, and invitations to parents and friends to attend the dramatization and the reception

5. Health, centering about the comparison of living conditions in colonial days and now. Health laws, isolation, water, eyesight, communicable diseases, teeth, etc.

6. Social studies, proving beyond doubt to the children that the structure of any society (even among savages) cannot exist for long without organization; discussions came up from time to time to show the children that a person simply does not exist independently, but interdependently

7. Elementary science, embracing the study of foods, how these were preserved in early days, manufacturing of clothing, implements, toys, etc.; modern refrigeration, electricity, heating, ventilating, and sanitation; study of game and other animals in New York state

8. Music, involving colonial songs, music, rhythms, dance steps, and patriotic and related songs chosen from the music text

9. Mathematics, using arithmetic of the present day as compared with colonial times; a display of photographs of Washington's surveying experience

10. Art, including studies of early architecture, furniture, styles of dress, paintings and picture study, decorations, weaving, brick and stone cuttings, use of precious metals, monetary units, our flag, American and British uniforms, etc.

11. Writing, emphasizing practise on notes and letters; comparison of modern style with Washington's style of writing.

Conclusions—Among the important conclusions to be drawn from experience with the type of school activity described in this article are the following:

1. The unit of work offers unsurpassed socializing experiences in the elementary school as an aspect of the activity program. It insures active learning thru stimulating situations which call for planning, executing, and judging.

2. The unit of work, properly planned, covers the spread of the modern curriculum and employs all subjects of the program in a major center of interest. It calls forth activity because of its wide appeal both to individual differences and cooperative groups.

3. Plans must not be rigid, but flexible. Even tho the teacher may definitely plan in advance, every modification and every changed emphasis are permitted to bring about a better learning situation.

4. Large segments of learning are likely to be retained longer, because of emphasis on a few major correlated ideas. Many isolated facts and subjects, taught at specific intervals according to a daily schedule with specific time allotments, cannot accomplish the aims of the unit of work because of lack of correlation and unrelated points of emphasis.

SCHOOL ACTIVITIES IN THEORY AND PRACTISE ¹

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AN IMPORTANT PART of the development of the modern school is the "activity movement." Just what this movement is cannot be defined with any precision or satisfaction. There appear to be almost as many interpretations of it as there are outstanding exponents. In the Thirty-third Yearbook of the National Society for the Study of Education are presented forty-two different definitions by as many people. The plans run all the way from a program in which the activities consist largely of what are generally known as extracurricular activities, with little conscious relation to the academic work, to a program in which the scholastic objectives are worked out largely thru the medium of classroom and related activities. All this variation is probably natural, considering that the movement is still in the experimental stage.

The rapid spread of the movement in recent years, even among many of the most traditionally conservative schools, gives proof that there are values in it which are commanding increasing recognition. The greatest strides, of course, have been taken in the elementary grades, but many secondary schools also are finding in an activity program important human values which they cannot ignore.

An activities program introduced—Ten years ago Western Reserve Academy incorporated in its curriculum a comprehensive activities plan which is correlated with the scholastic program as far as possible. The school was founded in 1826 as part of Western Reserve College, which later moved to Cleveland. Since its reorganization in 1924 it has been principally a boarding school for boys, including the eighth to the twelfth grades inclusive. In this reorganization the activities feature was definitely included.

The purpose was to use activities in part as a medium of teaching formal subject material, but more especially to use them as an integrating force in the entire program, to provide enrichment in experience and a nearer approximation to the fuller life for which the boys are being prepared, and to provide for limited expert training in special interests and leisure-time occupations. It was felt that there was considerable need for emphasizing the relationship and interdependence of school studies. Life is not compartmentalized; the experiences of the school years are life itself. Not the least of

¹ Altho this article deals specifically with the field of secondary education, it is rich in suggestion for the elementary-school principal.—*Editorial Committee.*

the problems confronting us is that of training in the development of satisfying, constructive, leisure-time occupations. Not all are equipped for, or capable of finding that satisfaction in literature. Appreciation of music, art, the mysteries of nature, and the development of craft skills are equally important. For many pupils, if these things are not encouraged during the elementary and secondary school years, they are never developed. And upon them depends much of the individual's happiness in later life.

On our campus stands the oldest observatory built west of the Alleghenies, and the second oldest now standing in the United States. In it are the original instruments which Elias Loomis made a special trip to Germany to purchase in 1838. This observatory furnished an excellent starting point for our activity program by providing material for the use of an astronomy club and for objective study in science. The range of opportunities was widened when a modernly equipped farm was given to the school. Later were added wood and art-metal shops, a natural history museum, art in various forms, vocal and instrumental music, journalism, dramatics, radio and automotive laboratories, and photography.

Organization of activities—Not every boy participates in all these activities, or even in a considerable proportion of them. That depends upon his scholastic load, his ability, and the quality of his performance. We call these activities "interest activities," which connotes much of their use; that is, one phase of their purpose is to develop personal interests and abilities into satisfying, enriching occupations for leisure time. They are organized on a "co-curricular" basis, rather than extracurricular, even tho a student has almost complete freedom of choice in most respects. Naturally, for many students these opportunities provide more attraction than much of the academic work. Provision is therefore made for limiting the number of activities engaged in, so as to guard those who would be inclined to shirk scholastic responsibility, as well as those who thru breadth of interest or exceptional ability would be likely to overload. A teacher-student committee, in cooperation with the administrative office, keeps constant surveillance and check on the student's individual program, bearing in mind always that the primary obligation is high scholastic performance.

Thru a system of time evaluation, limits are imposed on participation, but each boy's problem is handled on the basis of his ability, general performance, and his own individual needs. All boys are permitted to get into one or more activities, and those who have not yet discovered or developed any special interests are encouraged to do so. Every boy in school is thus involved.

Integrating and motivating the academic program—Besides the interest-activity element, there is another important phase of our activity philosophy, namely, the integrating, motivating influence on the whole academic program. The woodland and farm furnish an ideal laboratory for the study of biological data, the economics of food production, and the play of personal interests (see Figure 1).



FIGURE 1—Helping to Produce Maple Sugar

Boys who are working on special projects in the sciences constantly use the shops to create or adapt equipment. Figure 2 shows how one boy's interest in history, combined with his craft ability, produced a beautiful reproduction of pioneer equipment. Journalism, as an integral part of the English courses, encourages accurate and creative writing which includes every angle of school life. In a similar way dramatics ties into English, history, the languages, art, and the crafts, at the same time providing opportunity for valuable self-expression and emotional outlet.

The Natural History Museum, as an outgrowth of the scientific interest of a considerable group of boys, involves all of the sciences, history, and English, as well as the farm and the shops. Photography frequently serves as an important medium in scientific work, art study, and journalism. The work of the music department is a valuable cultural and cementing influence thruout. The frequent trips to nearby cities to study economic, social, and scientific problems make a whole story in themselves. Instances might be multiplied to illustrate the principle of using the activity program to give life, integrating force, and incentive to the entire curriculum. Often a boy who cannot do particularly well in certain subjectmatter finds compensation or incentive in some related work or activity in which he can show proficiency.

Outcomes—There are no objective tests or measurements whereby the results of this program may be judged in comparison with others. We who are working with it, and who have also worked with other systems, feel very strongly that it contains deep fundamental values



FIGURE 2—Correlating History with Craftsmanship

too precious to forego. The opportunities it provides for initiative, self-reliance, self-expression, and creative recreation are such as no modern educational program can ignore. Many times boys find the tedium of a heavy academic load more bearable, or even attractive, because of possible refuge in a hobby interest. The school discipline problem is nil. Self-discipline is the keynote. And the writer has never known any other boarding school where so many boys come back during vacation to visit, and where so many want to return early at the close of the vacation period.

Neither is there any positive proof of the relative value of our activity program in relation to preparation for college, tho data

assembled during the past seven years seem to indicate very positive values. Over 96 percent of our graduates have gone to college, about half to eastern colleges and half to midwestern and western institutions. Forty percent of their college work has been of honor rank, while only 3 percent has been "failed" or "conditioned." On the whole, these boys seem to find college adjustment easier and their general experience more enriched than did the boys trained under the old system. We have had many boys of modest ability who found in the activity program an incentive and a satisfaction which converted what formerly was drudgery into a happy, challenging experience. Time and again we have been confounded by the surprising results achieved by some of these fellows as they have gone on into collegiate and professional work. The critics may answer that there are other natural explanations. Undoubtedly that is partially true, but in recent years these superior results have been occurring so much more frequently that we cannot help feeling that the training received in an enriched school experience has been an important factor.

Conclusion—Changing times demand changing methods. In no field is this more true than in education. "Any educational policy, however, which meets the test of adjustment to environment, must provide a region of contacts which can be achieved only thru the utilization of the practical arts in the field of general education."² An accompaniment of the changing times and new environment which we are facing is increasing leisure. Any educational policy which fails to face that fact squarely falls short of its responsibility. Training for enjoyable leisure occupations and the expression of the passion for excellence, which is so universal, are a necessary part of our educational obligation. It is a powerful insurance against many social evils. A wisely planned and administered activity program goes far toward meeting that obligation.

² Morrison, Henry C. *The Practise of Teaching in the Secondary School*. Chicago: University of Chicago Press, 1926. p. 402.

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CHAPTER XI

COOPERATIVE COMMUNITY ACTIVITIES ¹

EDITORIAL COMMENT

THE PRECEDING CHAPTERS have dealt primarily with activities which center in the school itself. Assemblies, red-letter observances, school clubs, the school newspaper, and pupil participation in school management are essentially "school" projects, altho they often reach out into the home and community for their materials and inspiration. The activities discussed in this chapter, on the other hand, have their focal points in the larger community. They are based on community needs, and involve the active cooperation of children, teachers, principals, and other responsible citizens.

The underlying philosophy of cooperative community activities is set forth in the first article of the chapter. Its author maintains that the social problems of a community are the most vital with which children can be concerned, and that boys and girls can best learn how to live effectively in our complex democratic society by participating with adults in the study and solution of such problems. The second article tells how this philosophy can be, and actually has been, carried into effect in local communities. The writer points out that children must have an opportunity for genuine participation, and that the activities must make a real contribution to community welfare. Projects which are planned and directed entirely by adults, or which are mere busywork in the guise of social service, will not serve the purpose.

Mutual understanding and cordial relations between home and school are essential to the success of cooperative community activities. The third article discusses trends in home-school relationships, and gives examples of joint projects carried on by groups of parents and teachers.

The next two contributors describe special projects in considerable detail. In one of these the teachers, parents, and children of a county school system cooperated in building a new course of study in health education. The other was a project correlating the regular work of the school with the local Community Chest campaign.

References dealing directly with cooperative community activities, as conceived in this chapter, are not numerous. Many of those listed at the end of the chapter are concerned with other related aspects of the school and community relationship.—*Editorial Committee.*

¹ The articles in this chapter were assembled and arranged by Bess Clement of the Editorial Committee.

THE UNDERLYING PHILOSOPHY OF COOPERATIVE COMMUNITY ACTIVITIES

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THE WORD PHILOSOPHY as here used is merely a conscious application of plain common sense. All that is intended is to try to see more clearly why we wish cooperative community activities and somewhat of how these must be run if they are to help us move forward toward our proper goals in education.

We begin from our historic democracy—To be fair to the reader any discussion should state what it takes for granted. This discussion starts from the historic American position that democracy furnishes the most satisfactory basis on which to run society. Now the essence of democracy is to be concerned about each individual and his welfare. This is regard for individuality or personality, not a belief in individualism. In individualism there is too much of each man for himself regardless of others, or even at the expense of others. Such an attitude true democracy cannot accept. On the contrary, democracy will test each social institution and program by whether in its working it makes for the welfare and happiness of each one of every body, all together, on terms of substantial equality. Cooperative community activities educate as a positive step in this democratic direction.

Also this democratic outlook demands that the final decision on every matter of public interest must remain with all the people concerned. To be sure we need experts, more and better of them, and we must study far more seriously than hitherto what these experts have to say, using also other experts to help us weigh their proposals; but the final decision must remain with all the people. History seems to show that this is the only safe rule. We of this country wish no sort of dictatorship. And here again do cooperative community activities educate toward the democracy we wish.

Still further, if we propose to develop and respect each individual and to keep public decisions in the hands of all the people, then we must encourage everybody to think. From this angle, democracy wishes every institution—each family, shop, factory, school system, university, and government, all—to be so run that each member or worker or citizen, from youngest and lowest to oldest and highest, is encouraged to suggest improvements with the full assurance that his suggestions will be considered and used on their merits. Democracy wishes such encouragement to thought and suggestion from all, partly because without it the individual is not truly respected,

partly because we never know in advance who will make the best suggestions, and partly because this plan has in it the surest basis of public education and intelligent cooperation, without which democracy cannot hope to succeed. We see now still more clearly why we wish "cooperative community activities" in our schools. These furnish direct practise in the thinking-acting aspects of democracy.

The equality of opportunity and treatment which democracy wishes, calls perhaps for a yet further word. We wish a classless society in fact as well as in theory. Individual psychological differences there will always be, and properly utilized these constitute a priceless social asset. But as far as we can reasonably effect it, each child shall start out in life not handicapped in comparison with others by what his parents may own or may not own, by what they may or may not have learned. We believe in an equality of opportunity as thoroughgoing as we can bring about. But new conditions give these words new meaning.

Democracy and the new need for cooperative endeavor—In recent decades the situation of democratic effort has been undergoing change. In the earlier American life the family was the principal economic unit. Each such family, in the main, produced what it would use or consume. Actual money played a minor part. Independence then, because there was plenty of cheap land, was easily achieved, and freedom of action seemed both natural and necessary. "Getting ahead" need not then pull others down. In that day each could work principally for himself. Under such circumstances democracy seemed individualistic as if built for just this state of affairs.

Now all this is changed. Nearly everybody works for money, and with this—if he gets it—buys what he uses. But to work for money means to be dependent on where the money can come from. In other words, the old independence has gone. Instead of it, a money economy has come and each one is dependent on others, on business as a whole, or on "market conditions," as the term goes. We thus all hang together. No longer can each one consider simply his own welfare. Now all must consider everybody. The old individualism under these new conditions has become anti-social and immoral.

Democracy thus faces new problems. To be true to its deepest self and to effectually safeguard the individual under the new conditions, it must re-think its program. The old freedom now means an anti-social and selfish individualism. In an economy of interdependence the common welfare comes first as the necessary, prerequisite means to the welfare of the individual. Democracy, then, in order to be itself, must henceforth stress cooperative efforts for the prerequisite common good. In essential aims it remains the same old democracy

with its deepest concern for each and all of the people, but it must pursue this ever-abiding concern by new and cooperative methods. Otherwise it ceases to be true democracy and becomes instead fascistic tyranny, still uttering the old slogans but in actual effect destroying the real freedom and real equality of all the people.

So education has a new scope and a new task. If democracy is thus really to re-think itself to the new cooperative endeavor, a new education must arise, partly to include all the citizens in a new type of adult education, partly to remake the schools so that more effectual social thinking and action shall result. There is no call here for a propagandistic program to tell either adults or children what they shall think or do. If democracy means anything, it means, as we have seen, real thinking as the indispensable means to deciding upon appropriate action. But this is simply to say that true democracy, true ethics, and true education are but three names for intelligently defensible action. It is this kind of education that we seek in our "co-operative community activities." These furnish essential practise in a true democratic concern for the common good.

Why wish activities?—In order the better to see why we wish activities as an essential part of education, we must first better understand how life as such goes on and how study and learning are inherent in life to make it go better. As we shall see, one pronounced characteristic of life is the fact that it is continually presenting us with new problems; and under modern conditions of rapid change these problems are becoming ever more numerous. Thus it is that study becomes an essential part of our efforts to run life intelligently. If this is true for adults, then the young must in preparation study and learn under conditions that teach this to them, namely, in connection with actual life activities. How these things are true we are ready now to see.

Our world of change—We live in a world where life and affairs never repeat themselves exactly, but continually develop in novel fashion. Each one of us grows each day older both in experience and in bodily age. And just as truly the world of affairs is also different by what happened the day before. As the changing person faces a changing world, he faces therefore continual novelty. Thus the mother may live in the same house and run it day in and day out in much the same way, but the children, each one as a distinct personality, grow daily older and present ever new problems for her solution, as every mother knows. The father too may continue his business at the same old stand, but times change and he too must solve new problems or his business will leave him. And if parents

face novelty, so also and even more obviously do the children, for to them life unfolds itself ever freshly.

If the ordinary life thus presents its ever new problems, these are accentuated when we take into account the rapid changes which the modern world shows. Boaz says that the stone age went 30,000 years without seeing an improvement in its tools and implements. How vastly different things are now. Science, which increases in geometric ratio thru its discoveries and inventions, changes our world of affairs with bewildering rapidity. As Whitehead points out, when the time span of important change was longer than that of one human life, mankind could properly be trained to adapt itself to fixed conditions; but now that this time span of change is shorter than one human life, our education must prepare individuals to face a novelty of conditions. Whether then we consider the smaller or the larger novelties that life presents, the character of our necessary education is changed. Thoughtful study becomes an inherent part both of education and of life.

Study and learning inside the life process—There is so much implied in the last two paragraphs that we must dwell further on them. Education in any vital sense will thus be seen as inherent in life itself. Whenever one faces a new and difficult situation, he must—if he would act wisely—bring, as we say, his intelligence to bear upon it. And herein is possibly the best definition of the word “study” that we have, namely, the effort to grapple intelligently with a novel and difficult situation at hand. It is thus true that study is in fact inherent in and inseparable from life intelligently lived. And if this be the definition of “study,” what shall we say of “learn”? The answer is a bit complex, but still certain. If study is successful it will, in part at least, think out a new way of dealing with the situation at hand. If this way of behaving, upon trial and consideration, is accepted for further use, then the fact we call learning ensues; this way of dealing so accepted becomes, in and thru the fact and operation of learning, so incorporated into one’s very being that henceforth, when the right time comes, this way of behaving comes forth as one’s own way of dealing with the situation.

This definition of “learn” can be generalized as follows: Whatever we accept—whether an idea, attitude, plan of action, or skill—to act on hereafter, that we *learn* and it becomes a part of us.

Thus it is that both “study” and “learn” are essential parts and aspects of life intelligently lived anywhere and everywhere. Since the organism always acts as a whole, there goes along with study—which is essentially examining and thinking—also feeling and appropriate bodily movements for examination, the whole organism being alert

as it examines and tries to understand and plan in preparation for action. And so also with the learning that accompanies action. In responding to the results of study, the organism acts as a whole; thinking, feeling, external bodily movements, appropriate internal bodily adjustments—all these are but distinguishable aspects of the whole organic response. And acceptance to act on it, which brings learning, follows along with each of these aspects. So we learn to think certain things, to feel certain attitudes, to act in certain ways, etc. Always are many kinds of learning going on at one and the same time. Note, too, that at the outset what learning shall later result is not yet determined. In this sense study creates what is learned, that is, it creates for the learner what he is to think, how he is to feel, how he is to act. Study may creatively offer many possibilities; whichever of these we accept to act on, those we learn. In all these many ways are living and learning much more intimately connected than most of us have been thinking. Indeed life—the very fact and act of living—is education. And in this we see the basic foundation of activities. We do really study and learn as we face actual situations to deal with them.

A contrast here with the older view of education may help to bring out the point better. In what we have just seen, life develops in novel fashion and helps to create what one's life shall be. On the older notion, the teacher set out before the children just what they were to learn. Study was the effort to acquire it. Learning was successful effort at acquisition, and the test was whether the child could on demand give back what the teacher had originally set out. Subject-matter was what the teacher set out. How this old outlook does not fit a changing world need not here be argued. We can now see better why the good school is giving up the older conception for an activity program.

The goals we seek—Before going on to the more detailed study of cooperative community activities, let us bring together what has been said under three heads as constituting the goals that a system of education in our day and time should seek to attain:

1. We wish first an education in, thru, and for living in a democratic society and a changing world. Children will best learn how to live in such a society and world by the actual thoughtful practise of the process itself. This means the utilization of educative activities.

So far as words go, many progressively-minded people would have accepted this goal fifteen or twenty years ago, but for various reasons we must now add two other goals.

2. We wish such an education as takes account of the fact that we are now consciously living in an economically interdependent

world. We saw above how modern industry has changed us from being a nation of (relatively) independent farmers and artisans into being now almost wholly dependent on selling our goods and services to others, who in their turn are almost wholly dependent on "business conditions" for money with which to buy our goods and services. This new state of affairs that makes us mutually interdependent has come upon most of us without our thinking much about it. We have ceased to be independent and have become interdependent without understanding what has happened or what to do when "business conditions" break down. If we ignore this fact of interdependence, we fail to take account of the most outstanding new characteristic of our times. To do so is to invite disaster. Education must do something about it.

