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PROCEEDINGS OF
THE FOURTH ANNUAL MEETING OF
THE NATIONAL COUNCIL OF PRIMARY
EDUCATION, CHICAGO, ILLINOIS
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PROCEEDINGS OF THE FOURTH ANNUAL MEETING OF
THE NATIONAL COUNCIL OF PRIMARY EDUCATION.

Chairman: Ella Victoria Dobbs, University of Missouri, Columbia, Mo.

Advisory Committee:

Ada Van Stone Harris, supervisor primary education, Pittsburgh, Pa.

Marton S. Hanckel, supervisor kindergarten and primary grades, Richmond, Va.

Annie E. Moore, Teachers College, Columbia University, New York, N. Y.

The National Council of Primary Education held its fourth annual meeting in the red room of Hotel La Salle, Chicago, 9.30 a. m., Tuesday, February 25, 1919, with the chairman presiding:

The CHAIRMAN. The Primary Council is very happy indeed to welcome this audience this morning. This is our fourth birthday, and we are glad to have so many people come to help us celebrate. To those of you who are not yet well acquainted with the Primary Council, perhaps a word as to the things we are trying to do will be of interest. In our constitution the purpose is stated as threefold: First, a greater use of activities in the primary school; second, greater freedom of method for the teacher; and third, a closer correlation, in fact a unification, of the work now done in the kindergarten and primary schools. We feel that the work of early education is one work, and that there should be no break, either in the form or the atmosphere, and that the children should feel no difference in the transition. There should not be the possibility of going out of the warm, cheery, happy period of a kindergarten into a cold, frozen atmosphere in a primary school that greets the child with stiff rows of hard wood and iron seats and says to him, "Sit still, fold your hands, forget that you are anything but a part of that desk, and do what you are told."

In this period of transition through which we are passing, beset by all the various forms of unrest that are calling for such serious thought, it behooves us to look back to the real source, to seek causes, and I am inclined to think we do not go far enough back in looking for causes. We have said—we have not said it quite so frequently in the past few years, and yet the mass of our people still say—"Oh, anybody can teach a primary school. Anybody! Yes, anybody at any price can teach a primary school. It may take brains and training to teach higher up, but anybody can teach little children to read. That is easy, and that is all they need to

do." But as the twig is bent, so the tree is inclined, and I am inclined to think that the bending of the mental attitude comes very early in life. It behooves us to pay most particular attention to the atmosphere of the school, to come down to the world of the little children and find out how they live and how we are teaching them and what they are really getting out of the school. We flatter ourselves sometimes that we have accomplished great things because we are getting tangible results, but the method by which we get those tangible results is most important. We need to know what is actually going on in the school, what the children are thinking about, how they are responding. This morning we shall discuss those questions in a very practical way.

Before we take up the work of the morning there is one report which I am sorry to make: Last year the first speaker on our program was Miss Jennie R. Faddis, who has since then, in November last, passed on to the other side. The work that she did for little children was conspicuous, and I think it only fitting that we should pause for a few minutes and pay tribute to her memory. Mrs. Bradford, of Kenosha, will speak for her.

JENNIE REBECCA FADDIS.

Mrs. BRADFORD. On the 23d of November, 1918, in Minneapolis, occurred the death of one of our leaders in the field of kindergarten and primary education, Miss Jennie Rebecca Faddis, assistant superintendent of schools of St. Paul, Minn.

Her last contribution to the program of this council was made at Atlantic City a year ago.

The real significance of her loss can only be appreciated by those who knew of Miss Faddis's work and worth and who sympathized with her views on child training. It is they who will realize how great a loss the teaching profession has suffered through her untimely death and how great is the loss to childhood of this wise, fearless, consecrated champion of their cause.

A brief account of her work will appear in the Kindergarten and First Grade Magazine for March.

These characteristics marked her service wherever the field was: Her love of little children, not effusive or sentimental but genuine and wise, and demonstrated by her unobtrusive, untiring self-sacrifice for their welfare; her anxiety to make the lives of teachers richer, to help them to be more, that they might do more; her great love of nature and her unique methods of getting others interested in it, and her indefatigable efforts to that end.

One who spoke at her funeral said of her work in Butte, Mont.:

As many people know, Butte is a mining town where the entire face of the country is black and seared with the fumes of the copper smelters; where few

of the ordinary beauties of nature as we know them are to be found. Into this atmosphere came Miss Faddis in the fall of 1914.

Soon her love of nature, second only to her ineffable love of children, made itself felt. She would gather around her little bands of children and go out into the hills where she would explain to them the beauties, meager though they were, that were to be found among the grasses and vegetation. She taught them to value flowers and how to plant and care for them.