3. We wish then an education, if possible of old and young together, to help us in the critical day ahead to bring a better state of society in this country of ours. Something positive must be done. Cooperative community activities constitute one line of attack. The notion that education is to help change society is so new that many are troubled at hearing it proposed. But we cannot refuse it. To face life intelligently and to try to improve affairs are two ways of saying the same thing. We have, however, seen that intelligent education is the same thing as facing life intelligently. If things equal to the same thing are equal to each other, the proposition is proved. Intelligent education means trying to improve things.

And so at length we are ready to ask about cooperative community activities. For answer we need now do little more than draw conclusions.

Conclusion as to needing activities—We wish "activities" because these mean life. They mean that children are to learn by grappling, as intelligently as we can help them do it, with situations that to them are so real as to call for vigorous, active efforts. Only as people, young and old, are thus aroused within to put forth efforts, do they really care, or really think, or really try. Only as they are confronted with some actual, tangible, challenging situation do people set up really guiding aims or really plan thoughtfully for attaining those aims. Only as there is such a confronting situation accepted for action, are all the aspects of the organism called adequately together into play so that the all-round educative effects of thinking and feeling and acting can be properly coordinated. Moreover, only such an actual evolving situation can call out and test all the successive phases of thought and action.

This type of testing needs to be stressed. The artificial testing which goes with assigned tasks is in great danger of doing more

harm than good. When the teacher sets the task, the danger is that the children will study the teacher and his demands and fit effort simply to these. If so, much harm may result. Obviously the child is tempted to impress the teacher and so hide any lack of knowledge. The result on learning and character are both bad. Even where no conscious pretending enters, the child tends to be made dependent on the teacher and his approval, as anyone who deals with our school product knows only too well.

But more fundamental even than these objections is the necessary result on habits of thought and action. We cannot expect young people to learn to deal with the actual situations of life except as they practise the actual process in its various phases. The task then is ours to help them see and accept for their own responsible action such life situations, so that they may therein and thereby learn how to deal with life as it is. Because this way of thinking is still unfamiliar to many, it may be worthwhile to consider the process more closely.

The successive educative steps to a complete act—Two key conceptions seem particularly promising for guiding human study and learning: "a person facing a situation," and "acting on thinking." Let us trace the successive educative steps where these conceptions are brought into play.

1. The first phase is the person's becoming aware that what we call "a situation" confronts him. What one is sensitive to plays the crucial part here. The person being what he is, some state of affairs takes hold of him to stir him to interest and action. We say then that he faces that situation. Muddy tracks in the house may create no situation for the boy, but they will for his mother. He didn't even see them. She saw them at once and was stirred to alert attention and action. There are many thoughtlessnesses on his part that she wisely overlooks, but not muddy tracks. He must learn. As for the matter before us now, we wish to build up in our pupils a sensitiveness to such community deficiencies as they can help to correct. We wish our pupils to be so sensitive to possible community improvements that they will of themselves see new opportunities and wish to take hold of them. To sense such a situation so as to be stirred by it to action—this is the first step in dealing with that situation.

2. The second step follows at once. If we are really stirred to action and wish to act intelligently, we shall study the situation to see what should be done. This neglected spot in our village is (by step 1) an eyesore, to be improved if possible. Now (step 2) we ask what can be done about it, or what we should do. Shall we ask the owner to clean it up? Or shall we ask his permission to make a playground of it? What would it cost to make a playground? What kind of clear-

ing and grading would be necessary? It is at any rate quite clear that good study would be necessary to answer these questions and decide what to do.

3. The third step, of how to do it, follows so closely upon the second as often to merge into it. We could not decide what to do until we decided at least within limits how to do it. So here we have the further detailed study necessary for making all the plans. Wisdom requires that we plan well before we begin upon the actual work.

4. The fourth step is the execution of the plan. Here we have the kind of study that goes with carrying out the plan, and particularly the study that goes with watching how well our plans work out. For the "best laid plans of mice and men gang aft a-gley." We shall probably have to revise our plans as we try them out. If so, more study and learning.

5. The fifth step is the backward view: Now that we have finished, what have we learned? How could we do it better another time? What lessons of any or all kinds shall we draw?

Strange as it may sound to those who think of study as confined to books and preparation for recitations and examinations, we can assert rather strongly that it takes such a complete act as that sketched above to afford what is perhaps the only true learning situation. Only an actual situation, continuous with life in all its vicissitudes and insitencies, can afford the kind of situation which study must learn to face. In the face of such study and the inherent testing that goes with it, the partial and abstracted situations of textbooks are in comparison pale and inadequate, if not actually miseducative when made the rule. It takes life itself to educate us. Only the actual situation, as it thus unfolds under time and treatment, can show whether the children have studied and planned and executed properly. And this testing is inherent in the situation. Such an educative process is self-testing, especially if thru cooperation there are many (including the teacher) to watch results.

Some may wish to question whether such actual dealing with actual situations should constitute the whole of the school program. This is a question that we need not argue now. But surely none could deny a genuine and significant place to such activities. They are in fact absolutely indispensable to any complete program of education. Nothing else can take their place. So much for "activities."

Why "*community activities*"?—Why, next, do we wish "*community activities*"? The answer follows hard upon the preceding. A community activity can have a reality and a challenge that no lesser activity can properly have. Moreover it serves to bring the school into desirable intimate contact with the surrounding com-

munity. To do something which others count significant ranks very high among the satisfying and steadying influences in life. For the young to feel that their activities have community significance is to accord to them a worth and standing that will call out the best the young have to give.

Everything said above about activities holds even more strongly of community activities. With others looking on, with the really important people of the community feeling concern, we can rest assured that the young will under proper guidance rise to the occasion and give us the best they have. Each of the five steps suggested above gains in significance as other people know what is going on and watch results. It must happen that the learning effects will be correspondingly stronger and more lasting.

So new is this conception of community activities that many will read eagerly what Hanna and others have to say later in this chapter as to possibilities along this line. Doubtless continual trial and effort will disclose many more and better possibilities than those most of us now use. The important thing here is to see the desirability of community efforts so that we may seek them intelligently.

Why "*cooperative community activities*"?—What, finally, is meant by "*cooperative community activities*," and why are they desired? Here again we build on the preceding. By cooperative community activities we mean those in which many share, preferably the old along with the young. If community activities are more significant than mere school activities, even more of dignity and worth would in the eyes of the young attach to those in which responsible and honored adults also actually shared. If the adults will live up to the possibilities of such activities and really share with the young in the thinking and planning necessary to the execution, we shall find practically ideal conditions for all-round learning. It will, of course, be necessary for the sharing to be real and not, out of politeness, feigned. It will also be necessary that each age should have a part suited to it, in which it can carry on its own responsible thinking and acting in order to realize the common aim.

We elders often wish that our young would accept higher ideals and make finer moral distinctions in their daily lives. If the young could feel that they were genuinely sharing along with their elders in situations where the higher ideals and finer distinctions were called in fact into play, it is a safe prediction that such ideals and distinctions would be made and accepted as never before. The shared discussion of what to do, how to do it, and what standards to expect would be educative as nothing in our ordinary school can possibly be.

It may be permitted the writer to express in conclusion his profound conviction, first, that an actual situation responsibly faced is the ideal unit of educative experience; and second, that of all possible situations no other is quite so educative as one in which the responsible leaders of the community join with the young in carrying forward an enterprise in which all really share, and in which each can have his own responsible part. This is the education in which democracy can most rejoice, particularly in these times when we must learn to put the public welfare first in point of time and importance. "Co-operative community activities," in solemn fact, form the vision of the best education yet conceived.

IF WE are reading aright the signs of the time for the generation that lies ahead, cooperation will take precedence over competition; efforts toward a planned social economy will loom more important than a policy of laissez faire; the striving for social justice will challenge the accumulation of wealth as a dominating motive of individuals; and sharper distinctions will be drawn between liberty and license. Toward the attainment of these larger social ends the elementary school has an opportunity and a responsibility such as it has never before visualized. To elementary-school principals the people will look for leadership.—Morrison, J. Cayce, see p. 234 of this yearbook.

CHILDREN AS COMMUNITY BUILDERS

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AERICAN CHILDREN, millions of them, restless with tremendous energies! American communities, thousands of them, teeming with limitless possibilities for better living! The harnessing of these two mighty resources constitutes the essence of the problem which the leaders of children and youth are now attacking.

Important community work to be done—On the one hand, every community, urban and rural, is filled with challenges to achieve the good life. The physical health and safety of our citizens can be still further increased thru cooperative planning and action. The beauty of our homes, streets, parks and playgrounds, countryside, and public places can be enhanced immeasurably. The recreational and leisure-time facilities for childhood and adulthood need to be expanded in every population center. The cultural life needs to be deepened thru community participation in music, arts, pageantry, and similar spiritual and esthetic endeavors. The quantity and quality of the agricultural and industrial goods and services with which we satisfy our needs for daily living can be multiplied to provide a standard of living far beyond the present level. In general, the community tasks awaiting the positive and vigorous attack of the hosts of eager American children and youth present a thrilling adventure in social betterment.

Children need constructive energy outlets—On the other hand, the boundless energy of childhood and youth can be either wasted or directed to great social good. The energy exists and nothing short of universal malnutrition or disease can detract from this phenomenon of power. Before the advent of the machine-and-power age, much of this youthful energy was harnessed to the field and shop; children and youth contributed their share, and often a share so large as to be destructive to the sources of their bodily energy. The replacement of the human engines by mechanical engines to turn our mechanism of production and distribution has freed the children from their former serfdom. In fact, mechanization has advanced to such a degree that children are excluded from even the most casual contacts with the work of the nation. Their excessive energies, once channeled in useful work, now find no legitimate outlet except in study and play.

Evidence that children find other energy outlets which are self-destructive and anti-social is statistically demonstrated in increasing lawlessness and juvenile delinquency. With no sense of "belonging"

in the more serious phases of living, with no responsibility for making a contribution to the larger group, children develop few of the character traits which are so basic in a modern society. In the urban centers, especially, the children have even been replaced by the machine in such socially useful work as the morning and evening chores of filling the wood-box, emptying the ashes, or pumping the day's supply of water. This released energy, once socially productive, may now go toward pursuits which are demoralizing to the individual and his community.

Groups searching for socially useful projects—On every side we hear expressions of the awareness of this problem of surplus energy in children and youth. Parents are constantly asking, "Where shall I find some task for my child, something that will seem so seriously real and worthwhile to him that he will catch hold and make a responsible and earnest effort? Where is there something to do that is obviously socially significant to children?" Not only the parents face the problem, the leaders of groups of youth are equally in search of an answer.

The Boy and Girl Scout organizations promote projects to assist in community charity drives; the Junior Red Cross encourages work to alleviate suffering following in the wake of great tragedies; the 4-H Clubs map out projects to improve the household and agricultural practises of the community. Now the schools are sensing their responsibility and are discussing and experimenting with projects in which children participate in socially useful work.

A survey undertaken—A survey is now in progress to gather reports of projects in which children and youth have participated to improve the life of the community. The schools, churches, social-service agencies, political organizations, agencies for agricultural and industrial production, and local, state, and national governments all are canvassed for information as to where such projects might be in progress. Foreign countries as well as our own nation are being investigated. Hundreds of reports are being submitted which show widespread activity. A brief description of two projects which have been reported will illustrate the nature of this work.

*Rural school children contribute to community improvement*¹—In 1920 the new principal of a consolidated rural school desired to direct the work of that school to the creative task of improving the all-around aspects of living in the community. First, the principal discussed the strengths and weaknesses of the community with the small staff of teachers and with the parents. Then, soon after the

¹ The major part of the work described in this section was done under the direction of Mrs. F. C. Berlevy of the Whitmell Farm Life School, Whitmell, Virginia.

opening of school in the fall, the teachers talked with their pupils about the homes they lived in, the agricultural practises of the farmers, the recreational facilities, the health of the children, and a score of similar problems with which the children were familiar as far as their own lives were concerned.

After considerable discussion, the pupils were led to undertake an inventory of the whole community from which the school drew pupils. All the pupils in the school, grades one thru nine, participated as individuals in amassing certain types of information from their own homes, and as members of committees in surveying public aspects of the larger area. Data were gathered on the condition of the farm homes, such as running water and bath, electricity, number of rooms, furniture and equipment, musical and recreational materials, reading matter, general comfort, and sanitation. Facts were obtained concerning the farm practises in crop rotation, seed selection, fertilization, cultivation, harvesting, storing, and marketing; in the care and breeding of live stock; and in provision for orchard, garden, and general diversification of crop.

The survey also included the status of the community health and the provision for medical and dental care; the plant and equipment available for social gatherings of the adults, young people, and children; the frequency and availability of such social and cultural activities as lectures, concerts, and dramatizations; and many items of a similar nature that gave a picture of the level of material and spiritual living in this rural community.

These findings were then summarized by the children in their school classes, and conferences of pupils and teachers were held to plan a program of study and work. The parents were invited to the school for several evening conferences on the aim of the school and the type of cooperation from the homes which would be most beneficial. Eventually the school selected an area of the community life which was evidently in need of improvement, and this became the theme of the work of the various classrooms for the year. "How can we improve the health of our community?" became the objective toward which effort was directed.

The year's study involved many types of activities. The pupils studied the food served at home and compared it with balanced diets which they found in health books; they went further and kept cages of white mice, to which they fed balanced and unbalanced diets and observed the result in changes of weight, color of eye and fur, and general bodily activity. When they became convinced that a change in diet at home would be beneficial to their own health, the pupils invited the parents to visit the school and to view the exhibits of

evidence. Almost universally the parents were eager to learn, and wherever possible they changed the home practise to meet the new evidence presented.

The pupils discovered that pure water is essential and must come from wells safeguarded from farm refuse. They learned that screens on windows and doors keep out infection-bearing flies and mosquitoes; and that homes equipped with modern bath and plumbing facilities contribute to proper health habits. The parents were given this information, and where possible the children and parents moved the well farther from the barn, covered doors and windows with screens, and installed modern bathrooms.

The children found that the dental and medical services available to the community were far below any reasonable standard. They conducted a campaign for visiting the dentist regularly and calling the doctor when ill. They were instrumental in bringing a dentist into the community two days each week and in having a county nurse visit the school frequently. Medical books found their way into the meager home libraries, and medicine cabinets had supplies of a staple nature added.

Towards the close of the spring term the children wrote and staged a pageant in which they dramatized their efforts to improve the health record of the community. The commencement exercises were centered around the year's achievement. The objective results were evident. The whole area was conscious of the values of health and of the means of acquiring it on a community-wide scale.

Each year during the following decade a major area of community living was chosen for study and improvement. Significant progress was made by the whole geographic area working cooperatively and consciously on the raising of the standard of living under the egis of the school. At the end of the decade the children again took an extensive inventory. They found a gratifying increase in such material equipment as bathtubs, electric lights in homes and farm buildings, pure water supply, screens on windows and doors; in such practises in agriculture as would raise the yield of grain, meat, dairy, and poultry products; and in such cultural materials as daily and weekly newspapers, monthly farm journals, and magazines of controversy.

A donor had been persuaded to build a beautiful community church, with facilities for a varied social and educational program for all ages of the population. The farmers had formed buying and marketing "cooperatives," and were engaging in many activities jointly, to their mutual benefit. The survey provided ample proof that the children of this school, working with the adults, had made

a significant contribution to the problems which lay at the heart of the community's progress.

*City children promote new housing construction*²—Another project of quite different nature took place in a great metropolis. In this case the leadership came not thru the school but from a neighborhood settlement house. The children, ages eight to fourteen, were organized into clubs in an attempt to supplement the meagerness of a slum environment.

One night a tenement fire burned to death eight child members of these settlement-house clubs. The companions of the deceased children returned to their clubs demoralized by the tragedy and by the fear that another fire might trap them in a similar fate. The leaders of the clubs recognized the seriousness of the mental and emotional condition of the children. They mapped out a course of action designed to supplant the feeling of horror and defeat with positive attitudes by consciously removing the fire hazards and thus preventing more human sacrifice to real-estate profits.

These leaders discussed with the children the terrible risks involved in the fire-traps they called homes. They examined together the tenement laws passed in 1901, which made it illegal for the owners to continue to rent houses which were not equipped with certain precautionary devices. The group went to visit some model apartment houses recently built in the vicinity and noted the absence of fire hazards. They discussed together what agencies in the city might take the leadership in removing the slum fire-traps in which they lived.

A plan for a demonstration parade finally emerged. Children from other settlement houses were invited to participate in a parade which marched to the City Hall and requested an interview with the mayor. Placards carried such messages as "We don't want to burn to death," and "Make the owners obey the tenement laws." A group of approximately five hundred children paraded with their club leaders. A committee chosen from the entire group gave the mayor their appeals for clearing away the fire-trap slums as rapidly as possible. The mayor promised his fullest attention and in turn requested the children to cooperate with the city officials in checking in their districts all violations of the 1901 fire laws.³

Returning to their various settlement houses the clubs set to work to map out a thoro check-up of the districts in order to report any violations to the city office. The groups then set out on their survey, which consumed several weeks.

² This project was carried forward under the general direction of Mr. Bernard Locker, a full-time worker at the Stuyvesant Neighborhood House, New York City.

³ While it is evident that the activity described in this paragraph served a useful purpose, the wise principal will avoid the indiscriminate use of pupil parades and similar demonstrations in his community.—*Editorial Committee.*

As the children's reports were received at City Hall, inspectors called on the tenements reported, and if the conditions violated the ordinances, an order was sent to the owner to comply with the law within a stated time limit. The City Hall further used the dramatic appeal made by these children to focus civic attention and thereby push rapidly forward on a great project of slum clearance and new housing construction under the PWA. To date the slums of many square blocks of this blighted area have been razed and new construction begun.

After the survey the clubs set about to inform their parents and neighbors on housing standards. Classes and discussion groups of adults were organized to study the laws of 1901, the present conditions as they found them in their own homes, and the achievements in city housing made abroad in recent years. These adult groups joined with the children in sending a large number of delegates to the state legislature to lobby for the passage of new housing laws and provisions for new housing construction.

The net results of this whole project are manifold. The children were transformed from a frightened and despairing group to determined and eager participants with an immediate goal towards which they were enthusiastically directing a vast amount of energy. They learned a great deal about the functioning of city and state governments; the economic system which sanctions the existence of slum tenements; the difficulties in persuading vested interests to allow new housing construction; the modern achievements in new building materials, new methods of construction, and new conveniences available; and not least, they learned that thru cooperative action they were not entirely helpless before baffling circumstances.

The results were not only educational for the children, however; the community has definitely profited from this project to the extent that these efforts contributed to the movement of remodeling old tenements and replacing others with modern apartments. The safety and health, as well as the moral and spiritual life of the people, have been materially increased thru the social action of this group of children.

Some basic considerations—There are a number of considerations which should be developed to bring out the full significance of such projects as have been described. Any project to be truly acceptable must (1) provide educative experiences for the children, and (2) actually contribute to the improvement of some aspect of community living. Too few of the projects reported in the survey show any clear

comprehension on the part of the adult leaders, of the educational or social principles involved.

Most projects in all probability will be conceived by the leader, but the children must be led to desire to carry thru the project themselves. Furthermore, the children must have as large a share in making the plans as is possible. If the initiative and planning are done for the children by the adult leader, they are denied the important educational experience of becoming aware of social needs and of developing plans by which to reach their goals. Responsibility to the group for carrying out agreements comes only if the child is allowed to have a part in the choice and feels that the success of the project does actually depend upon his doing his part.

It is highly important also that the leader encourage the intensive and extensive study, research, and experimentation that will add to the best solution of the community problem. The children must not be allowed to engage in superficial study if the ultimate result will be lessened thereby. As the project progresses and problems arise, the children must sit in the councils to consider new difficulties and to propose new policies for meeting these unpredicted aspects.

When the project has drawn to a close the children must have experiences in evaluating the worth of the contribution to the community, and experiences in judging the effectiveness of their plans and efforts and seeing wherein they would proceed differently if they were to repeat such an endeavor. Whatever satisfaction in success or dissatisfaction over failure accrues, it should be shared by the group and not taken entirely by the leader.

As has been stated, the project must have the possibility of making a real contribution to the life of the larger social group. Obviously projects in which children "pretend to be doing something" do not in the least meet this criterion. Children cannot be fooled. They know when they are doing busywork to fill up time, and, contrastingly, they know when the work will enrich community life. Artificial or useless projects do not seize the imagination and fire the determination to do. Besides, there are so many aspects of life that need serious and intelligent work that it is not socially justifiable to spend time and effort on any but the more important socially useful projects.

Partial list of socially useful projects—The survey under way has brought to light scores of projects which may be suggestive to elementary-school teachers and administrators.⁴ The names of some of these projects will in turn suggest to the reader others which might be developed in his own community. Under the heading of "public

* The writer plans to publish the results of this survey in book form during the fall of 1935.

safety" such projects as the following have been carried out: junior safety patrols to reduce the number of accidents to school children at street crossings; setting up road markers and danger warning signs for motorists; a "jay-walking" survey and campaign for correction; a traffic survey leading to the installation of light signals at busy intersections; and a survey and eradication of community fire hazards.

Under the general heading of "community planning, building, and landscaping," such projects as these have been reported: beautifying the highways; landscaping the school grounds; restoring historic buildings; cleaning the town; replanting denuded areas in city forest; raising flowers for the park department and city schools; creating gardens in slum district; home beautification; and removal of ugly billboards along highways.

The following projects fall under "community health and recreation": building and equipping a boy's camp; remodeling a city park; constructing a swimming pool; smoke abatement survey and campaign; campaign for better health thru posters and parades; balanced meal demonstrations; testing the community drinking water; and community clean-up campaign.

Many projects contribute to the improvement of "industry and agriculture": tabulation and publication of live-stock directory; destroying moths and other injurious insects; building community canning kitchen; rat-killing campaign; furnishing growers with market news; providing home-mechanic service; and demonstration of modern methods in poultry raising, seed selection, and similar farm practises.

Under the heading of "civic arts," children have participated in such projects as making toys for orphanages and hospitals; interesting parents in the city art museum thru exhibits of children's art products; annual race and nationality survey; making posters for Community Chest; providing orchestra music for public meetings; participation in community singing; sponsoring a dramatic club; and furthering fellowship among children of the world.

A challenge and an opportunity for schools—The children and youth of the world present a new challenge to the schools. Miss Lenroot, Chief of the United States Children's Bureau, recently said:

There is an old saying that "youth must be served." Recently some one has added, "and youth must also serve." Youth will not be satisfied by make-believe projects of an educational or work character. Youth must find itself in achievement, but it must also lose itself in service. The test of American civilization, now and always, is the extent to which it offers its youth not a single imposed ideal, but the stuff from which ideals may be fashioned, and the opportunity for brave endeavor to weave them into the fabric of life.

The typical curriculum of the traditional elementary school has lacked a vitality and meaning for children. The pupils have accomplished their appointed tasks with as little pain and effort as possible, and have cheered the approaching vacation. School tasks have been almost exclusively unrelated to the life going on about the children in home and community. The teacher is well aware that the non-school group or club often has a much greater hold on the enthusiasm and loyalty of her children than does the school itself. The reasons seem obvious. The school might profit by the experiences of some of these non-school groups and, like them, provide leadership for the children in doing the things that the children desire to do because they feel the social need for tackling the job. If the schools could channel pupils' energies in socially useful work, the results might be startling in their success. Aside from the benefit to the community, schools might well afford to experiment with such projects for the sake of the educational motivation which would undoubtedly result.

MANY OF THE ITEMS in the school newspaper should be of general community interest. Every school paper might well devote one page or one section of each issue to articles about the community. Events in any school community are of as great concern to the school as they are to the particular group that participates.—Thomas, John S., see p. 490 of this yearbook.

TRENDS IN HOME AND SCHOOL RELATIONSHIP

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FROM THE OPENING DAY of the first common school in America, there has always existed a relationship between the school and the home. What the relationship was at any given time depended largely on the relative strength of the institutions concerned, and on the philosophy dominating the stronger of the two. When the pioneer on the Atlantic seaboard employed the commissary clerk of an English vessel to teach his children, he offered the teacher a home and set aside a room for educational activities. When the chill of winter sent the teacher and children to the long plank table at the sunny end of the warm kitchen, the woman of the home divided her attention between the school tasks of her offspring and the culinary duties of the maid at her work table. In those days, the school was more or less an extension of the home.

School as an extension of the home—When, later on, the school was housed in a building of its own, it still remained an extension of the home. To the trustees, selected by the parents, was delegated the supervision of school activities. This supervision included frequent visits to the school, reminders to the teacher and pupils alike that in all its work the school must promote the principles upon which the American home was founded. With variations, this situation was characteristic of early relationships between home and school thruout the country.

When teachers professionally prepared for their tasks insisted upon having a voice in selecting the content of the curriculum and in determining educational procedures, the home acceded, but not without a struggle. In the years following the successful attempt of the school to free itself from the complete domination of the home, the breach between the two widened. The child frequently found himself bewildered when circumstances forced him, within the span of a single day, to live in two distinct worlds, each dominated by a purpose markedly different from that of the other.

The school's effort to educate parents—In the course of time this phase of the relationship passed as had the others. The influence of Bowditch's study of the growth of children, and of subsequent studies stimulated by it, began to permeate educational psychology. Burnham's persistent plea that educators scrutinize school environment and school procedures in the light of their hygienic influence on children, found its way into the texts for teachers. With its purposes

revised in accordance with the advance of knowledge, the school found the atmosphere of isolation not at all favorable to the achievement of these newer purposes. This situation is nowhere better illustrated than in the field of health education. Here, the need for the assistance of the home began to appear early. It was clear that no amount of emphasis on the nutritional needs and habits of the school child could bring about the desired results unless the efforts of the school were paralleled in the home. While the methods used by the school may be open to question, the fact remains that the school bravely faced the task of educating the home.

Nutrition classes for underweight children, held at a time when mothers also could attend, launched a program of study with the dual purpose of educating both mother and child. Periods were set aside in the regular school program for health classes, in which the presentation of health facts was usually terminated or punctuated by such admonitions as, "When you go home, tell your mother that you want cooked cereal for breakfast because it will help you to grow." The results of such methods of seeking the cooperation of the home were inevitable. The education of parents over the heads of their children called for a brand of diplomacy as yet undeveloped in the average teacher. The exploitation of children for the purpose of telling the parent what to do, resulted all too frequently in a strained relationship between the parent and child, and in antagonism toward the school. The more courageous parents said something about "beams in the eyes of teachers having an astigmatic effect on their vision," and the wiser heads in the school began to scrutinize its environment and procedures in the light of the opportunities provided for the healthful living of children.

Need for genuine teamwork recognized—By the middle of the twentieth century, we find a rather well-crystallized public opinion that teamwork between the school and home is essential if either is to achieve its purpose. This conviction has led to efforts on the part of each institution to meet the other halfway. Each has scrutinized its own purposes and methods, and has learned to respect the other's purposes and contributions to the healthy growth of the child.

The attempts at home and school cooperation in recent years show that this attitude is genuine, and that it is helping to build cooperative relationships between the two institutions. In Guilford County, North Carolina, the program of home and school cooperation is especially significant in that it was begun on the initiative of the parents in the county. The teachers of the county had been trying to reach a better understanding of the growth and development of children, and of the elements in the school environment and school procedure that

were influencing that development. Without special effort to isolate the health factors from others, their analysis of the child's school day had revealed many situations that were definitely "health" situations. The parents, favorably impressed by the work of the school, approached the educational leaders with a request for help in a study of the child's extra-school life. The methods and content of this program are described elsewhere in this chapter.¹ It suffices here to recognize this attempt as one in which the initiative was taken by the home as a result of a respect for the school's efforts to increase the opportunities for healthful living thruout the school day.

In another recent attempt at home and school cooperation, in Ann Arbor, Michigan, the school took the initiative. The program grew out of the teachers' efforts to discover how the school might function more effectively in the lives of the children. The plans for the study included a conference with the parents. At the conference the parents were asked to express themselves regarding occurrences in school which, in their opinion, had an undesirable influence on the child. This request gave the parents an opportunity to get off their minds those problems which they had hesitated to talk over with the teachers for fear their questions might be interpreted as criticisms. The discussion which followed revealed to principals and teachers many undesirable influences in the school that could easily have been eliminated if the parent had felt free to approach the teacher.

Among the many problems discussed profitably in the conference of parents and teachers was the basis for grading the progress of children and reporting it to the home. From the discussion of this problem grew a new plan for reporting the child's progress to the home. The home report stated whether the child was growing and progressing satisfactorily, and indicated where he needed help. The mother then came to the school, and with the teacher consulted the child's growth record and his record of achievements or obstacles to achievements, after which the mother and teacher together made a plan for the guidance of the child.

A third example of effective home-school relationship is found in a private school—the Windward School of White Plains, New York. Many aspects of this relationship might well be found in a public school situation. Here, parents and teachers are making a joint attack on problems relating to the development of the individual child and of the group of which he is a part. At quarterly conferences, and at other conferences requested by either the home or the school, parent and teacher consider the growth and progress of the individual child,

¹ See the article entitled "A Cooperative Venture in Curriculum Building," by Nettie E. Brogdon.

and together plan for his guidance. Both parent and teacher contribute to the record of the child's development, to the analysis of his needs, and to the specific guidance provided in an effort to meet those needs.

At the opening of the present school year, a committee of parents and teachers undertook to formulate the educational policy of the school, to select school objectives, and to study the school environment and activities, appraising each activity in terms of the selected objectives.

These three examples of relationship between home and school reveal certain tendencies which educational leaders might well foster, namely, a growing appreciation of the need for teamwork between the home and the school if the purposes of either are to be achieved, and the recognition that the developmental needs of the individual child and of his social group furnish a sound basis for the best home and school teamwork.

Factors contributing to effective relationships—Among the permanent factors that have tended to promote a friendly relationship between the home and the school, the progress of general education must not be overlooked. The number of parents with at least a high-school education is steadily growing, and the educational horizons of many have been widened thru the use of radios and automobiles. While adult education is yet in its infancy, it has tremendous possibilities for a favorable contribution. The advances made in the preparation of teachers, including not only work toward a college degree, but specific professional training for the teaching task, have broadened the outlook of teachers and helped to change school emphasis from the textbook to the child. Other factors, which have furnished the basis for the cooperative effort of home and school, and indicated the lines along which cooperation might follow, are (1) the increasing fund of scientific information regarding the growth and development of children, and (2) the interpretation of the facts in terms of practical, everyday situations which affect the growth of children and their emotional and social development.

Conclusion—What of the future? Will the schools hold the ground already gained and continue to foster a home-and-school relationship that promises much for child development? Problems multiply, but with them come valuable challenges for teacher and parent. Reports of recent studies² suggest that the school frequently has overlooked important opportunities to interpret to the home some of the health

² American Child Health Association. *An Evaluation of School Health Procedures*. Research Monograph No. 5. New York: the Association (50 West 50th Street), 1933. 127 p. American Child Health Association. *Physical Defects, the Pathway to Correction*. New York: the Association, 1934. 171 p.

needs of the child, and that because of the lack of parental cooperation, children have struggled on with handicaps that hampered and warped their development. Again, outside the immediate control of either school or home are forces that impede the healthy growth of children. Some of these are set forth in one of the reports of the President's Committee on Social Trends.³ The environmental forces described in this report present a challenge that calls for clear thinking and close teamwork between school and home if all children are to have the opportunity for growth that the best parents want for their children. Cooperative studies of the community, such as those carried on in Springfield, Missouri, and Ann Arbor, Michigan, mark an early step towards the day when the community, under the leadership of the home and school, will seek to safeguard the right of all its children to those experiences which favor an all-round healthy development—physical, emotional, and social.

³ Sydenstricker, Edgar. *Health and Environment*. New York: McGraw-Hill Book Co., 1933. 217 p.

THE FIRST MONDAY IN MAY is our annual red-letter day. On that day we make a special effort to interest the public in some particular phase of our school program. Invitations to visit the school are sent to parents, schoolboard members, city officials, chairmen of social, civic, and business agencies, state and local superintendents and supervisors, superintendents of private and parochial schools, the presidents of our two local universities and the heads of their departments of education, and other interested friends of education. Ninety percent of those invited come to our open house, while the other 10 percent send their regrets.—Thomas, Josephine, see p. 333 of this yearbook.

A COOPERATIVE VENTURE IN CURRICULUM BUILDING

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RECENTLY THE 235 teachers in the elementary schools of Guilford County, North Carolina, were faced with a difficult situation affecting the everyday healthful living of their boys and girls. Within a short time eighty-six small rural schools had been merged into thirty consolidated schools with modern buildings. Five thousand children, or more than 50 percent of the total school enrolment in the county, were being transported daily by school buses. Many children traveled long distances, and consequently had a long, tiring day. In sharp contrast to the small rural schools, the modern buildings with cloakrooms, halls, auditorium, cafeterias, drinking fountains, and indoor toilets created many new physical, social, and emotional problems which had to be solved. The chasm between the home and the school had been widened by the changes in the school life of these children.

Under the reorganized system, teachers and parents alike realized that they were faced with the problem of building a curriculum in health education which would be vital and appropriate to local needs, and which would also insure continued growth and improvement of the child's physical, mental, social, and emotional self.

Basic principles and procedures—This health curriculum was built on certain principles which provided for the following:

1. Analysis by the home and the school of life situations so as to determine the health needs of children
2. Practise, in natural situations, of physical, mental, social, and emotional phases of healthful living
3. Knowledge or information which gives meaning to health practises
4. Development in both children and parents of increasing appreciation of, and cooperation with, the scientific and professional services of the examining physician, the dentist, the nurse, and the welfare worker
5. Opportunity thru well-directed activities for children individually to form their own standards of healthful living, social relationships, and emotional control
6. Cooperation between the home and the school.

To make this study practical and serviceable as a learning process, the teachers were guided in making an objective analysis of their specific situations. An outline consisting of positive statements or standards for evaluating the forces, factors, and natural situations which touched the lives of the children in their schools was prepared. "Factors" were interpreted to mean the physical equipment of the school and the community, and other environmental elements which

might be utilized by the school for the promotion of child growth and development. In this connection, the school lighting, ventilation, heating, toilet facilities, playgrounds, and cafeterias were analyzed.

School factors affecting pupils' health—The checklist of factors favorable to the health of pupils, together with directions for using it, were as follows:

Check with a plus sign those statements which actually apply to your school. Check only those statements which apply to your school equipment, and to the activities which you actually do, or which you know positively to be done by other members of the school faculty or by the children.

1. School has adequate lighting, as:
 - a. Children are seated so that source of light comes from the left or from left and back
 - b. No children or teachers are seated facing the direct light
 - c. Adjustable shades are available for all windows
 - d. Blackboards are of dull finish
 - e. Shades and windows are adjusted by pupils and teachers so that all desks in the room may be amply lighted at all times.
2. School has adequate ventilation, as:
 - a. Furnace heat provision
 - b. Room temperature kept at 68 degrees F.
 - c. A thermometer in every room
 - d. Thermometer hung in place where it is not influenced by sun, hot air shafts, cold air shafts, cold drafts, open windows or doors, and about four or five feet from the floor level
 - e. Beginning with the third grade, children are taught to read thermometer and to keep the thermometer charts at various times
 - f. Windows easily adjusted at top and bottom for circulation of air
 - g. Teachers are careful to observe that at all times windows are properly adjusted at top and bottom so that fresh air may be brought in and circulated freely thru the room
 - h. Glass window ventilators are placed in all windows.
3. School has adequate seating facilities, as:
 - a. Easily adjustable seats and desks
 - b. Adjustment of seats and desks made so that feet touch the floor when knees are at right angles; front of desk is directly in front of seat, special care being exercised with desks in lower grades; front of desk is one inch from front of seat in upper grades; lower part of child's back rests against back of seat, with no pressure of the front edge of the seat against the child's legs to interfere with circulation; desk or table high enough so that child may bend arm at elbow and rest hands flat on the desk without changing the height of his shoulders
 - c. Ample desk space for books and supplies for each pupil
 - d. Chairs of varying sizes and tables for primary grades
 - e. Comfortable chair and desk for teachers
 - f. Where seats are not adjustable, teachers make an effort to make child more comfortable by using blocks of wood, boxes, or other improvised substitutes for foot rests.
4. School has adequate toilet facilities, as:
 - a. Adequate toilet facilities are available and easily accessible to every child: one seat per fifteen girls; one urinal per fifteen boys; one seat per twenty-five boys. If urinals are not available, one seat per fifteen boys. Special low seats for primary department

- b. Facilities provided for children to wash their hands before lunch, after attending toilet, and other times when necessary
 - c. Liquid soap, paper towels, and toilet paper provided for the use of all children
 - d. Mirrors are hung low on the wall at a convenient height for all children
 - e. Toilet rooms are well lighted and are kept well ventilated
 - f. Teachers instruct children in use of paper towels, liquid soap, and toilet paper; adequate but not wasteful amounts used
 - g. All children are given an opportunity to wash their hands before lunch
 - h. Where older and younger children use the same toilet rooms, a schedule is arranged to provide for use by different groups at different periods
 - i. Waste baskets provided for disposal of used paper towels.
5. School has adequate janitorial service, as:
- a. Janitor on duty during school session
 - b. Cleaning regularly supervised according to the following standards:
 - (1) Floors cleaned daily with moist sweeping compound
 - (2) Furniture cleaned daily with oiled cloth
 - (3) Floors of toilet rooms flushed weekly with water (daily if needed)
 - (4) Walls of all rooms and halls cleaned at least once a year
 - (5) Chalk trays cleaned daily
 - (6) Windows, lamp bulbs, and lamp shades cleaned so that illumination is not interfered with
 - (7) No paper, wood, rubbish, or other undesirable material allowed to accumulate in vacant rooms or on the school ground
 - (8) Fire alarms and extinguishers tested twice annually and kept in repair.
6. School has adequate locker or closet space for coats, hats, overshoes, and lunch boxes, as:
- a. A hanger for each child's coat and hat, placed low enough for him to reach it comfortably
 - b. A space for overshoes where they will not be walked on or stumbled over
 - c. A special shelf for lunch boxes; all children who bring lunches from home required to keep lunch boxes in the space provided for them
 - d. Closet space well ventilated
 - e. Closet space adequately lighted
 - f. Special place for teacher's coat, hat, and overshoes, and space for her classroom teaching materials.
7. School has adequate playground space and equipment, as:
- a. School has sufficient amount of play space for games with all groups of children
 - b. School is supplied with a sufficient number of bats and balls to enable all children to participate in active play.
8. School has adequate facilities for water service, as:
- a. Drinking fountain easily accessible to all children, one fountain per seventy children
 - b. Water secured from city water supply
 - c. Water tested for purity by health authorities at least once every school year
 - d. Children taught to drink properly from the fountain. lips not touching the bubbler.
9. School makes provisions for cafeteria, as:
- a. School has well-equipped cafeteria maintained and supervised by school authorities, or
 - b. School has tables and seating space for all children in light, airy, and attractive room

- c. School has well-trained person to plan menus and purchase foods which allow a good choice
- d. No candy, cheap cakes, or soda water served at school lunchroom or cafeteria
- e. Prices of food kept as near cost as possible; money derived from cafeteria put back into same
- f. The lunch period for those who bring lunch from home is supervised
- g. Children are not allowed to go into halls with lunch in their hands.

Health situations and problems—In addition to the analysis of school conditions according to the foregoing standards, the following situations arising thruout the school day were studied to determine the specific activities and problems of the children:

1. Transportation to and from school
2. Activities before and after school
3. Entering school for the day's program
4. Beginning the school day
5. The daily schedule
6. Morning playground period
7. Getting ready for lunch
8. The lunch period
9. Afternoon recess
10. Drinking water during the day
11. Rest periods for primary children
12. Attending toilet during the day
13. Washing hands during the day
14. Auditorium activities
15. Keeping classroom clean and artistic
16. Control of communicable diseases
17. Dismissal of school
18. After-school activities for the children
19. Preparation of school work at home.