Now, if you will go into Butte and inquire regarding Miss Faddis, they will take you to some poor miner's cottage, and point out to you a bed of pansies or nasturtiums.

The bleakness is gone from many homes of the poor of Butte; little children are happier, the world is a better place.

Other similar tributes from associates in other places testify to the same strong, beautiful, beneficent influence. My acquaintance with Miss Faddis extended through a period of 24 years, in 12 of which we were intimately associated as fellow workers in a Wisconsin State normal school.

It will not be difficult for those who appreciate such a character as Miss Faddis's, and who likewise possess a knowledge of conditions as they too frequently are in the administrative departments of our schools, to understand how it would affect this sincere, honest soul to find political expediency or self-interest put above the supreme rights of children; to understand how the shortsighted withholding of support and sympathy for needed educational measures would harass her; to understand how it might be possible for her superiors in office to fail in appreciation of her exceptional value as a leader and teacher.

"Worn out," was the simple diagnosis given by her last physician. Worn out in the cause of humanity! but it should not have been so soon. Society needs just such heroic souls as hers to carry on the fight, and to help hasten the coming of the better day.

The CHAIRMAN. Last year, at our meeting in Atlantic City, we discussed the "Between Recitation Period," the activities of the time between the periods when the teacher is definitely directing the work of the class. We talked last year about how that period should be occupied. As an outgrowth of the discussion there came a call for a definite statement as to the furnishings of the primary school. What sort of furnishings should it have, what sort of equipment should it have in order to provide right environment in the schoolroom that we might stimulate the children in the right direction? A committee was appointed to discover what is the best practice and what the leaders in progressive movements consider adequate furnishings for a good primary room. Miss Grace Day, of Teachers College, will report for that committee in the absence of her sister, who is its chairman, but is ill to-day.

TENTATIVE REPORT OF THE COMMITTEE ON APPROPRIATE FURNISHINGS FOR THE PRIMARY SCHOOL AND DESIRABLE NUMBER OF PUPILS PER TEACHER.

Presented by Miss Grace A. Day, in the Absence of Her Sister, Miss Abbie Louise Day, Chairman of the Committee.

Although your committee has made but a mere beginning, a summary of the work at this stage proves most interesting. The following letter and questionnaire were sent to 105 educators throughout the United States. Seventy-four replies were received in time to be tabulated in our report. Ten more have reached us since this tabulation. Such a response is most gratifying, for it sounds as if the leading educators of the country are very much interested in assisting in this study.

[LETTER.]

DEAR _____

Please give us the benefit of your candid opinion in regard to these two matters which we consider of such vital importance to all primary teachers and pupils.

Perhaps you can collect and voice the convictions of the best kindergarten and primary teachers with whom you are in contact and thus add weight to their expression by sending them in under your signature, including theirs as well, if you like.

I should like to have all data at hand by February 14, as we must summarize them for the meeting in Chicago, February 24; so kindly fill out and return the accompanying sheet at once.

Help the good work along.

QUESTIONNAIRE.

The National Council of Primary Education has appointed our committee to ascertain from leading educators and supervisors throughout the country an expression of opinion concerning—

- (1) The number of pupils that the primary teacher can teach successfully.
- (2) A statement as to the proper equipment and furnishings for a primary room.

Will you kindly give us, on the appended slip, your immediate reply concerning these two items?

At the annual meeting of the National Council of Primary Education, held at Atlantic City in February, 1918, it was the consensus of opinion of those present that we need to make very radical changes in the furnishing and equipment of schoolrooms if we are to have truly socialized and motivated work. Also, the council was unanimous in asserting that the primary teacher, more than any other, should have only a limited number of children put under her charge if she is to lay a proper foundation for their education and is to promote a greater number of well-prepared children. In the first grade, where the child has not yet learned to study independently nor to use books and where frequently he does not know the English language, real instruction can not be given to 40 or 50 children, and attention to individual needs and to all-round development is impossible.

SCHOOL FURNISHINGS—PUPILS PER TEACHER.

We must cooperate if we are to bring about better conditions and better work. You can help. Please jot down your ideas concerning these two matters at once and return the accompanying slip, signed, to Miss-----
Very truly, yours,

ARRIE LOUISE DAY,
Assistant Superintendent, Passaic, N. J. Chairman.
GAIL CALMERTON,
Primary Supervisor, Fort Wayne, Ind.
MABEL C. BRAGG,
Assistant Superintendent, Newton, Mass.

The following is merely suggestive, not final:

I believe, to obtain the best results—

(1) Classes should contain the following number of pupils per teacher:

	Replies, 71.			K
	Minimum.	Maximum.	Median.	
1. Kindergarten, to children	8-10	30-40 ¹	25-30 ²	K
2. First grade, to children	10-15	30-60 ¹	30-50	1.
3. Second grade, to children	12-45	30-60 ¹	35-35	2.
4. Third grade, to children	15-20	30-60 ¹	45-55	3.

(2) Primary classrooms should be furnished with at least the following equipment within the room (this list is merely to stimulate your ideas. Check those you approve of. Write your additional suggestions and comments on the back of this sheet):

	Replies received.	Number voting yes.
1. Cupboard shelf space (below 4 feet), 24 by 18 by 9 inches for each child in the class	71	59
2. Additional shelf space for general materials, 30 feet by 18 inches	74	59
3. Work tables or drop-leaf work shelves	74	61
4. Two sand trays (24 by 36 by 6 inches each) on one rolling base	74	57
5. Movable furniture—		
(a) Chairs and tables	74	48
(b) Movable desks	74	62
6. Toilet, lavatory, soap, and towels	74	63
7. At least 93 square feet of swinging display boards	74	48
8. Library bookshelves and a good collection of story and picture books	74	69
9. Materials and tools to work with—building blocks, rubber type, etc.	74	63
10. Free floor space at one side of room for constructed projects.		
11. Zinc trays for window sills or window boxes for plants and bulbs.		
12. Good framed pictures for the walls.		
13. Victrola or similar musical instrument.		
14. Filing drawers for teacher's use—for samples of work, reports, etc.		

(Signature)

Comments and suggestions written on the back of the questionnaires indicate that many persons thought that their mere signature of it indicated approval of the entire list. Only those items actually checked were counted by the committee.

The interesting thing concerning item 5, movable furniture, is that every one of the 74 voted for one or the other, 36 persons approving both, thus showing how poorly fixed desks meet the needs of modern education.

Where item 6 was not checked, the remarks on the reverse side of the sheet indicate that the general equipment of the buildings in that particular town seemed adequate.

Some people did not understand what was meant by the swinging display boards. It is the sort of thing we see in museums, where the

¹ Only one person recommended this excessive number.
² For two teachers.
³ Both 36.

leaves, as it were, are swung on a central rod and can be turned like a great book. It takes up but little space in the room, yet anything can be displayed upon it. The teacher can open this big book, fasten up large sheets of paper and have any kind of reading lesson, language lesson, illustrative nature-study lesson, or she can mount the children's work to be viewed, compared, and discussed by the class. Had everyone understood exactly what this valuable piece of furniture is, undoubtedly the vote would have been very much larger.

Many suggested closed instead of open book shelves mentioned on the first draft of the questionnaire, thus lowering the number of approvals counted for item 8 in our report.

Most interesting comments came in on these questionnaires, some of which are as follows:

I would certainly like a duplicate copy to show my superintendent. He can not be made to understand that primary grades need any equipment other than double desks and a bad blackboard.—Primary Supervisor.

When there is a place to put unfinished work and personal possessions, children develop ability to stick to purposes from day to day until completed.—Patty S. Hill, professor of kindergarten education, Teachers College, Columbia University.

I think that in general the first grade is very much overcrowded. I should suppose that about 30 would be as many as the teacher could well handle. I believe very distinctly in movable furniture for the lower grades. I believe there should be all of the equipment you have mentioned and as much more as can be provided. I hope you will be successful in getting better equipment and especially better trained teachers for these lower grades.—Chas. H. Judd, director of school education, University of Chicago.

I have been a primary teacher and supervisor, and know how much all these reforms are needed.—Nina C. Vandewalker, principal kindergarten department, Milwaukee State Normal.

Pupils per teacher: Kindergarten, 8 to 10; second grade, 12 to 15; first grade, 12 to 15; third grade, 15 to 20.

Room equipment. These are so obvious that I can not see why anyone should question their need.—L. D. Coffman, dean of college of education, University of Minnesota.

Yes, to all.—Frank M. McMurry, Teachers College, Columbia University.

Seventy-three graduate students in my class in Teachers College whose major interest is elementary education voted as follows:

Pupils per teacher:	ideal.	Limit for good work.
Kindergarten	10	15
First grade	15	25
Second grade	20	30
Third grade	20	30

—F. G. Bonser, Teachers College, Columbia University.

It is entirely feasible to keep the average number of pupils per room in all grades in the elementary schools down to 32. It is done in certain cities now.—T. W. Balliet, dean of school of education, University of New York.