Provision was made for checking the various activities and problems occurring within each of the above situations. For example, the following were listed under "activities before and after school":

1. Safety
 - a. Entering buses; leaving buses
 - b. Awaiting to dismount until bus comes to complete stop
 - c. Effecting orderly exit from bus; older children aiding driver in assisting younger children.
2. Care of transported school materials and equipment
 - a. Responsibility of individuals for personal property
 - b. Helping driver to see that no equipment is left in bus
 - c. Entering building in natural, leisurely fashion to deposit lunch boxes, books, coats, hats, etc., in a special place provided for this purpose.
3. Leisure time before opening hour of school
 - a. Providing for out-of-door play in good weather, after boxes, books, etc., have been deposited
 - (1) Providing student leadership
 - (2) Providing assistants to care for equipment such as balls, bats, etc.
 - b. Cooperation with teacher who sponsors play program
 - c. Organizing out-of-door games

- d. Organization of activities for rainy weather before school
 - (1) Reading groups in rooms
 - (2) Handwork and arcraft groups
 - (3) Library research or reading groups
 - (4) Auditorium activities
- e. Responsibility for reflecting optimistic attitude similar to that manifested by the teacher at the beginning of each new day.
- 4. Leisure-time activities for those who have to wait twenty minutes or more for the after-school bus
 - a. Playground activities for good weather
 - b. Responsibility for distribution and return of playground equipment
 - c. Cooperation of groups, numbering twenty-five each, in providing play support and suggestions (one teacher sponsors each group of twenty-five)
 - d. Responsibility for having individual books and supplies accessible, so that delay is avoided when buses arrive
 - e. Occasional opportunities for the children to contribute to:
 - (1) Yard beautification
 - (2) Services which stimulate the idea of shareholding in school property
 - (3) Worthwhile end-of-the-day tasks, such as replenishing supplies from stock cabinet, rearranging bulletin boards, sorting articles bearing on certain subjects for study, keeping files of ephemeral picture material, etc.
- 5. Leisure-time activities for after-school hours on rainy days
 - a. Group reading in library corners
 - b. Group reading in individual classrooms
 - c. Group and individual work in arts and crafts
 - d. Group poster work for bulletin boards
 - e. Clipping articles, etc., for class use in social science
 - f. Auditorium singing, story dramatization, and folk dancing.

Cooperation of children and teachers—When the outlines of the new program had been decided upon, the children became shareholders with the teachers in planning, refining, and carrying out the various details. The comfort, harmony, and additional opportunities offered in health education as a way of living brought the children new responsibilities and enhanced group interest. The child who assumed responsibility for thermometer readings and recordings soon felt that strong and weak lungs were under his direct influence. Realizing that improper habits of cleanliness might result in transmitting disease, the children became group conscious as well as personally conscious of sanitary obligations. In their new environment these junior citizens were sharing in a major cooperative enterprise. They were endeavoring to raise the standard of healthful living in Guilford County. The boy or girl who undertook to manage himself or herself in this new environment became identified with a better social order in the school and community.

Cooperation of children and parents—While the teachers and children worked with the problems of the child's day in the school, the parents and children worked with the problems of the child's day in the home. To guide the parents in making their contribution, an

outline similar to the one used by the teachers was developed by a committee consisting of members of the county council of the parent-teacher association, the school supervisor, and a consultant in health education. This outline suggested tentative standards for the desirable conduct of the school child in the home, and served as a checklist for parents. The child's day in the home was analyzed under thirteen situations as follows:

1. Getting up in the morning
2. Preparation for breakfast
3. At the breakfast table
4. Preparation of the school lunch
5. Preparation for school
6. Starting to school
7. Arrival at home after school
8. The afternoon chores and play
9. Preparation for dinner
10. At the dinner table
11. After dinner and recreation
12. Getting ready for bed
13. In bed.

Both individual parents and parent-teacher groups, with the cooperation of the children, checked their own practises in the home by the standards set up. The results were used as a basis for selecting topics for child-study groups and programs for parent-teacher meetings.

Outcomes of the project—These analyses of the child's day in the school and in the home gradually unfolded to teachers and parents a variety of rich and interesting teaching material growing out of everyday living. Both groups realized that many of these newly discovered health problems could be solved only when the teacher, parent, and child worked together.

An interesting experiment illustrates the outcomes of thinking and effort on the part of parents, teachers, and children when done in a spirit of "togetherness" for the same end. In studying the possible sources of fatigue among children in the first grade, the teachers began to suspect that these children were not sleeping enough, and accordingly a further investigation was made. Teachers and parents, aided by the first-grade children, collected and compiled data showing the average number of hours which 584 children of various ages in the first grade were spending in sleep. The study also showed the hours at which the children were retiring and arising. On the basis of this information, the consensus of opinion was that many children were not sleeping an adequate number of hours. Consequently, to increase the amount of sleep of first-grade children became a definite objective in the program of health education, which the home, the

school, and the child resolved to attain. When parents became enlightened regarding the effects of sleep upon the human body, children were put to bed earlier and were allowed to remain there even after the farmer-parent had started about his daily work in the morning.

As parents and teachers developed a common basis for understanding the habits, attitudes, appreciations, and knowledges essential to a healthy organism, a healthy personality, and membership in a healthful home and community, the health needs of individual children were studied, and the activities of the children, insofar as possible, were guided by both parent and teacher to meet those needs. The children became conscious that they were challenged with real-life problems, which they themselves must meet and solve both individually and as a group. In fact, they became very efficient problem-solvers as they gradually developed a technic for such work. As a result, health education has become a daily program of living for most of the children in this school system.

IF THE TIME EVER COMES when laymen and educators will plan the future of our educational system in cooperative effort, we may hope that our schools will not be motivated by individualistic considerations but by considerations of the social good. When that time comes the public will participate in the educational opportunities of the community and society will share in its fruits; social efficiency will be the primary objective of education and all of our teachers will be actuated by the missionary spirit; our schools will study the possibilities of each individual child with the view to fitting him into his proper place in the social order; each individual will be prepared for participation in group life and each group will be trained in the collective performance of the functions of its community life.—Voelker, Paul F., *Journal of Educational Sociology*, March, 1935, p. 410-11.

THE COMMUNITY CHEST AND THE SCHOOLS

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IN THE AUTUMN OF 1933, the leaders of the Community Chest campaign in Lawrence, Massachusetts, proposed to the superintendent of schools that the school children be encouraged to participate actively in the campaign. The superintendent called a meeting of principals to consider and discuss the proposal. This group, mindful of the almost countless "days" and "weeks" that have been, and are being, foisted on the schools, examined and approved the proposition in the light of its value as a motivating device for the teaching of subjects already in the curriculum. If, incidentally, something could be contributed toward the success of the Chest campaign, that, of course, would be a source of additional satisfaction; but the primary value lay in utilizing the campaign as a means of helping the girls and boys to function as important cogs in our community machinery. All agreed that a civic project actuated by such splendid civic virtues as tolerance, sympathy, cooperation, and philanthropy ought to have within it elements which the schools might use in developing a high type of American citizen. So far as the Community Chest itself was concerned, the valuable outcomes would be the effective missionary work done by the children among adult members of the community, and the more sympathetic attitude toward the Community Chest and similar welfare activities that might be implanted and nurtured in that portion of the population which would soon become adults.

The teachers of the city entered into the project with much enthusiasm, and the results obtained were highly satisfactory to all concerned. While to the campaign committee the success of the drive was the primary goal, to principals and teachers the goals were numerous and clearly defined. They saw in the project an opportunity to inculcate in their children: (1) a spirit of cooperation, (2) a consciousness of "how the other half lives," (3) a feeling of tolerance, (4) an appreciation of the helpful agencies in the community, and (5) eventually, a more intelligent, more sympathetic citizenship.

Abundant literature and materials were furnished by the Community Chest committee, and teachers and pupils had access to facts and figures showing the amount and types of welfare and recreational work done by the various agencies supported by the Chest, the budget planned for the ensuing year, and the total amount of money needed to carry on the work.

Correlating the drive with classroom work—The details of the classroom work were left to the discretion and initiative of the teachers, and originality was encouraged in organizing and developing the project. A few periods were devoted to studying and digesting the information furnished concerning the welfare work of the community. It was a source of surprise and great interest to most of the children to learn that there are fourteen agencies in the city devoting all their time and energy to promoting the welfare and recreation of the people. The pupils in the upper grades realized, after considerable discussion, that living on a mere subsistence level is not enough; that an enriched life is necessary to health, morale, and character. They considered how each of the local agencies contributes to lifting the lives of many in the community above the level of mere subsistence. Committees were chosen in many classrooms to visit some of the agencies and report back to their classmates. Attention was directed to the fact that many members of the community are underprivileged or handicapped to such an extent that they must be helped if their lives are to be worth living.

The interest created by the Chest campaign penetrated practically all the subjects of the curriculum. The oral-language work gave a good opportunity for initiative and variety in developing the ideas underlying the campaign. Among the many examples of this were the following:

1. Three-minute campaign speeches urging the support of the Chest
2. Human interest stories showing cases of need
3. Reports by members of the class who belong to the Boy Scouts, Girl Scouts, Boys' Club, Y. M. C. A., etc., testifying to the value of these agencies
4. Original poems
5. Original dramatizations
6. Dramatizations of radio broadcasts concerning the Chest.

The written language assumed various forms. Stories about the Boy Scouts, Girl Scouts, and Red Cross were submitted. Letters were written urging support of the drive. Slogans were composed, some in the form of single words or phrases, some in the form of short sentences, and some in the form of acrostics.

Under the guidance of the art supervisors and the classroom teachers, some clever posters were designed. Each school thruout the city designed a cut-out poster unit which was pasted on all the windows of the school. These served very effectively as advertisements of the Community Chest drive in each school district. Individual posters were made by pupils in the upper grades, some being of the cut-out type, others having original drawings, and all illustrating original slogans. Many of these posters were taken home and placed in the windows. In some classes, posters containing acrostics with illumi-

nated lettering were painted. Art work thruout the schools showed gratifying results in connection with the Chest campaign.

The arithmetic also was well motivated by participation in the drive. Percentages and fractions were utilized in determining the parts of the total budget that were shared by the various agencies, and the part of the needed total that was contributed on each successive day of the drive. Graphs were freely used in the upper grades—circle graphs to depict the way in which the contributor's dollar was distributed among the fourteen agencies, bar graphs and linear graphs to picturize the progress of the campaign. Using available data, the pupils computed the per capita amount spent for welfare by the different agencies, and the relation of the "overhead" to the total expenditure in each case. For the time being, arithmetic was actually alive, and the zest and interest displayed were decidedly heartening.

Assembly programs—The assembly work in connection with the campaign was both interesting and valuable. In the individual classrooms, assemblies of two or three classes were held, at which were presented numbers by individual pupils and dramatizations by small groups. In some rooms the class dramatized a complete radio broadcast bearing upon such virtues as generosity, sympathy, and tolerance. In one instance, these traits were impersonated by children, who presented, thru the microphone, their claims to adoption by all girls and boys. These radio broadcasts made possible a surprising display of initiative on the part of many pupils.

School assemblies pertaining to the drive were held in all schools thruout the city. Some schools exchanged programs, one school sending its pupils to present a program at an assembly in another school, and vice versa. This feature was the occasion for a warm showing of mutual respect on the part of the pupils of the participating schools. School competition gave way, for a time, to school cooperation in a common cause.

Conclusion—Altho the Community Chest drive fell short of the desired goal, there is no doubt that some very worthwhile outcomes were derived among the children of the city. Lawrence girls and boys had grown in the knowledge of "how the other half lives," and of how a community, thru the use of teamwork, can alleviate suffering and raise the morale of its people. Finally, these children had gained an appreciation of the opportunities for service that await them within their own community.

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3. DOZIER, KATHERINE. "Support of Community Activities—Abstract." *Proceedings, 1929*. Vol. 67. Washington, D. C.: National Education Association, 1929. p. 307-09.
4. GLUECK, ELEANOR T. *The Community Use of Schools*. Baltimore: Williams and Wilkins Co., 1927. 222 p.
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7. MICHIGAN EDUCATION ASSOCIATION, DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. *Cooperative Community Leadership*. Seventh Yearbook. Lansing, Mich.: the Association, 1934. 105 p.
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9. NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF CLASSROOM TEACHERS. *The Classroom Teacher and Character Education*. Seventh Yearbook. Washington, D. C.: the Association, 1932. Chapter 10, "The Home and the Community in Character Education," p. 219-43.
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11. NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE. *Character Education*. Tenth Yearbook. Washington, D. C.: the Association, 1932. Chapter 14, "Home and School Cooperation," p. 315-32; and Chapter 15, "The Relation of the School to Other Organizations and Institutions Interested in Character Education," p. 333-44.
12. NYE, ELLEN S. "Uniting Home and School for the Welfare of Children." *Bulletin (Ninth Yearbook)* 9: 625-29; April, 1930. Washington, D. C.: Department of Elementary School Principals, National Education Association.
13. PULLIAM, ROSCOE. *Extra-Instructional Activities of the Teacher*. New York: Doubleday, Doran and Co., 1930. Chapter 10, "Cooperating with Auxiliary Educational Agencies," p. 267-97.
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15. REED, M. M. "Social Development through Community Institutions." *Childhood Education* 10: 339; April, 1934.
16. ROSECRANCE, FRANCIS C. "Character Building a Community Enterprise." *Journal of the National Education Association* 21: 51-53; February, 1932.
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RECORDS AND INFORMATION

The list of professional organizations in which elementary-school principals are interested has been divided this year into three major groups: (1) local principals associations, (2) sectional principals associations, and (3) state elementary-school principals associations. The Department wishes to list in its yearbooks every club in which elementary-school principals take an active part. Therefore, the executive secretary will appreciate receiving information concerning any such club which is not mentioned in the following pages.

The trend of membership in the national Department has again turned upward. The number of members this year (as we go to press) is 3725, including our 99 life members. The increase in membership reflects professional spirit and unity of purpose among the elementary-school principals of the nation. The Department desires to render service to every elementary principal in the United States, and thereby to foster better elementary education for children, to elevate the position of the elementary-school principal, and to improve conditions for teachers.

LOCAL PRINCIPALS ORGANIZATIONS

In the following roster the symbol (1) is used to indicate the person reported as president and (2) is used to indicate the secretary.

- AKRON, OHIO**—WOMEN PRINCIPALS' CLUB. (1) Mary E. Myers, 85 S. Adolph Ave. (2) Mrs. Jennie Adams, 87 Eber Ave.
- ALLENTOWN, PA.**—SCHOOLMEN'S CLUB. (1) Horace Beebe, Route 1. (2) Blair Dreisbach, Raub Junior High School.
- ATLANTA, GA.**—PRINCIPALS' CLUB. (1) Lula Kingsbery, 870 St. Charles Ave. (2) May Taylor, 458 N. Highland Ave. N. E.
- BALTIMORE, MD.**—PRINCIPALS' ASSOCIATION OF PUBLIC SCHOOLS. (1) Emma A. Schadt, 2502 Poplar Dr., Larchmont. (2) Mary F. Sultz, 415 E. Lafayette Ave., Baltimore.
- BATTLE CREEK, MICH.**—PRINCIPALS' CLUB. (1) Paul Rehmus, High School. (2) Doris Davis, Klaussen, Fremont School.
- BAY CITY, MICH.**—ELEMENTARY PRINCIPALS' CLUB. (1) Anna T. Reardon, 306 N. Linn St. (2) Alta M. Porter, 1607 Sixth.
- BELLINGHAM, WASH.**—ADMINISTRATIVE GROUP. (1) Bruce Hoof, 1121 Key St. (2) Carl L. Irish, 1200 E. Maplewood.
- BERKELEY, CALIF.**—PRINCIPALS' AND SUPERVISORS' CLUB. (1) Fannie McLean, 1829 Bancroft Way. (2) Charles W. Davis, 1561 Euclid Ave.
- BIRMINGHAM, ALA.**—ELEMENTARY PRINCIPALS' CLUB. (1) Ralph Martin, 8010 First Ave., N. (2) W. C. Ozier, 1645 Eighth Ave., W.
- BIRMINGHAM, ALA.**—SCHOOLMASTERS' CLUB. (1) John Martin, Woodlawn High School. (2) Sellers Stough, Phillips High School.
- BOSTON, MASS.**—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Clarence H. Jones, 16 Danville St., West Roxbury. (2) Walter C. Winston, 22 Neponset Ave., Hyde Park.
- BOSTON, MASS.**—PRINCIPALS' ASSOCIATION. (1) William T. Miller, Tyndale St., Roslindale. (2) Esther L. McNellis, 56 The Fenway, Boston.
- BRIDGEPORT, CONN.**—ELEMENTARY SCHOOL PRINCIPALS' CLUB. (1) Mary Foley, Staples School. (2) Elizabeth Roche, Garfield School.
- CAMBRIDGE, MASS.**—GRAMMAR MASTERS' CLUB. (1) John H. Graham, Russell School. (2) John F. Lynch, Webster School.
- CAMDEN, N. J.**—CITY PRINCIPALS' ASSOCIATION. (1) Charles F. Otto, Parkside School. (2) Olga M. Pyle, Lincoln School.
- CANTON, OHIO**—PRINCIPALS' CLUB. (1) Carl H. Meyer, 912 Tenth St., N. W. (2) Myrtle Sidle, 201 Newton, N. W.
- CASPER, WYO.**—ELEMENTARY PRINCIPALS' CLUB. (1) Margaret Chambers, 926 E. Second St. (2) Eleanor McLaughlin, 1062 S. Elm St.
- CEDAR RAPIDS, IOWA**—PRINCIPALS' AND SUPERVISORS' CLUB. (1) Edwin Bruns, Board of Education. (2) Mrs. Caroline Preston, 344 19th St., S. E.
- CHARLESTON, S. C.**—PRINCIPALS' CLUB. (1) John E. Rogers, Mitchell School. (2) Simon Fogarty, Crafts School.
- CHATTANOOGA, TENN.**—LOOKOUT SCHOOLMASTERS' CLUB. (1) Roy Austin, 3306 Windsor Court. (2) J. Pope Dyer, Signal Mountain.
- CHESTER, PA.**—CHESTER PRINCIPALS' ASSOCIATION. (1) Margaret C. Stetser, 1602 Upland St. (2) William K. Valentine, Douglas School.
- CHICAGO, ILL.**—PRINCIPALS' CLUB. (1) Arthur M. Nicholson, 154 N. Mason Ave. (2) Isabel D. Annan, 1440 E. 66th Pl.
- CHICAGO, ILL.**—THE ELLA FLAGG YOUNG CLUB. (1) Effie J. Wheeler, 7020 Jeffrey Ave. (2) Mary C. Gillies, 2093 Lunt Ave.
- CINCINNATI, OHIO**—ELEMENTARY PRINCIPALS' CLUB. (1) O. W. Renfrow, 850 Ludlow.
- CLEVELAND, OHIO**—PRINCIPALS' CLUB. (1) Agnes McHugh, 9218 Miles Park Ave. (2) Ella B. Money, 2904 Garden Ave.
- CLEVELAND HEIGHTS, OHIO**—PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) E. E. Morley, High School. (2) Hazel Kingsborough, Taylor School.
- CLIFTON, N. J.**—SCHOOLMASTERS' CLUB. (1) Conrad Schweitzer, 200 Lafayette Ave., Hawthorne. (2) Charles W. Robinson, 265 W. Second St., Clifton.
- COLORADO SPRINGS, COLO.**—ELEMENTARY SCHOOL PRINCIPALS' CLUB. (1) James M. Chapman, 402 N. Walnut St. (2) Rose Blank, 627 N. Nevada Ave.
- COLUMBUS, OHIO**—ELEMENTARY SCHOOL PRINCIPALS' ROUND TABLE. (1) Grace Clarke Phelps, 88 Linwood Ave. (2) H. L. McMillan, 155 Westgate Ave.
- CONCORD, N. H.**—PRINCIPALS' ASSOCIATION. (1) Ruel Tucker, 2-A Wall St. (2) Mrs. Mary Chase, 256 N. State.
- COUNCIL BLUFFS, IOWA**—ELEMENTARY PRINCIPALS' CLUB. (1) Dora Lyon, 632 Oakland Ave. (2) Minnie Hanson, 321 E. Washington Ave.
- CRANSTON, R. I.**—COUNCIL OF PRINCIPALS AND SUPERVISORS. (1) Mrs. Mabelle F. Pierce, 284 Montgomery Ave., Edgewood. (2) Norman E. White, 591 Pontiac Ave., Eden Park, Cranston.
- CUMBERLAND, MD.**—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) William G. Fatkin, Luke. (2) John F. Manley, Frostburg.
- DALLAS, TEXAS**—PRINCIPALS' CLUB. B. W. GLASGOW, 3600 Cedar Springs. (2) G. C. Rorie, 5227 Hemar.

DANVILLE, ILL.—CUBBERLEY CLUB. (1) L. M. Erickson, 911 N. Franklin St. (2) R. G. Seltzinger, 102 S. Crawford St.