Some items mentioned in the equipment line I had not thought of, but know immediately that they would add greatly to the serviceableness of the room to the teachers and pupils. I have just shown the list to our supervisor of buildings and already have some ideas as to what could be done with some of our old situations.—Mary D. Bradford, superintendent of schools, Kenosha, Wis.

Certainly all of these.—Frederick S. Bolton, professor of education, University of Washington.

These items seem to be almost minimum essentials if the desirable features of kindergarten education are to be adapted for primary classes.—W. W. Kemp, professor of education, University of California.

In Oakland we are all deeply interested in the problems you are presenting.

A committee of teachers is considering the question of plans for rooms and standard equipment for first grades; so your communication was very welcome. We shall look forward eagerly to the report of your investigations.

Wishing you all success in this important work, and assuring you of our willingness to help should occasion arise, I am, cordially yours, Ida Vandergaw, supervisor primary work.

The suggestions you make are very good. I should like to see all first grades so equipped and filled with teachers who know how to make the most of the equipment. Maybe we shall live to see the day. Let us hope.—Charles W. Waddle, superintendent of training, State Normal, Los Angeles, Calif.

Such replies show the great need for and the widespread interest in improving the classrooms in which our teachers and children work along the newer lines prescribed for us by present-day conditions.

The following are some well-known men and women who signified their approval of our suggestions by returning the questionnaire signed:

Julia Wade Abbott, specialist in kindergarten education, United States Bureau of Education.

Richard G. Boone, associate editor Sierra News, San Francisco, Calif.

W. W. Charters, dean of college of education, University of Illinois.

Grace Strachan Forsythe, assistant superintendent, New York City.

Florence C. Fox, specialist in elementary education, United States Bureau of Education.

J. H. Francis, superintendent of schools, Columbus, Ohio.

William H. Kilpatrick, Teachers' College, Columbia University.

Alexis F. Lauge, dean of school of education, University of California.

Isabel Lawrence, superintendent of practice, State Normal, St. Cloud, Minn.

C. A. McMurry, Peabody College of Teachers, Nashville, Tenn.

Bruce R. Payne, Peabody College for Teachers, Nashville, Tenn.

Carroll S. Pearse, president of State Normal, Milwaukee, Wis.

M. C. Potter, superintendent of schools, Milwaukee, Wis.

Alice Temple, University of Chicago.

Lucy Wheelock, Boston, Mass.

Ada Van Stone Harris, assistant superintendent, Pittsburgh, Pa.

The committee hopes that this work may be continued, to discover not only what leading educators and primary teachers consider necessary in the way of equipment, but also the ideal and the actual equipment of the classrooms now under their control.

It was also suggested that those most interested in primary grades would be able to do some constructive work if a survey of kindergarten equipment could be made and the meagerness of that in the primary grades contrasted with the rich supply deemed necessary for proper development of the kindergarten child. In this connection Mrs. McNaught, Commissioner of Elementary Education of California, says: "The lack of equipment in primary grades must be a great shock to the child who comes from a beautifully equipped kindergarten."

Criticisms, comments, and additions to this limited amount of data will be welcomed by your committee. Discuss it with other teachers and give us a report on their experiences and desires.

From the many helpful suggestions received we hope to make a more extensive investigation and to prepare definite recommendations as to standard numbers and equipment for primary rooms.

Respectfully submitted.

ABBIE LOUISE DAY, *Chairman,*

Professor of Education, University of Nevada, Reno, Nev.

GAIL CALMERTON,

Primary Supervisor, Fort Wayne, Ind.

MABEL C. BRAGG,

Assistant Superintendent of Schools, Newton, Mass.

The chairman of your committee asks if this organization is willing to have this tentative report presented to the department of elementary education of the National Education Association at their summer meeting. Their elementary teachers in general may have the benefit of this research work and may possibly plan to cooperate with us to the end that proper equipment of classrooms and the reduction of the number of pupils per teacher may be extended over a much greater field.

DISCUSSION.

The CHAIRMAN. We will now hear Miss Calmerton further upon this report.

MISS CALMERTON. Madam Chairman, Members of the National Council of Primary Education, and Friends: After our meeting yesterday, in conversation with a number of people who were there, we decided that we still wanted to talk a little bit more upon the necessity of smaller classes and the absolute necessity of some movable furniture in place of the rigid type we have now, and so I am going to devote my time to that phase instead of to some other very interest-

ing phases which we had planned to bring forth. You know some person or persons must have a vision before we can have the actualities. The first people who have the vision are called visionary. Everyone must have an air castle before he can have a reality. The contractor builds an air castle bridge before he builds the actual bridge. The dressmaker builds an air castle of a dress before she builds the actual dress; and so we must have these ideals and ideas before we can make them practical.