DAYTON, OHIO.—PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) Maude Rupel, Torrence St. (2) M. Mabel Davidson, 1316 Grand Ave.

DEARBORN, MICH.—FORDSON SCHOOLMEN'S CLUB. (1) William Ruten, Fordson High School, (2) Mark Strobel, Lowrey School.

DENVER, COLO.—PRINCIPALS' AND DIRECTOR'S ASSOCIATION. (1) Mrs. Margaret Mendenhall Smith, 1522 Lafayette St. (2) Edith S. Malins, 2265 Forest St.

DETROIT, MICH.—WOMEN PRINCIPALS' CLUB. (1) Jennie Clow, 2924 Ferry Park Ave. (2) Helen Van Gallow, 8575 Dumbarton Rd.

DUBUQUE, IOWA.—ELEMENTARY PRINCIPALS' CLUB. (1) Gussie Hagerty, 1461 Bluff St. (2) Stella F. Sheridan, 1491 Bluff St.

DULUTH, MINN.—PRINCIPALS' CLUB. (1) Mrs. Marion Wiersch, 717 N. 19th Ave., E. (2) Phillip Nelson, 426 N. 13th Ave., E.

EAST SAINT LOUIS, ILL.—PRINCIPALS' ASSOCIATION. (1) Morton M. Benham, Jefferson School. (2) S. N. Nalbach, G. R. Clark Junior High School.

ELGIN, ILL.—PRINCIPALS' SECTION, COUNCIL OF EDUCATION. (1) Grace I. Crawford, 493 Columbia Ave. (2) Mrs. Winifred M. Tobin, 424 Walnut Ave.

ELIZABETH, N. J.—PRINCIPALS' ASSOCIATION. (1) Florence S. Masob, 260 W. Jersey St. (2) Isobel Y. Killough, Boudinot School.

ERIE, PA.—ELEMENTARY PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) Frank M. Miller, Jefferson School. (2) Minnie Willis, Emerson School.

EVANSTON, ILL.—PRINCIPALS' CLUB. (1) Henrietta M. Todd, North Shore Hotel. (2) Helen Sanford, 1940 Sherman Ave.

EVERETT, MASS.—PRINCIPALS' ASSOCIATION. (1) Edith M. Stewart, 39 Pleasant St. (2) Mabel M. Gardner, 46 Forest Ave.

EVERETT, WASH.—PRINCIPALS' CLUB. (2) W. T. Meyer, 36th and Rucker.

FALL RIVER, MASS.—ELEMENTARY PRINCIPALS' CLUB. (1) Julia V. Brennan, 90 Stanley St. (2) Isadore M. F. Hathaway, 49 Stafford Rd.

FORT WAYNE, IND.—PRINCIPALS' CLUB. (1) Robert C. Harris, James H. Smart School. (2) Cella C. Foley, Miner School.

FORT WORTH, TEXAS.—PRINCIPALS' AND VICE-PRINCIPALS' ASSOCIATION. (1) Jewell Cox, 4417 El Campo. (2) Fanchane Stovall, 1200 El Paso.

FRESNO, CALIF.—ELEMENTARY PRINCIPALS' CONFERENCE. (1) A. C. Young, 2225 Van Ness Blvd. (2) Sadie Irwin, Route 6, Box 55.

GARY, IND.—PRINCIPALS' ASSOCIATION. (1) George Russell, Miller's School. (2) Mary G. Ballantyne, Franklin School.

GLENDAL, CALIF.—PRINCIPALS' AND SUPERVISORS' CLUB. (1) Joanna Heide-man, 1017 S. Glendale Ave. (2) Ruth Williams, Hoover High School.

GRAND RAPIDS, MICH.—PRINCIPALS EXCHANGE CLUB. (1) Marguerite Knoohulzen, 322 Washington St., S. E. (2) Edna York, 1005 Madison, S. E.

HARTFORD, CONN.—PRINCIPALS' CLUB. (1) Gustave A. Feingold, Bulkeley High School. (2) Thomas J. Quirk, Burr Junior High School.

HAVERTHILL, MASS.—PRINCIPALS' CLUB. (1) Abbie C. Grover, 364 Main St. (2) Marion E. Wiles, Hotel Bartlett.

HOLYOKE, MASS.—WOMEN PRINCIPALS' CLUB. (1) Katherine A. Mahoney, 72 Essex St. (2) Mary C. McTigue, 95 Linden St.

HOUSTON, TEXAS.—PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) John H. Hood, 7117 Abilene St. (2) Reba S. Boyles, 1201 Gray Ave.

INDIANAPOLIS, IND.—COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION. (1) Virginia Cravens, Indiana Central College. (2) Laura E. Hanna, 2038 Central Ave.

JACKSON, MICH.—ELEMENTARY PRINCIPALS' CLUB. (1) Birdelle Sprague, 1028 Woodbridge. (2) Elizabeth Perrot, 417 W. Michigan Ave.

JAMESTOWN, N. Y.—SCHOOLMASTERS' CLUB. (1) Alfred Bush, Y. M. C. A. (2) Frank Murphy, Y. M. C. A.

JAMESTOWN, N. Y.—WOMEN PRINCIPALS' CLUB. (1) Stella V. Johnson, 115 Prospect St. (2) Nellie Dyer, 509 E. Seventh St.

JERSEY CITY, N. J.—MALE PRINCIPALS' ASSOCIATION. (1) Ira M. Gast, 39 Myrtle St., Rutherford. (2) Emmett J. Campbell, Public School No. 3, Jersey City.

JERSEY CITY, N. J.—WOMEN PRINCIPALS' ASSOCIATION. (1) Mrs. Flora H. Smith, 70 Morgan Pl., North Arlington. (2) Helen McMahon, 10 Duncan Ave., Jersey City.

KALAMAZOO, MICH.—ELEMENTARY PRINCIPALS' CLUB. (1) Pearl Schoolcraft, 1430 Hillcrest Ave. (2) F. B. Wiley, R. F. D. 6.

KANSAS CITY, KANS.—ELEMENTARY PRINCIPALS' CLUB. (1) Mrs. Lena Comer, 645 Ann. (2) Aura Smith, 2007 Sandusky.

KANSAS CITY, MO.—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) F. E. Engleman, Whittier School. (2) Lucille A. Sherman, Van Horn School.

KEARNY, N. J.—PRINCIPALS' ASSOCIATION. (1) William Ross, Lincoln School, Arlington. (2) May Borden, 81 Midland Ave., Arlington.

LANSING, MICH.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Grace Ackerman, 211 W. Maple St. (2) Margaret E. Schroeder, 222 Smith Ave.

LAWRENCE, MASS.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Lillian B. Haverty, 297 S. Broadway. (2) Helen F. Galney, 1 Kingston St.

LAWRENCE, MASS.—GRAMMAR MASTERS' CLUB. (1) James F. Hennessey, 24 Trinity St. (2) Jennie A. McManus, 291 S. Broadway.

- LINCOLN, NEBR.—PUBLIC SCHOOL FORUM.** (1) J. E. Loder, 6412 Ballard Ave. (2) Sue D. Worrall, 26th and O Sts.
- LITTLE ROCK, ARK.—PRINCIPALS' ROUND TABLE.** (1) T. C. Abbott, 2014 Schiller. (2) Flora Cohen, Lee Ave. and Oak.
- LONG BEACH, CALIF.—PRINCIPALS' CLUB.** (1) John L. Lounsbury, 4418 Shaw St. (2) N. Evelyn Davis, 1151 E. First St.
- LOS ANGELES, CALIF.—COUNCIL OF DIRECTORS AND SUPERVISORS.** (1) Alfred S. Lewerenz, 867 Chamber of Commerce Bldg. (2) Jennie L. Jones, 308 Sentous St., Center.
- LOS ANGELES, CALIF.—ELEMENTARY PRINCIPALS' CLUB.** (1) Ida Christine Iversen, 349 N. Wilton Pl. (2) Mrs. Myra E. Banta Nelson, 1643 E. Cataline St.
- LOS ANGELES, CALIF.—JUNIOR HIGH SCHOOL PRINCIPALS' ASSOCIATION.** (1) Arthur C. Ayers, 151 W. 30th St., Los Angeles. (2) Elizabeth Van Patten, 929 N. Las Palmas Ave., Hollywood.
- LOUISVILLE, KY.—PRINCIPALS' CLUB.** (1) Mayme Drewry, 2177 Baringer. (2) Fannie Loewenstein, The Brown Hotel.
- LOWELL, MASS.—MASTERS' CLUB.** (1) William W. Dennett, Morey Junior High School. (2) John E. Barr, 168 Sixth St.
- MALDEN, MASS.—ELEMENTARY WOMEN PRINCIPALS' CLUB.** (1) Minnie G. Thompson, 108 Highland Ave., West Melrose. (2) Signe L. Johnson, Bay St., North Easton.
- MARION, OHIO.—SCHOOLMASTERS' CLUB.** (1) Cecil W. Gabler, 263 Marion Ave. (2) Donald Lee, Edison Junior High School.
- MEMPHIS, TENN.—PRINCIPALS' ASSOCIATION.** (1) C. H. Wadley, Fairview Junior High School. (2) Priscilla Cartwright, Ford N. Taylor School.
- MERIDIAN, MISS.—PRINCIPALS' CLUB.** (1) Alice Dempster, Stevenson School. (2) Evelyn Gaston, Tuxedo School.
- MILWAUKEE, WIS.—SCHOOLMASTERS' CLUB.** (1) Ralph W. Chamberlin, Rufus King High School. (2) W. W. Theisen, School Administration Office Bldg.
- MINNEAPOLIS, MINN.—PRINCIPALS' FORUM.** (1) Maria Lynch, Willard School. (2) Beulah Wallar, Greeley School.
- MOBILE, ALA.—CITY AND COUNTY ELEMENTARY PRINCIPALS' CLUB.** (1) Mrs. M. M. Huntley, Coden. (2) Lenore Jones, 1606 Monterey Pl., Mobile.
- MOUNT VERNON, N. Y.—DISCUSSION CLUB.** (1) Julius E. Kuhnert, 35 Vernon Pkwy. (2) Martha H. Clarke, 60 W. Broad St.
- MOUNT VERNON, N. Y.—ELEMENTARY SCHOOL PRINCIPALS' CLUB.** (1) Luke C. Rhoads, Columbus School. (2) Josephine W. Leighton, Longfellow School.
- MUSKEGON, MICH.—PRINCIPALS' COUNCIL.** (1) Josie Robinson, 1985 Addison St. (2) Ruth Lewis, 312 Merrill Ave.
- NEWARK, N. J.—PRINCIPALS' ASSOCIATION.** (1) Henry Hulse, Jr., Burnet Street School. (2) Harold H. Phillips, Sussex Avenue School.
- NEWARK, N. J.—SCHOOLMEN'S CLUB** (1) Stanley H. Rolfe, Board of Education Bldg. (2) Thomas F. McHugh, Wilson Avenue School.
- NEWARK, N. J.—VICE-PRINCIPALS' ASSOCIATION.** (1) Mrs. Clara Cartwright, Garfield School. (2) Evelyn Neal, Avon Avenue School.
- NEW BEDFORD, MASS.—PRIMARY PRINCIPALS' CLUB.** (1) Alice J. Lawrence, 786 Dartmouth St., South Dartmouth. (2) Helen F. Moore, 227 Pope St., New Bedford.
- NEW HAVEN, CONN.—PRINCIPALS' CLUB.** (1) Gertrude D. Thomson, 365 Peck St., New Haven. (2) Millicent R. McDermott, Short Beach Rd., East Haven.
- NEW ORLEANS, LA.—PRINCIPALS' ASSOCIATION.** (1) F. P. Ricard, 2914 Louisiana Ave. (2) Maude Dedeaux, 3227 La Salle St.
- NEW YORK, N. Y.—PRINCIPALS' ASSOCIATION.** (1) Dorothy Bildersee, 415 E. 120th St., New York City. (2) Ella Gross, Ave. U and 86th St., Brooklyn.
- NEW YORK, N. Y.—PRINCIPALS' CLUB.** (1) Ethel F. Huggard, Junior High School No. 162, Brooklyn. (2) Sara L. Rhodes, 5105 St. Hamilton Pkwy., Brooklyn.
- NORFOLK, VA.—PRINCIPALS' ASSOCIATION.** (1) S. R. Butler, John Marshall School. (2) Charlotte Dadmun, Lafayette School.
- OAKLAND, CALIF.—PRINCIPALS' CLUB.** (1) Mrs. Della Van de Mark, Lakeview Elementary School. (2) Frank Adams, Castlemont High School.
- OAKLAND, CALIF.—SUPERVISORS' AND DIRECTORS CLUB.** (1) Doris E. McEntyre, 1025 Second Ave. (2) Henry Magnuson, 1025 Second Ave.
- OMAHA, NEBR.—ELEMENTARY SCHOOL PRINCIPALS' CLUB.** (1) Helen M. Lohsdorf, 630 Park Ave. (2) Florence Brooker, 4529 S. 19th St.
- OSHKOSH, WIS.—PRINCIPALS' CONFERENCE.** (1) Charles I. Yule, 110 Grand Ave. (2) D. H. Wright, 37 E. Irving St.
- PASADENA, CALIF.—ELEMENTARY PRINCIPALS' ASSOCIATION.** (1) Charles D. Howk, Altadena School. (2) Leah Crose, Webster School.
- PATERSON, N. J.—PRINCIPALS' ASSOCIATION.** (1) Hubert R. Cornish, School No. 4. (2) Eleanor Mombert, School No. 14.
- PENSACOLA, FLA.—ELEMENTARY PRINCIPALS' CLUB.** (1) Ocie Clubbs, 1120 E. Blount St. (2) Eva Waters, 415 N. Spring St.
- PERTH AMBOY, N. J.—ELEMENTARY PRINCIPALS' CLUB.** (1) Royal L. Fredmore, 79 Hornsby Ave., Fords. (2) Ingeborg Oksen, 67 Catalpa Ave., Perth Amboy.
- PHILADELPHIA, PA.—PRINCIPALS' CLUB.** (1) Jean B. Hagerty, Robert Morris School. (2) Reinhold W. Goll, Elverson School.

PITTSBURGH, PA.—PRINCIPALS' CLUB.
(1) Edith Williamson, Lemington School.
(2) Irene A. Thompson, Rose School.

PLAINFIELD, N. J.—PRINCIPALS' CLUB.
(1) Charles Predmore, Washington School.
(2) Walter Jacob, Jr., Emerson School.

PONTIAC, MICH.—ELEMENTARY SCHOOL PRINCIPALS' CLUB. (1) Alice Shattuck, 193 E. Iroquois Rd. (2) Florence Collins, 81½ S. Johnson Ave.

PORTLAND, ORE.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Carl S. Zook, 7200 S. E. 60th Ave. (2) Roy M. Tate, 1217 S. E. 52nd Ave.

PROVIDENCE, R. I.—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Francesca Cosgrove, 258 Doyle Ave. (2) Margaret M. Blessing, 246 Gano St.

QUINCY, ILL.—SCHOOLMASTERS' CLUB.
(1) Wesley W. Minear. (2) James A. Sullivan.

QUINCY, MASS.—SCHOOLMASTERS' CLUB.
(1) Harold Kidder, 35 Morrison Rd., Braintree. (2) Richard N. Anketell, 42 Estabrook Rd., Wollaston.

RACINE, WIS.—PRINCIPALS' SUB-COUNCIL. (1) E. J. McCarr, 1109 Monroe Ave. (2) G. L. Ritter, 2818 Taylor Ave.

RALEIGH, N. C.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mary A. Page, 620 W. Jones St. (2) Emma D. Conn, 106 W. Jones St.

RICHMOND, VA.—PRINCIPAL'S LEAGUE.
(1) Clyde Busby, 312 N. Ninth St. (2) W. Carter Bleight, 1207 Wilmington Ave.

ROCHESTER, N. Y.—COUNCIL OF ELEMENTARY SCHOOL PRINCIPALS. (1) Mrs. Dorothea K. Lortcher, 3309 Lake Ave. (2) Katherine B. Powers, 29 Tyler St.

SACRAMENTO, CALIF.—PRINCIPALS' ASSOCIATION. (1) Beth Hughson, Stanford Junior High School. (2) Minnie Roth, Jefferson School.

SAINT LOUIS, MO.—CLUB OF WOMEN PRINCIPALS. (1) Margery M. Griffin, 5557 Pershing Ave. (2) Susan S. Ryan, 5089 Washington Ave.

SAINT LOUIS, MO.—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) W. D. Shewman, 553 Atlanta Ave., Webster Groves. (2) Stanley Hill, 4038 Palm St., St. Louis.

SAINT LOUIS, MO.—SCHOOLMASTERS' CLUB. (1) Lester I. Zimmerman, Harris Teachers College. (2) George H. Hargitt, Board of Education.

SAINT PAUL, MINN.—PRINCIPALS' AND SUPERVISORS' CLUB. (1) Grace Emery, 2103 Roblyn Ave. (2) Edith L. McNaughtan, 587 Grand Ave.

SAINT PAUL, MINN.—ELEMENTARY PRINCIPALS' CLUB. (1) Winnifred A. Dimond, 578 Grand Ave. (2) Anna B. Green, 118 Western Ave., N.

SALT LAKE CITY, UTAH.—PRINCIPALS' ASSOCIATION. (1) A. J. Hagab, Irving Junior High School. (2) Frank Allen, Hamilton School.

SAN ANTONIO, TEXAS—ADMINISTRATORS' AND SUPERVISORS' ASSOCIATION. (1) Enos Gary, 330 E. Myrtle. (2) Bess Moynahan, 307 S. Pinto.

SAN ANTONIO, TEXAS—ELEMENTARY PRINCIPALS ASSOCIATION. (1) Minnie Johnston, 1524 Buena Vista St. (2) Kate Colding, 522 Fourth St.

SAN MARTIN, CALIF.—ELEMENTARY PRINCIPALS' CLUB. (1) Robert B. Kennedy, 841 Willis Ave., San Jose. (2) Roy E. Simpson, Gilroy.

SANTA MONICA, CALIF.—ADMINISTRATORS' ASSOCIATION. (1) Ethel Robinson, High School. (2) Josephine O'Leary, Garfield School.

SCRANTON, PA.—SCHOOLMEN'S CLUB.
(1) Mark L. Raymond, 405 Pittston Ave.
(2) Joseph K. Hall, 1411 Capouse Ave.

SEATTLE, WASH.—PRINCIPALS' ASSOCIATION. (1) H. E. Dickerman, Ballard High School. (2) W. C. Marshall, Laurelhurst School.

SEATTLE, WASH.—PUGET SOUND SCHOOLMASTERS' CLUB. (1) T. A. Lind, McCarver School, Tacoma. (2) Frank Farrar, 4703 11th Ave., N. E., Seattle.

SHREVEPORT, LA.—PRINCIPALS' CLUB.
(1) E. S. Moncrief, Parkview School.
(2) Mrs. Alice Edwards, Jewella School.

SIOUX CITY, IOWA—ADMINISTRATION CLUB. (1) D. A. Hayworth, East Junior High School. (2) Florence Olen, Woodrow Wilson Junior High School.

SIOUX FALLS, S. DAK.—ELEMENTARY PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) Elsie Stallman, 203 S. Prairie Ave. (2) Jean Welker, Irving School.

SOMERVILLE, MASS.—SCHOOLMEN'S CLUB. (1) Arthur E. Peterson, 73 Lowell St. (2) Joseph B. Fitzgerald, 97 Pennsylvania Ave.

SOUTH BEND, IND.—ELEMENTARY PRINCIPALS' CLUB. (1) Edythe Jeannette Brown, Mar Main Arms. (2) Mrs. May Reynard, 802 N. Lafayette Blvd.

SPOKANE, WASH.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Jo Boyington, 115 Tenth Ave. (2) Arthur Blauret, Route 6.

SPOKANE, WASH.—SCHOOLMASTERS' CLUB. (1) Ernest L. Edge, N. 2207 Morton. (2) Lawrence K. Laughon, Havermale Junior High School.

SPOKANE, WASH.—WOMEN PRINCIPALS' CLUB. (1) Ruth Mohnney, Pacific Hotel. (2) Carrie Welden, 3317 N. Audobon St.

SPRINGFIELD, MO.—ELEMENTARY SCHOOL PRINCIPALS' CLUB. (1) Mrs. H. L. Wallace, 494 E. Delmar. (2) Mrs. Cassie Moorman, 2334 N. Main.