Now I am going to take a practical illustration, because we have all been thinking about the war. There is hardly anyone here, man or woman, who has not worked or had a wife or daughter or mother who has been working in the Red Cross. Suppose that we should take 50 women who were going to work in the Red Cross and we should bring them to a building and put them in straight rows of seats like those desks with iron grating screwed to the floor—if that is not a Prussianized environment I do not know what is. Then when you add to that the item of silence you certainly have a prison for the little ones who come in from the free activity that they have had in the kindergarten. Suppose we put these 50 women in those desks and then you say to them, "We are going to knit a helmet." The teacher gets up and knits a helmet before them. Then she says, "Now, I am going to give each one a pair of needles and some yarn and you are going to knit helmets." How many of those 50 do you think would be able to go on by themselves and knit the helmets? Only those who had experience in knitting and could do so. We will say 10 out of the 50 could do that. Then she says, "I will begin with this first seat in this row, and I will show as many of you as I can in this given time." Perhaps she can tell 8 or 10 women. Then she will say, "Well, now, our time is up. It is time for me to tell you a story. We will have to stop now." There we have 10 people taught and 10 people who knew how from their experience and could fumble around until they could learn to do it about right. That is less than one-half the 50 who are ready to begin to go to work. Is that efficiency? Would you call that efficiency? Think of it! Less than one-half. What have the other 30 been doing? They have waited, watchfully waited, not because they wanted to watch, but they were in a listening seat where they could not get to anybody to talk or discuss.

So much for the size of the classes. If we needed to have efficiency in war, let us have efficiency after the war, beginning with the little ones. Now, as I said, the next thing she will say is "It is now time for a story." She tells the story and the children, in this case the women of the Red Cross, are very much interested in that story. That story is about her boy who is across the seas. The teacher tells the story very nicely and when she gets through

the people who are in the listening seats go home. Perhaps at home some mother says, "Oh, I want to tell you about our talk this afternoon, just a perfectly splendid talk. She said that over in France—Oh, I can't quite remember just the place, but somewhere over in France a regiment—I don't just remember the regiment, but I believe they were Australians, any way some regiment did the most wonderful thing, but I can't just remember how she did start the story."

Well, why? Because what the teacher said did not function, because the lesson was not socialized in any way. She simply told it, but the people there didn't get it. I think it was Secretary Lane who said that children become used to accepting half-understood and ill-digested material until it weakens efficiency of thought. They have no practice in oral language. They have simply listened. They have been in stiff listening seats for a great many years, and they can't go home and tell what they have heard. So when I go into a school and I see a trained teacher with a class of 50 I often think she would be an ideal teacher if she only had an opportunity.

I think of the story of the old Russian official who said to the traveler, "You can't stay in this country." The man says, "Well, then I will leave it." The Russian says, "Have you a passport?" The traveler says, "No." "But you can't leave without a passport. I will give you 24 hours to decide what you want to do." That is the way when we go into school and we find one of these teachers with 50 children and without movable furniture. With all our ideals we want to take the practical method. But how can we under these conditions? In our talk yesterday afternoon every point made came right back into the primary grades to these two items of smaller classes and proper equipment. We know it can be done. We know we can do it if we bring force enough to bear. We can have tables and chairs for the first and second grades and movable desks for the third. We can do that. We can have little cupboards along the side of the wall and great big boxes underneath the windows to keep the material in, because that has been done, and we can have smaller classes if we can impress upon those in authority the strength of the absolute necessity. I thank you.

The CHAIRMAN. We shall defer the discussion of this topic until we have heard the second report. Therefore, please hold in mind the things you want to say about this question of the furnishing of the primary school until we have heard the report of the committee on an acceptable day's work. Last year we were indebted to Miss Moore for an expression which took hold of us, the term "day's work" as contrasted with the program made up of 10 minutes of this and 15 minutes of that, and 20 minutes, perhaps of

something else. The question was raised, what is a day's work? What ought to be accomplished in a day in a primary school? In order to find the answer to that question we appointed a committee to investigate. They have been endeavoring to find out what is actually done in classrooms in a day. These observations have been taken very quietly and have covered the whole day or at least a half day, taking the work just as it happens, with the teacher unconscious of the fact that she was being observed. The report, therefore, brings us a statement of the actual conditions, some most encouraging, some most discouraging. Miss Moore, the chairman of the committee, will now give you the results of her work.

A STUDY OF TYPICAL DAILY PROGRAMS IN USE IN PRIMARY GRADES.