STOCKTON, CALIF.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Harry W. Besac, Route 1, Box 304, Lodi. (2) Charles J. Parsons, Route 1, Box 816, Stockton.

SUPERIOR, WIS.—PRINCIPALS' CLUB.
(1) J. G. King, 50 Laurel Ave. (2) Ethel L. Ballou, 2338 Ogden Ave.

SYRACUSE, N. Y.—MEN PRINCIPALS' CLUB. (1) S. Clayton Sumner, Seymour School. (2) Ernest J. Baldwin, Charles Andrews School.

SYRACUSE, N. Y.—SCHOOLMASTERS' CLUB.
(1) Fred L. Pitts, 401 Buckingham Ave.
(2) George W. Fowler, 912 Lancaster Ave.

SYRACUSE, N. Y.—WOMEN PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) Olive D. Allis, 1401 Park St. (2) Jessie Potts, 157 Cambridge.

TACOMA, WASH.—ADMINISTRATIVE GROUP. (1) Elmer Thune, 5216 S. Park Ave. (2) Henry G. Weeks, 4305 N. 32nd.

TACOMA, WASH.—FORTNIGHTLY STUDY CLUB. (1) H. A. McKean, Roosevelt School. (2) T. A. Lind, McCarver Intermediate School.

TAMPA, FLA.—ELEMENTARY PRINCIPALS' COUNCIL. (1) Mrs. Elizabeth Cone, 6020 Floravista Ave. (2) Mrs. Florence Gray, 715 Louisiana Ave.

TOLEDO, OHIO.—PRINCIPALS' AND SUPERVISORS CLUB. (1) Myrtle York, Lincoln School. (2) Hazel Rex, Board of Education.

TOPEKA, KANS.—PRINCIPALS' CLUB. (1) C. R. Watson, 4507 W. 21st St. (2) Nellie N. Langford, 1161 Garfield Ave.

TRENTON, N. J.—ADMINISTRATIVE AND SUPERVISORY DEPARTMENT, TRENTON TEACHERS' ASSOCIATION. (1) J. Harry Shoemaker, 43 Oak Lane. (2) H. Myrtle Hummer, 28 Wall St.

TULSA, OKLA.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) A. O. H. Setzepfandt, 1547 S. Delaware Pl. (2) Harold Haynes, 3307 E. Easton.

UTICA, N. Y.—PRINCIPALS' AND SUPERVISORS' CLUB. (1) Clifford A. Stanton, Roosevelt School. (2) Mabel E. Harris, 1303 Howard Ave.

WASHINGTON, D. C.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Cecilia P. Dulin, 110 Maryland Ave., N. E. (2) Elizabeth Emmons, Suitland, Md.

WATERBURY, CONN.—PRINCIPALS' ASSOCIATION. (1) Lillian E. Bowes, 550 Hamilton Ave. (2) Mary C. Coyle, Roseland Ave.

WICHITA, KANS.—ELEMENTARY PRINCIPALS' CLUB. (1) O. P. Loevenguth, Kellogg School.

WILMINGTON, DEL.—PRINCIPALS' ASSOCIATION. (1) Elizabeth Schulz, 1400 W. Sixth St. (2) Nellie B. Taylor, 1644 W. Fourth St.

WORCESTER, MASS.—PRINCIPALS' CLUB. (1) George H. Boyden, Boylston. (2) Ethel M. Rankin, 18 Norton St., Worcester.

YONKERS, N. Y.—PRINCIPALS' ASSOCIATION. (1) Mabel Haven, 274 S. Broadway. (2) Esther Chamberlin, 777 Warburton Ave.

SECTIONAL PRINCIPALS ASSOCIATIONS

These include organizations in counties, districts, zones, and similar divisions of the states.

In the following roster the symbol (1) is used to indicate the person reported as president and (2) is used to indicate the secretary.

ALABAMA—MONTGOMERY COUNTY PRINCIPALS' CLUB. (1) Janie L. Rives, 5 High St., Montgomery. (2) Ruth Collins, 308 Mildred St., Montgomery.

ARIZONA—MARICOPA COUNTY ELEMENTARY SCHOOL PRINCIPALS' AND SUPERINTENDENTS' ASSOCIATION. (1) Chester Wickliffe, Balisz School, Route 10, Phoenix. (2) A. N. Lindstrom, Kyrene School, Tempe.

CALIFORNIA—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION.

BAY SECTION. (1) Oscar H. Olson, Roosevelt School, Burlingame. (2) F. B. Zimmerman, Stonehurst School, Oakland.

CENTRAL SECTION. (1) James M. Moon, Northfork. (2) Mrs. Mary L. Clawson, Madera.

CENTRAL COAST SECTION. (1) Joseph A. D'Anna, 7 Jefferson St., Watsonville. (2) M. T. Joseph, 1201 Ninth St., Monterey.

NORTHERN SECTION. (1) W. J. Burkhard, Coloma School, Sacramento. (2) Mrs. Maude Fithian, 2780 Tenth Ave., Sacramento.

SOUTHERN SECTION. (1) Harry H. Haw, Alice Birney School, San Diego. (2) Leah Cross, Daniel Webster School, Pasadena.

FRESNO COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) C. J. Appling, Route 10, Box 517, Fresno. (2) D. M. Young, Kingsbury.

IMPERIAL COUNTY PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) Guy W. Weakley, El Centro. (2) Allen W. Malins, Calexico.

KERN COUNTY ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) J. David Laird, Hawthorne School, Bakersfield. (2) C. M. Mangun, Lerdo School, Bakersfield.

KINGS COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Weir G. Smith, Stratford. (2) Mrs. Marguerite Reynolds, Route 1, Box 268, Hanford.

MARIAN COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Ella I. Buttner, Box 422, Mill Valley. (2) Belle M. Abraham, Mill Valley.

MERCED-MARIPOSA COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Beulah Averill, Winton. (2) Mrs. Isabella V. Robertson, 245 23rd St., Merced.

MONTEREY COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) R. S. Tipton, Soledad. (2) Aileen Harris, Greenfield.

ORANGE COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) C. Addison Van Loenen, Laguna Beach. (2) Harold O. Boos, Cypress.

SAN BENITO COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Della Briggs, Hollister.

SAN BERNARDINO COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Robert W. Langley, Mission School Dist., Redlands. (2) Margaret E. Oliver, Lincoln School, Cotton.

SAN LUIS OBISPO COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Hugh A. Bruce, Morro Bay. (2) Mrs. Frances Judkins, Pismo Beach.

SAN MATEO COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Andrew Spinas, McKinley School, Redwood City. (2) Dorothy Jones, Northbrae School, San Bruno.

SANTA CLARA COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Raymond J. Fisher, Los Gatos. (2) R. H. Kennedy, Willow Glen School, Willow Glen.

SANTA CLARA COUNTY SCHOOLMASTERS' CLUB. (1) William J. Allman, Roosevelt Junior High School, San Jose. (2) A. H. Horrall, 408 Almaden Ave., San Jose.

SANTA CRUZ COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) F. B. Cordrey, Paradise Park, Santa Cruz. (2) Mrs. Anna Cook, 283 Bay St., Santa Cruz.

SONOMA COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Charles Wiggins, Healdsburg. (2) Edith Peterson, Route 4, Box 55, Petaluma.

STANISLAUS COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Robert A. Hill, Box 57, Empire. (2) Clara Wasmum, 608 W. Main St., Turlock.

TULARE COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) F. J. White, Pixley. (2) Hannah Matchin, Exter.

FLORIDA—DADE COUNTY PRINCIPALS' CLUB. (1) J. T. Wilson, 1416 Drexel Ave., Miami Beach. (2) Gertrude Shaffer, 45 S. E. Second St., Miami.

PRINCIPALS' ASSOCIATION OF SOUTHERN PINELLAS COUNTY. (1) Mrs. Lula Atwood, 427 First Ave., N., St. Petersburg. (2) Mrs. Mary Lininger, 3540 Central Ave., St. Petersburg.

SCHOOLMASTERS' CLUB OF HILLSBOROUGH COUNTY. (1) Joseph Colley, Brewster Vocational School, Tampa. (2) D. W. Waters, Jefferson Junior High School, Tampa.

GEORGIA—ELEMENTARY PRINCIPALS' CLUB.

SECOND DISTRICT. (1) Mrs. L. G. Cox, Moultrie. (2) Grace King, Bainbridge.

SEVENTH DISTRICT. (1) Ada Jenkins, Rome.

KANSAS—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION.

FIRST DISTRICT. Chairman, M. J. Whitson, 713 Kenosa Court, Topeka.

SECOND DISTRICT. Chairman, Mr. Dresser, Mission School, Piper.

FOURTH DISTRICT. Chairman, Lillie Heffelfinger, Junction City.

FIFTH DISTRICT. Chairman, C. E. Strange, Willard School, Wichita.

SEVENTH DISTRICT. Chairman, Paul C. Loveless, Scott City.

MAINE—FRANKLIN COUNTY SCHOOLMASTERS' CLUB. (1) Lawrence A. Peakes, Strong. (2) Farrell C. Ingalls, New Sharon.

HANCOCK COUNTY SCHOOLMASTERS' CLUB. (1) W. D. Hall, Castine. (2) Colby N. Wood, Ellsworth.

KENNEBEC VALLEY SCHOOLMASTERS' CLUB. (1) Edwin M. Purlinton, Pittsfield. (2) Lyndall T. Smith, Skowhegan.

OXFORD COUNTY SCHOOLMASTERS' ASSOCIATION. (1) William O. Bailey, South Paris. (2) Harry C. Brown, Rumford.

PENOBSCOT VALLEY SCHOOLMASTERS' CLUB. (1) Eugene B. Gordon, Brewer. (2) John A. Snell, Hampden Academy.

SOUTHERN MAINE SCHOOLMEN'S CLUB. (1) Jesse Fuller, Supt. of Schools, Liberty. (2) Albert E. Weymouth, Belfast.

WASHINGTON COUNTY SCHOOLMEN'S CLUB. (1) Loring R. Additon, Machias. (2) Earle D. Merrill, Machias.

NEW YORK—NEW YORK STATE ASSOCIATION OF ELEMENTARY PRINCIPALS.

SOUTH EASTERN ZONE. (1) Gilbert M. Banker, 17 Terrace Ave., Hillburn. (2) George E. Webster, Public School No. 3, Rye.

SOUTHERN ZONE. Chairman, Josephine E. O'Leary, 35 Union St., Cortland. (2) Daniel B. Mills, Thomas Jefferson School, Binghamton.

WESTERN ZONE. Chairman, Henry G. Schrader, 33 Catlin St., Jamestown. (2) Mary A. Barger, 406 W. Sixth St., Jamestown.

LONG ISLAND PRINCIPALS' ASSOCIATION. (1) George Graff, Hicksville, Long Island. (2) Hannah F. Hanway, Hollis.

MID-HUDSON VALLEY SCHOOLMASTERS' ASSOCIATION. (1) George A. Schiavone, 138 Corlies Ave., Poughkeepsie. (2) William A. Rex, Jr., 73-A Garden St., Poughkeepsie.

ROCKLAND COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) William O. Schaefer, Tappan. (2) Harold McManus, Rockland Lake.

NORTH CAROLINA—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION.

NORTH CENTRAL DISTRICT. (1) Margaret John, McIver School, Sanford. (2) Mrs. R. J. Sasser, Auburn.

NORTH WESTERN DISTRICT. (1) D. P. Whitley, Cloverdale School, High Point.

SOUTH PIEDMONT DISTRICT. (1) W. J. Boger, Jr., McIver School, Kannapolis. (2) Annie Bostian, A. T. Allen School, Salisbury.

ELEMENTARY PRINCIPALS' SECTION OF THE SOUTH EASTERN DISTRICT TEACHERS' ASSOCIATION. (1) Mrs. Lucille Sanders, Central School, Fayetteville. (2) Sue Boone, Hemenway School, Wilmington.

OHIO—SPRINGFIELD AND CLARK COUNTY SCHOOLMASTERS' CLUB. (1) Willis S. Mozler, Schaefer Junior High School, Springfield. (2) Glenn Detling, Senior High School, Springfield.

OKLAHOMA—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION.

NORTHEASTERN DISTRICT. Chairman, Joe D. Hurt, Pleasant Porter School, Tulsa. (2) Martha K. Crawford, Sapulpa.

NORTHERN DISTRICT. Chairman, Esther Hinshaw, Enid. (2) Opal Blakeslee, Enid.

SOUTHEASTERN DISTRICT. Chairman, George Coffman, Ardmore. (2) Al Feighny, Atoka.

OREGON—CLACKAMAS COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Gussie Hull, Barclay School, Oregon City. (2) Mrs. Ethel Lansdowne, Battin School, Gresham.

LANE COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Geary H. Worth, Wendling. (2) Mrs. Ruth B. Walker, 1270 Lincoln St., Eugene.

WASHINGTON COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Ray J. Haas, Gaston. (2) Frances Post, Forest Grove.

PENNSYLVANIA—PRINCIPALS' ROUND TABLE OF ALLEGHENY COUNTY. (1) Gale F. Stroup, Supvg. Prin., Stowe Twp. Schools, McKees Rocks. (2) M. A. Steiner, 59 Danvers Ave., Ingram.

TIOGA COUNTY PRINCIPALS' ASSOCIATION. (1) Warren L. Miller, Mansfield. (2) L. E. Baird, Mansfield.

SOUTH CAROLINA—DEPARTMENT OF PRINCIPALS OF THE PALMETTO TEACHERS STATE ASSOCIATION. (1) W. H. Grayson, Jr., 89 Columbus St., Charleston. (2) C. C. Woodson, Cumming Street High School, Spartanburg.

LINCOLN COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Percy Martin, Hamlin. (2) Lillian Shelton, West Hamlin.

TENNESSEE—DAVIDSON COUNTY SCHOOLMASTERS' CLUB. (1) H. T. Hays, Joeltown.

TEXAS—JEFFERSON COUNTY ELEMENTARY PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) Noel Dubose, Route 1, Beaumont. (2) Mrs. Florence Meek, Robert E. Lee School, Port Arthur.

WASHINGTON—SKAGIT COUNTY ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) A. D. Cleveland, Burlington. (2) Mary Purcell, Sedro Wooley.

WHATCOM COUNTY GRADE PRINCIPALS' LEAGUE. (1) C. H. Taylor, Lynden. (2) Mrs. Jennie Weldkamp, Lynden.

WEST VIRGINIA—BOONE COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) J. W. Blas, Box 164, Madison. (2) Albert Covert, Madison.

BRANTON COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Eulan Engel, Gassaway. (2) Ernie Harris, Sutton.

CALHOUN COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Truslow S. Waldo, Grantsville. (2) Thomas Coin, Big Bend.

DODDRIDGE COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Arel E. Powell, Morgansville. (2) Ruby Curry, Route 3, Salem.

MARSHALL COUNTY EXECUTIVE ASSOCIATION. (1) Delmas Miller, Moundsville. (2) Pearl Chambers, Moundsville.

MINERAL COUNTY PRINCIPALS' ASSOCIATION. (1) Festus W. Smith, Ridgeley. (2) Thelma Donald, Keyser.

NICHOLAS COUNTY PRINCIPALS' ASSOCIATION. (1) Carl B. Hamric, Richwood. (2) Ocelus Flitzwater, Richwood.

RANDOLPH COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Henry Hamilton, Elkins. (2) Charles Godwin, Montrose.

STATE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATIONS

In the following roster the symbol (1) is used to indicate the person as president and (2) is used to indicate the secretary.

ARKANSAS—ELEMENTARY PRINCIPALS' SECTION. (1) Bessie Evans, 1005 McGowan St., Little Rock. (2) Ethel Woods, Jonesboro.

CALIFORNIA—CALIFORNIA ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Otto W. Bardarson, Box 600, Carmel. (2) Mrs. Ethel Tudbury, Washington Elementary School, Berkeley.

COLORADO—ADMINISTRATORS' AND SUPERVISORS' SECTION OF THE COLORADO EDUCATION ASSOCIATION. (1) Florence Bergin, 517 W. 12th St., Pueblo. (2) M. N. Porter, Fairmount Apts., Pueblo.

CONNECTICUT—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) George L. B. Fraser, Byram School, Greenwich. (2) Margaret Hickey, 35 Goodwill Ave., Meriden.

FLORIDA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Mrs. Elizabeth Cone, 6020 Floravista Ave., Tampa. (2) Natalie Sterling, St. Petersburg.

GEORGIA—ELEMENTARY PRINCIPALS' DIVISION, Georgia Education Association. (1) Mrs. R. B. Whitworth, 8561 Briarcliff Rd., Atlanta. (2) Fidelity Miller, Decatur.

HAWAII—HAWAII PRINCIPALS' CLUB. (1) Mrs. Vivian Bowker, Hilo. (2) Roy Lee Roberts, Hilo.

IDAHO—IDAHO STATE ELEMENTARY PRINCIPALS' ASSOCIATION. (1) C. Ben Reavis, 603 N. Sixth St., Payette. (2) Fred Amick, Fruitland.

IOWA—ELEMENTARY PRINCIPALS OF THE IOWA STATE TEACHERS' ASSOCIATION. (1) Mary Foster, Ft. Dodge. (2) Hugh H. Steele, Winterset.

KANSAS—KANSAS ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS. (1) Will Billingsley, Haven. (2) Elizabeth Sparks, Frances Willard School, Kansas City.

KENTUCKY—DEPARTMENT OF ELEMENTARY PRINCIPALS AND SUPERVISORS. (1) Mabel Drinnon, Paducah. (2) Jewell Drewry, Charles D. Jacobs School, Louisville.

LOUISIANA—ELEMENTARY DEPARTMENT, Louisiana Teachers' Association. (1) Sam Moncia, Opelousas. (2) Mrs. F. Gossett, Bastrop.

MARYLAND—ELEMENTARY PRINCIPALS' SECTION OF THE MARYLAND STATE TEACHERS' ASSOCIATION. (1) Mrs. Margaret C. Stevenson, 2733 N. Charles St., Baltimore. (2) Thomas Hackett, Bel Air.

MASSACHUSETTS—MASSACHUSETTS ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Alice L. Goodspeed, Chapin School, Dedham. (2) Mary E. Richardson, Quincey School, Dedham.

MICHIGAN—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS OF THE MICHIGAN EDUCATION ASSOCIATION. (1) Arnold C. Gregory, Raupp School, Lincoln Park. (2) Georgia Worfel, Aberdeen School, Grand Rapids.

MINNESOTA—ELEMENTARY PRINCIPALS' SECTION OF THE MINNESOTA EDUCATION ASSOCIATION. (1) Mary J. Horrigan, 627 Grand Ave., St. Paul. (2) Albert S. Murray, 1242 W. Minnehaha St., St. Paul.

MISSOURI—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS OF THE MISSOURI STATE TEACHERS' ASSOCIATION. Chairman, Mary A. Thompson, George Dewey School, St. Louis. Vice-Chairman, John Haley, Avery School, Webster Groves.

NEBRASKA—NEBRASKA DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Eva Vintner, Junior High School, Schuyler. (2) Eleanor Cech, East Ward, Schuyler.

NEW JERSEY—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS OF THE NEW JERSEY TEACHERS' ASSOCIATION. (1) Francis H. Budd, Franklin School, Newark. (2) Floyd A. Potter, Massachusetts Avenue School, Atlantic City.

NEW YORK—NEW YORK STATE ASSOCIATION OF ELEMENTARY PRINCIPALS. (1) S. Clayton Sumner, Seymour School, Syracuse. (2) Ella H. Moxie, Henry B. Endicott School, Endicott.

NORTH CAROLINA—NORTH CAROLINA ASSOCIATION OF ELEMENTARY PRINCIPALS. (1) Max R. Steelman, Hickory. (2) Moly Wilcox, Vance School, R. F. D. 5, Raleigh.

OHIO—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS OF THE OHIO EDUCATION ASSOCIATION. (1) Amy Eldridge, Bancroft School, Youngstown. (2) Bertha Bridgman, 271 Second St., Byesville.

OKLAHOMA—ELEMENTARY SCHOOL PRINCIPALS OF THE OKLAHOMA EDUCATION ASSOCIATION. Chairman, Mrs. Lotta Mosier, 317 S. W. 26th, Oklahoma City. (2) Isabel Watson, Bartlesville.

OREGON—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS, OREGON STATE TEACHERS' ASSOCIATION. (1) William Buford Schnebly, St. Helens. (2) Carl S. Zook, Joseph Lane School, Portland.

PENNSYLVANIA—ELEMENTARY SCHOOL PRINCIPALS' SECTION, PENNSYLVANIA EDUCATION ASSOCIATION. (1) J. F. Moore, Brookline School, Pittsburgh. (2) William J. Laramy, Oakmont School, Haverford Township, Del. Co.

SOUTH CAROLINA—DEPARTMENT OF PRINCIPALS OF THE SOUTH CAROLINA EDUCATION ASSOCIATION. (1) S. P. Snyder, Shandon School, Columbia. (2) E. F. Echols, Moore.

SOUTH DAKOTA—ELEMENTARY SCHOOL PRINCIPALS' AND SUPERVISORS' ROUND TABLE OF THE SOUTH DAKOTA EDUCATION ASSOCIATION. (1) Lydia Leistikow, 1005 S. Washington St., Aberdeen. (2) Dorothy Peterson, Watertown.

TEXAS—ELEMENTARY SCHOOL PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) W. L. Darnell, Palm School, Austin. (2) Frank C. Johnson, San Jacinto School, Galveston.

UTAH—PRINCIPALS' SECTION OF THE UTAH EDUCATION ASSOCIATION. (1) N. H. Webb, 2541 S. Seventh East, Salt Lake City.

VIRGINIA—ELEMENTARY PRINCIPALS DEPARTMENT, VIRGINIA EDUCATION ASSOCIATION. (1) Katherine Scott, Oak Grove School, Richmond. (2) Richard O. Bagby, 1000 Auburn Ave., Roanoke.

WEST VIRGINIA—WEST VIRGINIA STATE ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Dallas C. Bailey, 820 Hood Ave., Shinnston. (2) J. H. Reed, White Sulphur Springs.

WISCONSIN—ELEMENTARY PRINCIPALS' SECTION OF THE WISCONSIN TEACHERS ASSOCIATION. (1) Walter Karst, Roosevelt School, Wauwatosa.

LIST OF MEMBERS

THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

FOR THE YEAR 1934-35, CORRECTED TO JUNE 24, 1935

Asterisk (*) indicates the Life Members of the Department

ALABAMA

Ansley, Foster, Barrett School, Birmingham
Cox, Theron O., Box 43, Ohatchee
Hill, R. Voyt, Martin School, 1201 14th Ave., N., Birmingham
Holmes, Elizabeth, 211 Cloverdale Rd., Montgomery
Johnson, Harold B., Fairview School, Birmingham
Johnston, Robert C., 2030 Magnolia Ave., S., Birmingham
Jones, Lenore, 1606 Monterey Pl., Mobile
Kegley, T. M., Minor School, 2425 Ave. S., Ensley
Landers, E. J., Jacksonville
Lee, Farley, Teachers Training Library, Alabama Polytechnic Institute, Auburn
McLatchy, Gertrude E., Elyton School, 100 Tuscaloosa Ave., Birmingham
MacMillan, Emma, 120 Cramer Ave., Montgomery
Martin, Ralph, Kennedy School, 120 63rd St., Birmingham
Matzenger, Lena, 1058 Selma St., Mobile
Meigs, Mrs. Mary S., Woodstock Avenue School, Anniston
Murphree, Mrs. Myra B., Prattville
Norton, H. B., Robinson School, 8400 First Ave., S., Birmingham
Orr, J. C., Lakeview School, Birmingham
Ozier, W. C., Moore School, 1401 Ave. G, Ensley
Sapp, Ella F., 1511 Fourth Ave., Bessemer
*Sheffield, Mrs. Frances L., 10 N. Ann St., Mobile
Thomas, Mrs. Mary B., 720 E. Holmes St., Huntsville
Underwood, C. Price, Glen Iris School, 1315 S. 11th St., Birmingham
Vaughan, Joseph T., 5521 First Ave., S., Birmingham
Waller, J. C., Route 5, Bessemer
Wiener, Florence E., 252 S. Ann St., Mobile
*Williams, J. D., 5708 Sixth Ave., S., Birmingham

ARIZONA

Ballfinch, Loy, 2730 Norton Ave., Tucson
Carlisle, O. L., Grammar School, Somerton
Dexter, Mata E., 113 N. Pleasant St., Prescott
Keen, Julia C., 1905 Fourth St., Tucson
Kohn, Frederick A., Box 426, Casa Grande
McKinney, Willie, 314 W. Aspinwall, Winslow
Robertson, Ellen, 828 E. Fifth St., Tucson
Soule, H. M., 3999 Cleveland Rd., Phoenix
Sullivan, W. R., Public Schools, Palo Verde
Sundquist, Ada M., 715 Merritt St., Miami
Tacquard, Mrs. Anna, 2239 E. First St., Tucson
Thomas, John Q., Supt. of Schools, Flagstaff
Townsend, Salome, 520 E. Fourth St., Tucson
Wickliffe, Chester, Balsz School, Route 10, Phoenix

ARKANSAS

Abbott, T. C., Lee School, 12th and Pine Sts., Little Rock
Conte, Mrs. Lella M., Route 1, Hot Springs
Jones, Ralph B., Peabody School, Ft. Smith
Moore, Rosa E., Morrilton
Richardson, Francis, Public School, Fayetteville
Washington, Ruby, Duval School, N. 14th St., Ft. Smith
Webb, Victor L., 1514 W. 20th, Little Rock
Williams, Mollie, Belle Point School, Ft. Smith

CALIFORNIA

Abbott, Robert B., Sherman School, 3549 Jordan Rd., Oakland
Abrams, Henry, Box 155, Costa Mesa
Adams, Mrs. Ida James, Public School, Olive View
Addicott, Irwin Oliver, 3408 Balch Ave., Fresno
Alexander, Mertie, Glenfeliz Boulevard School, Los Angeles
Alexander, Roxie E., 920 Virginia St., Vallejo
Allen, Robert H., Jefferson School, Stockton
Allison, Loretta, Mintie White School, Watsonville
Anderson, Adda, Board of Education, Long Beach
Anderson, Emma C., 7830 S. Harvard Blvd., Los Angeles
Andrews, Mary A., 810 S. Ross St., Santa Ana
Angelo, Ruth V., 1020 Glendon Ave., West Los Angeles
Arnold, David Ray, Box J-1, Avalon
Aultman, Mrs. Lela W., 6161 Barrows Dr., Los Angeles
Axtelle, George E., Lockwood School, Oakland
Badger, Abner A., 510 Paseo Del Mar, San Pedro
Baillie, Mrs. Lorraine, 4316½ Los Feliz Blvd., Los Angeles
Baker, Ethel I., R. F. D. 4, Box 4630, Sacramento
Baker, H. M., Route 4, Box 460, Bakersfield
Ball, Ernest E., 2933 Iowa, Fresno
Banner, Mrs. Beatrice S., Somis School, Camarillo
Banta, Mrs. Edythe R., Chabot School, Oakland
Barber, Mrs. M. Ellen C., 1156 22nd St., San Diego
Bardarson, Otto W., Sunset School, Box 1701, Carmel
Bardenstein, Matilda A., Coronel School, 725 Wilson St., Los Angeles
Barnard, Nora Margaret, Malabar School, 3200 Malabar St., Los Angeles
Barnes, Mrs. Agnes O., 2415 Hollister Ter., Glendale
Barnes, Mrs. Jessie Baldwin, Horace Mann School, Long Beach

- Barrows, Jeannette, Hillside School, Buena Vista and Leroy, Berkeley
- Bartlett, Mrs. Louise, Bret Harte School, Seventh Ave. and Franklin Blvd., Sacramento
- Bates, Elizabeth, 365 S. Highland Ave., Los Angeles
- Beach, Rachel Ann, Farmdale School, 2911 Eastern Ave., Los Angeles
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 Potter, Zulette, 101 Beach St., Revere
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 Shea, Julia, Greeley School, Butte
 Stegner, W. E., Supt. of Schools, Plenty-
 wood
 Stevenson, Mrs. May, 1206 Sixth Ave., N.,
 Great Falls
 Thompson, Grace M., McKinley School,
 Great Falls

NEBRASKA

Austin, Mary N., Miller Park School, 28th and Ellison, Omaha
 Beal, Mamie G., 2514 B St., Omaha
 Bedell, Bess C., 630 Park Ave., Omaha
 Benthack, Emil, Supt. of Schools, Broken Bow
 Blackmore, Ida, Park School, 29th and Woolworth, Omaha
 Bracken, Angeline, Druid Hill School, 31st and Spaulding Sts., Omaha
 Bratton, Mrs. Anna M., 3200 Center St., Omaha
 Brooker, Florence, Adams School, Omaha
 Burnham, Archer L., Supt. of Schools, Scottsbluff
 Carney, Julia, Corrigan School, Omaha
 Chapman, Johannah, 5427 Lafayette Ave., Omaha
 Clark, Mrs. Mae T., 703 W. 15th St., Grand Island
 Compton, Maude, Highland School, Omaha
 Craig, Nell, 3115 Creighton Ave., Omaha
 Eldridge, Ethel G., 2221 S. 32nd Ave., Omaha
 Ellett, Virginia, 4814 Webster St., Omaha
 Fay, Gaynelle, Monroe School, Omaha
 Ferguson, Grace L., 910 W. Second, Grand Island
 Forsyth, Fannie, Windsor School, Omaha
 Foster, Mary E., West Side School, 32nd and U Sts., Omaha
 Grant, Josephine, Rome Hotel, Omaha
 Grist, Mary Ruth, 1509 S. Tenth St., Omaha
 Griffith, Grace, 5810 Rees St., Omaha
 Hamilton, Margaret, 519 N. 40th St., Omaha
 Healey, Anna T., Venetian Court, Omaha
 Holmes, Stella, Bancroft School, Omaha
 Isakson, Edith, Central Grade School, Omaha
 Longsdorf, Helen M., Beals School, Omaha
 Lynn, Ethel A., 3111 Davenport St., Omaha
 McCumber, Pearl, Clifton Hill School, 45th and Maple Sts., Omaha
 McGee, R. R., Kramer High School, Columbus
 McNamara, Mary, Benson High School, Omaha
 Mathews, Mrs. Lulu B., 602 N. 47th St., Omaha
 Matthews, Marie, Saunders School, Omaha
 Mills, Mrs. Clara S., E. Rosewater School, Omaha
 Myers, Fannie, Mason School, Omaha
 Newell, Ethel, 2555 Ellison Ave., Omaha
 Newlean, Jeannette, 914 S. 36th St., Omaha
 O'Toole, Margaret K., Lothrop School, Omaha
 Partridge, Edith A., 301 S. 33rd St., Omaha
 Pearson, Emelia, Minne Lusa School, 28th Ave. and Ida St., Omaha
 Peterson, Mrs. Alice C., 820 S. 58th St., Omaha
 Pickard, Anna B., 2922 Jackson, Omaha
 Pollock, Ruth, Colonial Hotel, Omaha
 Pyrtle, E. Ruth, Bancroft School, Lincoln
 Rasmussen, Maren, Madison School, Omaha
 Reap, Edna M., 3212 Marcy, Omaha
 Reed, Mabel L., 4229 Douglas St., Omaha
 Roys, Cassie F., 2609 Bristol St., Omaha
 Slocum, June M., 4512 S. 22nd St., Omaha
 Smith, Mrs. Elsie M., 5612 Florence Blvd., Omaha
 Smith, Maud M., 4904 Underwood Ave., Omaha
 Waterman, Mrs. Edna H., Field School, Omaha
 Weldon, Dossie D., 1703 W. Keonig, Grand Island

Wetzel, Marie C., 192 Drake Court, Omaha
 Wilson, Clara O., Teachers College, University of Nebraska, Lincoln

NEVADA

Knudson, K. O., 216 N. Sixth St., Las Vegas

NEW HAMPSHIRE

De Gross, Mary E., Haven School, Portsmouth
 Goodwin, Alice D., Public School, East Rochester
 Hicken, Blanche E., 81 Penacook, Manchester
 Janvlin, Charles F., South Junior High School, Seabrook
 Keir, Jean, 12 Front St., Rochester
 Lewis, Della I., 145 Clinton St., Concord

NEW JERSEY

Achenbach, Anne, 61 Hawthorne Ave., East Orange
 *Adams, Mrs. A. Virginia, E. Landis Ave., Vineland
 Allen, Rufus B., School No. 5, Perth Amboy
 Atkinson, Bertha I., 103 Linden Ave., Pitman
 Ayres, Malcolm B., 319 E. Dudley Ave., Westfield
 Barnes, Thomas L., 39 New St., East Orange
 Bateman, Edyth, Madison Avenue School, Atlantic City
 Bender, Leslie F., Woods End Rd., West Orange
 Bert, Reese E., 583 Belleville Ave., Belleville
 Bigelow, Merrill A., 115 Spruce St., Bloomfield
 Boney, C. De Witt, Nassau School, 330 Central Ave., East Orange
 Bosshart, John H., Supt. of Schools, South Orange
 Bourlier, Mrs. Helen T., 93 Johnson Ave., Hackensack
 Brady, William, Washington School, 175 Sanford St., East Orange
 Brandenburg, Edna A., Brayton School, Summit
 *Brearley, Mrs. Helen C., 57 Princeton Ave., Princeton
 Brinkerhoff, George I., Webster Street School, Newark
 Brown, Gladys D., Lincoln School, Dunellen
 Bryan, H. Eloise, Cinnaminson Township Schools, Riverton
 Bryson, Jennie V., 610 N. Fifth St., Camden
 Buchanan, Margaret, 53 S. Windsor Ave., Atlantic City
 Budd, Francis H., 36 Chapman Pl., Glenridge
 Burt, Margaret J., School No. 1, Glen Rock
 Bush, Fred S., Fairview School, Bloomfield
 Bustard, Joseph L., Chestnut Street School, Roselle
 Cadoo, Sarah Elizabeth, 5 Parmley Pl., Summit
 Cassel, Lloyd S., Supt. of Schools, Freehold
 Cassidy, Mabel M., 341 Union St., Jersey City
 Clark, Mrs. Marlon T., Garfield School, Long Branch
 Cline, Anne V. A., 115 Francisco Ave., Rutherford
 Cole, Alice K., 429 Grier Ave., Elizabeth
 Conners, Mary F., Mott School, Centre St., Trenton
 Cousins, Esther M., Witherspoon School, Princeton
 Cowie, George H., Jr., Hurden-Looker School, Hillside

Crane, J. Ernest, Summer Avenue School, Newark
 Cressman, Alice M., 128 Chestnut St., Rutherford
 Dengler, C. F., 831 Parry Ave., Palmyra
 Dennis, Emma, Farmingdale School, Nottingham Way, Trenton
 Dieffenbach, Charles T., Browning School, Tenafly
 Dobbins, Margaretta, Athenia School No. 6, Clifton
 Dorsey, Belle E., School No. 1, State St., Perth Amboy
 Dowling, Verna, 114 S. Broad, Penns Grove
 Dransfield, J. Edgar, 78 Shaler Ave., Cliffside
 Duffy, Elizabeth C., Woodrow Wilson School, Bayonne
 Duplak, Nellie P., Jefferson School, Lyndhurst
 Dwyer, Mary Agnes, Roosevelt School No. 10, Passaic
 Edwards, Elizabeth, Maywood School, Maywood
 Fenimore, Mary A., 215 N. Fourth St., Camden
 Fennimore, Roland, 844 River Rd., Fair Haven
 Fenstermaker, M. Grace, 414 N. Second St., Camden
 Phillips, Susan M., 97 Center St., Metuchen
 Finger, Mary H., Cadwalader School, Boudinot St., Trenton
 Fisher, Harriet M., Hamilton School, N. Third Ave., Highland Park
 Fitzsimon, Mary A., 1307 Bloomfield St., Hoboken
 Flory, Floyd C., Myrtle Avenue School, Irvington
 Floyd, James R., 717 Garden St., Plainfield
 Francis, George B., Elementary School, Point Pleasant Beach
 Freeland, Grace A., 121 Summit Ave., Summit
 Gerlack, Luella, 116 N. Second St., Millville
 Gerow, Ahne, Publicity School No. 10, Jersey City
 Gremont, Helen C., 370 South Ave., Bridgeton
 *Gronde, Franklin J., 218 Fourth Ave., Bradley Beach
 Haig, Elizabeth B., School No. 1, Poplar Ave., Maple Shade
 Haines, Jennie F., 59 Elmwood Ave., Union
 Hambricht, John B., Maple Avenue School, Newark
 Hammond, D. Stanton, 965 E. 23rd St., Paterson
 Hammell, Ethel C., Junior High School, Atlantic City
 Hand, Horace B., Public School No. 30, Seaview Ave., Jersey City
 Hargrove, William B., Charlton Street School, Newark
 Harris, Luella C., 90 Westfield Ave., Elizabeth
 Hartman, A. L., 104 Haddon Pl., Upper Montclair
 Harvey, Mrs. Loretta, Woodrow Wilson School No. 19, Edgar Rd., Elizabeth
 Hasbrouck, Martin, School No. 21, Paterson
 Hegel, Lizzie C., 66 S. Tenth St., Newark
 Heller, Lillian, South Eighth Street School, Newark
 Hermann, Catherine B., 137 Roosevelt Ave., Carteret
 Higgins, E. May, Whittier School, Dunellen
 Hinman, Stanley T., Columbus and McKinley Schools, Westfield
 Hollingshead, A. D., Ashland School, East Orange
 Horton, Ingeborg M., 426 Lippincott Ave., Riverton

Howard, L. Frances, Saybrook School, Hillside
 Howard, Margarette E., 121 Summit Ave., Summit
 Hulac, Henry S., Jr., 650 Parker St., Newark
 Jacob, Walter, Jr., Emerson School, Plainfield
 Jenkins, Albion U., 357 E. 37th St., Paterson
 Johnson, Alberta M., 8 N. Providence Ave., Atlantic City
 Johnson, Sara G., Rand School, Montclair
 Johnston, Ruth S., George Washington School, Ridgewood
 Jupp, Estelle S., Washington School, Rutherford
 Keller, Ethel M., 711 Glen Ave., Westfield
 Kelly, Ruth Bryan, West Creek School, West Creek
 Kincaid, Stella M., 88 Essex Ave., Glen Ridge
 Kimball, Doris, Linden Avenue School, Glen Ridge
 Klipp, George A., Supvg. Prin. of Schools, Tenafly
 Klein, Mrs. Anna L., Public School No. 1, Guttenberg
 Knowles, Mrs. Margaret A., Madlson-Monroe School, Elizabeth
 Koerner, Grace E., Seth Boyden School, Maplewood
 Kurtz, Elizabeth H., 120 Mulberry St., Millville
 *Kurtz, Louise, 126 Kingsland Rd., Nutley
 La Vance, Laura F., School No. 8, Delawanna
 Leahey, P. Joseph, Rushmore Ave., R. F. D. 2, Plainfield
 Lee, Ethel M., 673 Fairview St., Camden
 Lehlbach, Emma, 394 S. Belmont Ave., Newark
 Lembeck, Lillian R., Grant School, Dumont
 Lesh, William S., 20 Stephen St., South River
 Lilley, Edna J., 1215 Eldridge Ave., W. West Collingswood
 Lister, Elma, School No. 6, Hackensack
 Logan, Mary G., Nathan Hale School, New Brunswick
 Lummis, Martha B., 407 Cooper St., Camden
 *McConnell, Ralph C., Texas Avenue School, Atlantic City
 McDonough, Marguerite F., Roosevelt School, South Plainfield
 McLean, William, Mount Hebron Junior High School, Upper Montclair
 Mackay, Jean F., 722 Montrose St., Vineland
 Martin, Ralph E., School No. 34, Blvd. and Warner Ave., Jersey City
 Mason, Florence S., School No. 14, Grove St., Elizabeth
 Mathews, Elizabeth A., Garfield School, Camden
 Matteson, A. Reese, 240 E. 27th St., Paterson
 Meade, Mary P., 108 Smith St., Perth Amboy
 Merchant, Mary E., Alexander Hamilton School, Morristown
 Michael, Raymond, Junior High School No. 3, W. State St., Trenton
 Miller, Elizabeth H., Olcott Primary School, Bernardsville
 Miller, Mrs. Eva P., Spring Garden School, Nutley
 Milligan, John P., 7 Darrow St., South River
 Miner, Benjamin C., Central Avenue School, Newark
 Mombert, Eleanor, School No. 14, Paterson
 Moore, Anita, Ridge Avenue School, Neptune