By a Committee of the National Primary Council.

At the meeting of the Primary Council at Atlantic City in 1918 several of the speakers compared the routine formal program rather prevalent in primary grades with one in which the children have time and opportunity to inaugurate and carry through plans of real worth. Activities having continuity and intrinsic worth, planned to a considerable extent by the children and executed by them, were characterized as making up an acceptable day's work as distinguished from a day filled with unrelated, imposed drill and foolish "busy work."

It was decided to make as wide a study as possible of current practice in the matter of the daily program in primary grades with a view to finding out what pupils are doing while in school and how valuable the prevalent activities are. We especially desired to know how the child's time is occupied while the teacher is engaged with another group.

To this end the committee now reporting was appointed. This committee has no name. It might very well be called a Committee on Economy of Time in Education, for it aims at the elimination of much useless lumber in the way of stultifying formality and the saving of time for activities of real worth to children.

Our plan was to visit extensively in primary grades all over the country and note exactly what the children were doing. The epidemic has interfered greatly with this plan, for schools where observations were to have been made have been closed for weeks and months; substitute teachers have often been in charge; schools have been quarantined against visitors; and there has been illness among our own workers. These conditions have effectually combined to reduce very much the extent of the investigation for this year. In general character, however, it has taken the form originally in-

tended. Observations have been made in schools widely separated geographically as well as in type. These observations have been made in every case by some local person and with one or two exceptions by members of this organization. Observers were asked to spend the entire school day in a classroom and to write a full descriptive report of what they saw. From their records the committee hoped to secure data along the following lines:

Prevalent time schedule.

Are the periods long enough to encourage good habits of work?

When the teacher is occupied with one group, what are the others doing? Is uniformity insisted on?

What materials have the children to work with?

How are the activities originated? By dictation? By choice of pupils?

What is the educative value of the "seat work" most frequently assigned?

What is the educative value of the activities most frequently chosen and conducted by pupils?

In all we secured 13 such observations, ranging from the Atlantic to the Pacific and from Vermont to Virginia. At the present stage it seems best not to indicate the schools visited. We hope by next year to have secured so many examples of excellent practice that the schools visited will be glad to be known as doing a high type of work. There are a number of excellent examples in the reports we now have, but there are others which it would be unfair to expose. All reports, therefore, are designated by letters of the alphabet. Ten of the observations were made in city public schools, one is from a demonstration school in a college of education, and three are from rural schools.

We deliberately sought a widely varying practice, as is shown by the following copy of the outline sent to members whom we asked to cooperate. There was no hope of getting enough data this year to furnish a quantitative measure of current practice. All that we hoped to secure was a considerable range of typical examples, and this we have succeeded in doing.

TENTATIVE PLAN FOR A REPORT ON PRESENT DAY PRACTICE AS REGARDS THE DAILY PROGRAM IN PRIMARY GRADES, TOGETHER WITH SUGGESTIONS FOR A BETTER PROVISION FOR EDUCATIVE, SELF-DIRECTED PUPIL ACTIVITY.

A series of descriptions of personal observations made by members of the committee in primary grades in different types of schools. All observations to cover nearly or quite one entire school day.

1. A first grade in a public school where a very flexible program is in use, and where the children have abundant opportunity for the exercise of initiative.

2. A primary grade in an experimental class in a demonstration school.

3. A primary grade in a city public school organized along the most conservative and formal lines, and employing much "busy work" of a poor sort at seats. A program cut up into 10 and 15 minute periods, entirely teacher-directed.
4. A rural school of the old type, where the young pupils sit through long hours almost entirely inactive.
5. A progressive rural school.
6. A primary grade in a city public school in which a rather closely defined order of exercises is required, but where the teacher has exhibited great skill in throwing responsibility on the children, and where the undirected work is of a superior quality.

This example is intended to represent "middle ground" and to offer an ideal possible of realization in any city system where those in authority have vision, and where there is not too great congestion.

In response to the above, the reports following were sent in by members of this committee or by others assisting us. Where the full account was very long and where there were two classes in a room, an analysis has sometimes been substituted for the full report. A careful study of these records will furnish answers to some of the questions which we have propounded.

Analysis of these reports shows that no clear-cut distinction can be made between undirected "seat work" carried on when the teacher is engaged with another class and those activities which go on during the "free period," or the time when the teacher too is "free" to mingle with the children and be one of the group. Therefore all such work has been put together and counted as undirected when there is strong evidence that the teacher is really keeping in the background and permitting the children to exercise a good deal of initiative.