- Morrison, Howard D., 720 President Ave., Trenton
 Mosby, Rosa M., 231 Washington St., Mt. Holly
 Moulton, O. J., Neptune High School, Ocean Grove
 Mulford, Mrs. Clara T., Vine Street School, Bridgeton
 Munson, Ruth W., First Street School, South Orange
 Myers, Robert S., 17 Roosevelt Ave., East Orange
 Neulen, Lester N., 360 Warwick Ave., West Englewood
 Nickum, C. Edith, 311 Montgomery St., Highland Park
 Oakes, Grace S., 337 Bellevue Ave., Ham-
 monton
 Patz, Gustav, 2033 Balmoral Ave., Union
 Petty, Letitia, Washington School, Lynd-
 hurst
 Pond, Rita C., 72 Willow Ave., Plainfield
 *Potter, Floyd A., Massachusetts Avenue
 School, Atlantic City
 *Predmore, R. L., 79 Hornsby Ave., Fords
 Pyle, Olga M., 4426 Cove Rd., Merchant-
 ville
 Rich, Frank M., 94 Preakness Ave., Pater-
 son
 Richards, Mary Gertrude, Washington
 School No. 8, North Bergen
 Riley, Mrs. Georgia M., Grammar School,
 Hightstown
 Rogers, Lydia A., James Lawrence School,
 Burlington
 Rudiboc, Marl B., 32 Williams, Metuchen
 Salley, Mrs. Alice B., 1894 Brunswick Ave.,
 Trenton
 Sanderson, Ethel H., 110 Laurel Ave.,
 Arlington
 Savage, Sue E., Lyons Farms School, Hill-
 side
 Sayre, Martha, 6703 Church Rd., Mer-
 chantville
 Schmidt, Karl G., Bragaw Avenue School,
 Newark
 Schmitz, E. Winifred, Memorial School,
 Passaic
 Scott, Dorothea A., Montvale, Bergen
 County
 Serven, Edward J., McKinley School,
 Newark
 Serven, Issac A., School No. 37, Jersey
 City
 Sexton, Wray E., 23 Hoffman St., Maple-
 wood
 Shield, Frederic K., 303 Hamilton Pl.,
 Hackensack
 Shoe, John M., Middlesex County Voca-
 tional School No. 2, Perth Amboy
 Shotwell, Fred C., Supvg. Prin. of Public
 Schools, Franklin
 Sickler, Edna F., 61 Pitman Ave., Pitman
 Simons, Mrs. Myrtle H., 67 Salem Ave.,
 Burlington
 Smith, William R., 270 Highland Ave.,
 Newark
 Southard, Mrs. Maud B., 425 Trinity Pl.,
 Elizabeth
 Stalter, Ethel, School No. 2, Montvale
 Stoll, Mrs. M. Vera, 614 Berkley St., Cam-
 den
 Stone, Mary E., 15 Clarke St., Jersey City
 *Stratton, Mason A., 272 Huron Ave.,
 Absecon
 Strohoefer, F. K., 813 Ave. C, Bayonne
 Stuart, Byron D., Grant and Franklin
 Schools, Westfield
 Stull, Anna G., Lafayette School, Highland
 Park, New Brunswick
 Summers, Mrs. Katharine W., William
 Livingston School, Elizabeth
 Taistra, Lucyann J., Public School No. 8,
 Seventh and Adams St., Hoboken
 Tantum, Emma U., 70 Grandview Ave.,
 Plainfield
- Tickstun, Ann D., Robert Gordon School,
 Roselle Park
 Travers, Charles E., 38 Eglington Ave.,
 Pennington
 *Troy, Ann A., 293 Chestnut St., Nutley
 Turner, Sara C., Miss Beard's School, 560
 Berkeley Ave., Orange
 Van Auker, William D., 102 Bamford Ave.,
 Hawthorne
 *Van Horn, F. C., 65 Sherman Ave., Mor-
 ris Plains
 Van Syckle, Blanche, Public School No. 9,
 Perth Amboy
 Ventres, Shaller W., Hamburg Turnpike,
 R. F. D. 1, Paterson
 Wade, Mrs. Edith Van G., Elmora School,
 Magie Ave., Elizabeth
 Waller, J. Flint, High School, Lyndhurst
 Wamsley, Mrs. Jessie M., Walls School,
 Pitman
 Warwick, Raymond, Bradley Park School,
 Neptune
 Weldon, O. K., Tenakill School, Closter
 Whitford, Everett T., School No. 6,
 Paterson
 Wicand, E. Margaret, 6 Merrick Villa,
 Collingswood
 Wilde, Anna A., Union Street School,
 Ridgewood
 Wiley, Alice D., 43 Prospect St., Trenton
 Winkworth, Jessie L., 220 Ninth Ave.,
 Haddon Heights
 Wittman, Anna M., 39 N. Reid St.,
 Elizabeth
 Worrall, Lillie, 621 Kings Highway,
 Swedesboro
 Wright, Norman A., South Avenue School,
 Bridgeton
 Wylie, Mary T., Oliver Street School,
 Newark
 York, Mary G., Jefferson School, Maple-
 wood

NEW MEXICO

- Kiker, Stella, 240 S. Fifth St., Raton
 McCollum, J. R., 1124 E. Silver Ave.,
 Albuquerque
 Meyers, George L., Nava Indian School,
 Newcomb
 Mills, Charles L., 613 N. Guadalupe St.,
 Carlsbad
 Schupp, Ona E., 223 N. High St., Al-
 buquerque
 Singer, Harlan, 125 University Ave.,
 Albuquerque
 Tireman, L. S., San Jose Experimental
 School, Albuquerque
 Watson, Dorothy, Elementary School,
 Hanover

NEW YORK

- Adams, Norma A., 406 Turin St., Rome
 Alexander, Carter, Teachers College, Co-
 lumbia University, New York
 Alter, Harvey E., Thomas Street School,
 Rome
 Anderson, Ellen R., 4 Cedar St., Potsdam
 Arnold, Mary L., St. John School, Ithaca
 Arnold, Raymond W., Roosevelt School,
 Kenmore
 Arnsen, Harriet, Hyde Park School, Ni-
 agara Falls
 Ayres, George R., Daniel Warren School,
 Mamaroneck
 Badanes, Saul, Hotel Granada, Ashland Pl.,
 Brooklyn
 Baker, Harold V., Daniel Webster School,
 Glenmore Dr., New Rochelle
 Banker, Gilbert M., 112 Rockland Ave.,
 Hillburn
 Banta, Katherine A., 25 Marathon Pl.,
 Port Chester
 Barber, E. Olive, 110 N. Main St., Glovers-
 ville
 Barber, Elon L., Monroe Street School,
 Little Falls

Barger, Mary A., 406 W. Sixth St., Jamestown
 Barnett, I. Irving, Public School No. 25, Manhattan, 330 E. Fifth St., New York
 Barth, Mark, 251 Stagg St., Brooklyn
 Battershall, Minnie J., 1012 Albany St., Schenectady
 Beach, Channing E., 278 Norwalk Ave., Buffalo
 Bean, Mrs. Nellie S., Elementary School, Hastings-on-Hudson
 Beaumont, Florence, 3316 85th St., Jackson Heights, New York
 Becker, Helen L., Public School No. 26, The Bronx, New York
 Benton, George W., 88 Lexington Ave., New York
 Betts, O. A., Central New York School for Deaf, Rome
 Bickie, Sylvia M., 100 Somerton Ave., Kenmore
 Bilderser, Dorothy, Pres., New York Principals' Association, Public School No. 80, Manhattan, 415 E. 120th St., New York
 Blair, Mary M., Public School No. 92, Manhattan, Broome and Ridge Sts., New York
 Bloomfield, M. Elizabeth, 40 Whitfield Ter., New Rochelle
 Boecker, Alexander, Public School No. 100, Coney Island, Brooklyn
 Borrell, Victorine E., School No. 26, 101 Milton St., Buffalo
 Bostick, E. Gibbs, Rochambeau School, White Plains
 Braine, Elizabeth M., 78 Cambridge Pl., Brooklyn
 Braker, Henriette, Public School No. 140, 343 60th St., Brooklyn
 Brett, F. Henrietta, School No. 25, 196 Morton Ave., Albany
 Brogan, Helen A., Public School No. 9, Yonkers
 Brown, Mrs. Gertrude Frey, 438 Maplewood Ave., Rochester
 Brown, Helen I., 614 Tacoma Ave., Buffalo
 Brown, Zadie, Atlantic Avenue School, Lynbrook
 Brubaker, George G., 6 Norwood Ave., Northport, Long Island
 Bruck, John P., 218 Potters Corners Rd., Buffalo
 Bugbee, Mrs. Nellie A., R. D. 2, Oneonta
 Burger, I. Victor, 75 Broad St., Staten Island
 Burns, Arthur D., School No. 4, Madison Ave., Albany
 Burns, Mrs. Lillian O., Columbus School, Rome
 Butts, Franklin A., Edward Elsworth School, Poughkeepsie
 Carl, G. Harold, School No. 82, Easton and Hazlewood, Buffalo
 Carlson, Clara H., 90-42 206th St., Queens Village, Long Island
 Carroll, William L., Public School No. 156, Sutter Ave. and Grafton St., Brooklyn
 Cassavant, Howe K., School No. 23, Whitehall Rd., Albany
 Chamberlin, Esther R., 777 Warburton Ave., Yonkers
 Chatfield, Hazen, Public School No. 102, 1827 Archer St., New York
 Clark, Giles G., School No. 20, N. Pearl and N. Second Sts., Albany
 Clark, Will Mosher, School No. 32, 342 Clinton St., Buffalo
 Clarke, Bertha E., 24 Columbia Ave., Binghamton
 Clarke, Martha H., William Penn School, 19 Howard St., Mt. Vernon
 Clemency, Anna E., Public School No. 169, Seventh Ave. and 44th St., Brooklyn
 Clifford, Mrs. Barbara M., Nathan Hale School, Mt. Vernon
 Cobb, Elmer J., School No. 60, 238 Ontario St., Buffalo
 Cochrane, Lyda S., 13 S. Main St., Batavia

Coffin, Rebecca J., 509 W. 121st St., New York
 Cohen, Irving L., Public School, Queens Village, New York
 Coleman, Georgia Avis, Colonial School, Pelham
 Concepta, Sister Mary, St. Martin of Tours Convent, 695 E. 182nd St., New York
 Conley, Lillian M., Public School No. 131, Queens, Jamaica
 Conroy, John F., 690 E. 183rd St., New York
 Conroy, Marie R., 75 Mountainside Rd., Stapleton, Staten Island
 Constable, Ellen A., Public School No. 109, 92nd Ave. and 213th St., Queens Village, New York
 Cook, Mrs. Elsie M., 7414 Sixth Ave., Brooklyn
 *Cooper, George W., 1305 Lyell Ave., Rochester
 Corbin, Mrs. Jessie E., Forbes Ave., Rensselaer
 Cordes, Mrs. Edith B., School No. 5, Mt. Vernon
 Corey, Clara A., School No. 35, 156 Field St., Rochester
 Cort, Ambrose, 241 McDougal St., Brooklyn
 Costello, Helen A., School No. 3, Troy
 Coulson, Austin R., Board of Education, City Hall, Albany
 Craig, Christine, 14 Elm St., Whitesboro
 Crawshaw, Ruth G., Wilson School, Rockville Centre
 Crooker, Frederick F., Public School No. 128, Brooklyn
 Dalton, Kathryn H., School No. 13, Troy
 Dangler, Bertha, Public School No. 118, 5902 Fourth Ave., Brooklyn
 Dano, Anna M., 200 William St., Watertown
 Darmstadter, Charlotte, Public School No. 22, 90 Huntington Ave., Buffalo
 Davidson, Flora T., 1585 New York Ave., Brooklyn
 Davis, Grace L., Lincoln School, E. Lincoln and Archer Aves., Mt. Vernon
 De La Fleur, F. J., Union Free School, Clear Stream Ave., Valley Stream
 Delaney, Mary J., 266 Lincoln Rd., Brooklyn
 Demmon, Ruby G., 21 Mechanic St., Ballston Spa
 Densmore, David W., Kodak Park School No. 41, Rochester
 Deveson, Addie E., Public School No. 8, Great Kills, Staten Island
 Devine, Mary J., 19 Clinton St., Norwiche
 De Vinney, Mabel A., Brighton School, 2200 S. Salina St., Syracuse
 Dilly, S. G., 600 W. Gray St., Elmira
 Donnelly, Ella Marie, Hutchinson School, North Pelham
 Donahue, John J., 4550 Carpenter Ave., New York
 Donovan, Esther, Cathedral Avenue School, Garden City
 Duffy, Fred H., Washington Elementary School and Sheridan Annex, Delaware Ave. at Knowlton, Kenmore
 Dukeshire, Stanley C., Rockledge Manor, Yonkers
 Dunn, Rachel, 41 S. Pine Ave., Albany
 Dyer, Nellie C., 509 E. Seventh St., Jamestown
 Eaton, Anne T., Lincoln School, Teachers College, 425 W. 123rd St., New York
 Ebeling, Elsa, Public School No. 208, Ave. D and E. 49th St., Brooklyn
 Ebert, Jessie D., 108 Union St., Schenectady
 Eckhardt, Florence, 45 Lake St., Hamburg
 Ehrenfeld, Abraham, 251 W. 92nd St., New York
 Emmons, Anna, 561 New Scotland Ave., Albany

- Erdwurm, Lucy, 203 Rivington St., New York
 Ernst, Christine C., 366 Quail St., Albany
 Evers, Catherine V., 626 Sterling Pl., Brooklyn
 Farrell, James E., School No. 31, 212 Stanton St., Buffalo
 Felicitas, Sister M., St. Ephrem School, 74th St. and Ft. Hamilton, Brooklyn
 Finkelstein, Mary E., Public School No. 42, 71 Hester St., New York
 Fitzell, Ruth T., Public School No. 5, Queens, Long Island City
 Flanders, Jesse K., State Normal School, Oswego
 Fletcher, Mrs. Eudora, Homewood School No. 180, 56th St. and 16th Ave., Brooklyn
 Flynn, Margaret E., Fifth Street School, Niagara Falls
 Forsell, Alva E., 119 College Ave., West-leigh, Staten Island
 Fox, Henry W., Public School No. 74, 189th St. and Crotona Ave., New York
 Frail, Jennie A., Theodore Roosevelt School, Johnson City
 Friedman, Henry, Public School No. 80, Blissville, Long Island City
 Gallup, Jackson, School No. 17, 223 Orange St., Rochester
 Genske, Emma, No. 4, School, 752 Central Ave., Dunkirk
 Gewirtz, Max, Public School No. 230, Albemarle Rd. and Gravesend Ave., Brooklyn
 Goldin, Myron R., Public School No. 187, 65th St. and 12th Ave., Brooklyn
 Gorham, Mary E., 308 N. Brandywine Ave., Schenectady
 Gould, Clifford M., 25 Shepard Ave., Kenmore
 Graham, Minnie S., De Witt Clinton School, Mt. Vernon
 *Greenberg, Joseph, 449 Second St., Brooklyn
 Greenburg, Benjamin B., 30 Fifth Ave., New York
 Gross, Ella, Public School No. 248, Ave. U and W, 13th St., New York
 Haggerty, Marie, 430 Barry Ave., Mamaroneck
 Hall, Ava M., Center Street School, Oneonta
 Halligan, Thomas C., Public School No. 164, Manhattan, 401 W. 164th St., New York
 Handley, Mrs. Myrtle C., 21 Trumbull Pkwy., Batavia
 Harris, Daisy M., 1826 Valley Dr., Syracuse
 Harris, Mabel E., 1303 Howard Ave., Utica
 Hart, Elizabeth A., 568 Myrtle Ave., Albany
 Hartill, Rufus M., Public School No. 87, Queens, New York
 Haven, Mabel, 272 S. Broadway, Yonkers
 Hayden, Mrs. Rena C., John Lewis Childs School, Floral Park
 Healer, Gertrude M., Public School No. 26, The Bronx, 101 W. Burnside Ave., New York
 Hemstreet, A. Earle, School No. 54, Main St., at LeRoy, Buffalo
 Hickok, Mary K., 39 Montgomery St., Ilion
 Higgins, Gordon H., School No. 70, Buffum St., Buffalo
 Hill, Mark R., S. B. Howe School, Baker Ave., Schenectady
 Hinderland, Laura J., 14 Beach Rd., Great Neck, Long Island
 Hirschbeck, Loretta M., 365 Putnam Ave., Port Chester
 Hirsdanský, Simon, Public School No. 4, 1701 Fulton Ave., New York
 Hogan, A. Elizabeth, 22 Judson St., Albany
 Hogg, Elizabeth, 40 Floral Ave., Binghamton
 Holmes, William H., Supt. of Schools, Mt. Vernon
 Hopkins, Amella M., 1169 Chrisler Ave., Schenectady
 Horn, Mary A., Public School No. 42, Arverne
 Horstman, Edna C., Lincoln School, Scotia
 Hsieh, James F., Teachers College, Columbia University, New York
 Hoskins, Marlon E., 17 Hamilton Ave., Auburn
 Houghton, Le Grand B., 189 Bryant St., North Tonawanda
 Howell, Mrs. Minnie M., Public School, Skaneateles
 Huddle, Otto E., High School, Briarcliff Manor
 Huggard, Ethel F., Junior High School No. 162, Brooklyn
 Huggin, Ellen, 509 Central Ave., Dunkirk
 Hughes, Alice, 250 New Castle Rd., Rochester
 Hughes, Mary C., School No. 17, 43 Second Ave., Albany
 Hughes, Rose L., 118 N. Lake Ave., Albany
 Hughes, Arthur, Public School No. 151, Queens, Woodside, Long Island
 Hyde, Margaret E., 33 Central Ave., Staten Island
 *January, E. L., Box 325, Elmsford
 Jenkins, Harriet L., Public School No. 154, Hillcrest, Flushing
 Jenks, Elsie L., West End School, Lynbrook
 Johnson, Stella V., 115 Prospect St., Jamestown
 Johnston, Anna C., Public School No. 59, 182nd and Bathgate Ave., New York
 Johnston, Sara W., Maple Avenue School, Niagara Falls
 Joyce, Charles W., 223 Deerfield Dr., Rochester
 Kaplan, Michael, Public School No. 44, 420 Madison St., Brooklyn
 Kennedy, Agnes R., Public School No. 148, Jackson Heights, Long Island
 Kenyon, Lillian B., Montgomery Street School, Johnstown
 Kidney, Glenn H., Park School, Ossining
 King, Mrs. Mary T., 48 W. Second St., Mt. Vernon
 Kingsley, Emma E., 660 N. Main St., Elmira
 Kinsman, Daniel F., Milton Avenue School, Amsterdam
 Kline, Ira M., R. F. D. 1, White Plains
 Kornfeld, Louis, Public School No. 30, 165 Conover St., Brooklyn
 Krause, Arthur K., Public School No. 132, Manhattan, New York
 Lanigan, Charles T., De Witt Clinton School, Rome
 Lansing, Hugh H., School No. 1, Troy
 Larry, Eva M., Public School No. 78, Manhattan, 362 Pleasant Ave., New York
 Lawlor, Caroline E., 4217 167th St., Flushing
 Lawlor, Mary, Salem Hyde School, Syracuse
 Lawrence, Mrs. Sara W., 22 Notre Dame St., Hudson Falls
 Layman, Arthur E., 39 Tillinghast Ave., Menands
 Le Baron, Walter A., 1032 Delamont Ave., Schenectady
 Leidt, Edna J., 929 Peace St., Pelham Manor
 Lester, Florence G., School No. 79, Lawn Ave., Buffalo
 Lewis, Carl E., 13 Eastman Ter., Poughkeepsie
 Lewis, Howard H., School No. 1, Hillside Ave., Rochester

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 Lindsay, Marguerite F., 180 Washington Ave., Albany
 Lindsay, Mary A., 180 Washington Ave., Albany
 Lisle, Herbert, School No. 12, Troy
 Lodato, August, Public School No. 167, 1025 Eastern Pkwy., Brooklyn
 Lodge, Emma L., 126 Donaldson Rd., Buffalo
 Lortcher, Mrs. Dorothea K., 3309 Lake Ave., Rochester
 Lotz, Christine L., Lincoln Park School No. 44, Rochester
 Lyon, Julia E., Stephenson School, New Rochelle
 McCormick, Alice V., 1349 Lexington Ave., New York
 McKenna, Lauretta C., 135 Shonnard Ter., Yonkers
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