Figure 1 shows a table of percentages of time given to the undirected or "between recitation" periods as compared with those which are closely teacher-controlled. The white space represents the time when pupils are not immediately under the direction of the teacher. The dark spaces represent the percentage of time when the teacher is actively engaged in instructing or directing. The first column F represents a first-grade room (see report F) in which the children had not one moment in the day when they could determine for themselves the smallest thing to do. The entire class of 45 sat in fixed seats throughout the whole school day, never stirring except to rise twice for a minute or two to exercise their arms, and once for a short intermission. They were constantly told to "sit tall," which means hands folded behind them, heads erect. The varnish was all off the backs of the seats at the spot where annual generations of pupils had pressed their small perspiring hands day in and day out. The second column represents the observation described in report L. The procedure was much like that in F, but in one respect it was

worse, for while the children were held together as one class the teacher ostensibly teaching all at the same time, in reality during long periods at least a third of the children did absolutely nothing. They were not sufficiently advanced to participate, but were entirely ignored and required to be perfectly quiet with nothing to do.

Columns G, D, A, etc., represent, respectively, $12\frac{1}{2}$, 16, and 18 per cent of time given in three classrooms to "between-recitation" activities. It is interesting to note how the time distribution in these and the remaining reports falls into an almost perfect scale, from zero to 41 per cent. The last column, L, represents a rural school of a high

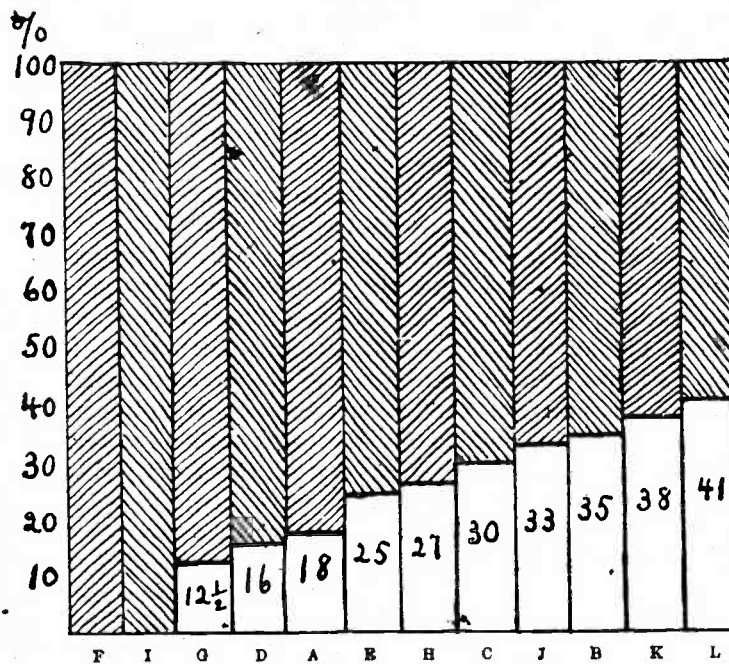


FIG. 1.—Percentage of time given to undirected activities in 12 primary classrooms.

type where the primary pupils spend about 41 per cent of the time in study, handwork, drawing, nature study, observation, free play, and other activities in which they have much opportunity to exercise independence, choice, judgment, and leadership.

It is not intended to imply that a high percentage of time given to occupations in which the teacher is not an active participant has in itself any merit. Such occupations may be dogmatically assigned, and they may be worthless from an educational standpoint or even positively harmful. Such conditions existed in the case of class K, which stands next to the highest in the mere matter of time given to "seat work." Practice in which the percentage of time for such

work is lower may rank immeasurably higher in the educative value of the work executed with or without the immediate presence of the teacher. This is true of classes J, E, H, C, and D. In the case of J especially the children were accorded such exceptional opportunities for choice and self-direction and the exercise of judgment all day that the contrast in tone between the shaded and the white parts of figure 1 does not represent the true state of affairs for that room.

The next inquiry concerns the intrinsic worth of the activities engaged in, their fitness for the pupils, their provision for continuity, and their relatedness to outside life. It certainly is a poor day's work that does not include undertakings of which the participants can feel the worth and which does not provide for some measure of choice, freedom, and individuality. When all work is imposed, and in small, isolated portions, it becomes drudgery, and when no interesting plans or half-completed projects are left over to be taken up again the next day, one of the finest elements in a day's work, that of eager anticipation, drops out. Some of these points have been considered in the summaries for the separate reports, but a more general statement may be of interest.

When children are free to choose what they will do, we find the following wide range: They draw, paint, model in clay, build with blocks, play actively out of doors; make objects of wood, cardboard, and paper, such as crude furniture, boats, wagons, aeroplanes; put puzzles together; furnish doll houses, shops, etc., and carry on play connected therewith; weave, clean drawers and cabinets, look at picture books, read silently and to each other, write, do number work, print with type, make books, and plan simple dramatic performances.

Many of these projects call for a contribution from the more formal subjects of the school and cover, in reality, many units of work such as might be suggested in a well-organized course of study for primary grades. They lead to interesting connections with the home life of pupils, and they furnish in many cases that element of continuity from day to day so essential to the development of good habits of work.

The work most frequently assigned by teachers for the undirected period consists of reading, writing, drawing with pencil and crayons, number work, and paper construction. It will be noted that this is a less liberal allotment than that which children are disposed to make for themselves.

The types of environment furnished for the education of these 12 groups of children vary as greatly as do the other features, ranging from bare, ugly rooms without a single thing except books, desks, paper and pencils, up to rooms equipped with a wealth of material as complete as that to be found in a good kindergarten and with ideal school furniture. We find that the following type of furni-

ture and equipment seems to be most conducive to independent, self-helpful, and socially valuable activity: Small, movable tables, and chairs; individual lockers; low cabinets, containing materials; plenty of blackboard space at proper height; open bookshelves, with varied assortment of suitable books; enough plastic material to stimulate and give scope to the creative impulses of children. It is not the province of this committee to go more fully at this time into the question of equipment, as that problem belongs to another committee now at work on it.

One of the most favorable indications is the superior type of work found in at least five of the public school classes visited. It is often remarked regarding the freer work found in some private schools, "You can do that sort of thing in a private school, but it would be impossible in a public school." It is now clearly demonstrated that in spite of difficult conditions, the younger pupils in representative public schools are being accorded a very considerable degree of freedom, choice, and opportunity for the exercise of initiative and responsibility. This makes us suspect that mechanical, unchildlike, and worthless exercises which persist are often due to inertia and lack of vision rather than to insurmountable obstacles. It becomes our duty then to overcome this inertia so far as a well-organized and judicious propaganda can accomplish it and to put hope into the hearts of teachers and supervisors all over the country who are struggling to secure a more hygienic, educative, and developing environment and régime for children.

We are expecting to enlarge this investigation next year along the same lines, with the hope of getting enough data regarding current practice to form the basis for recommendations. We are going to try to prove that nothing of value is lost and that much is gained by a richer, freer, less formal plan for primary instruction.

Miss Dunn, who is especially interested in rural schools, has raised the following questions:

Is the name "Between-Recitation Period" to be challenged in that it suggests the superior importance of the recitation period over the seat period? Should a type of school organization and method in country schools be sought which makes the period with the teacher a means to the most profitable use of the much larger percentage of time the pupil spends alone?

She also proposes research along the following lines:

Compile the results of studies already made of the way in which a child of preprimary or primary age occupies his time in the home, for any suggestions they may offer as to profitable school occupation.

Collect types of seat and "busy" work used in all kinds of schools, and evaluate, to form a sort of scale for measuring the quality of seat occupation in any school.

Collect and publish instances of especially helpful or valuable projects possible for children in the teacher's absence.

Propose: (1) An ideal, (2) a reasonable, (3) a minimum equipment for between-recitation occupation in a small rural school.

The committee might well adopt several of these suggestions for future work, not confining their application to rural schools.

ANNIE E. MOORE, *chairman.*

L. R. ERNST,

ALMINA GEORGE,

FANNIE W. DUNN,

MARION BARBOUR,

Committee.

OBSERVATION REPORTS SUBMITTED TO THE COMMITTEE.

REPORT A.

A Day's Work in a First Grade, First Quarter Room.

- 8.45. The bell rang, and the children began to enter the room. The five minutes during which the teacher was out of the room, as well as the 10 minutes which followed, were spent in perfect ease and freedom. The children conversed naturally among themselves and with the teacher. Some magazines were sent to the basement, two children went to the nurse for the slips which are required after an absence of several days, but no further school work took place.
- 9.00. The teacher suggested that the children take their seats. When the bell sounded, everyone was ready for work. A short prayer, the singing of The Star-Spangled Banner, and the salute to the flag occupied the next five minutes.
- 9.05. The children sang songs, which they suggested, criticized, and improved.
- 9.10. The children went down to the gymnasium where they played song plays until 9.25, when they went back to their own room.
- 9.27. The memory gem period began. The poem was Good Night. When one child ventured to explain why "the sun never sleeps," the teacher explained simply the rotation of the earth by means of a rubber ball. The children suggested Japan and China as countries having day when we have night, whereupon one boy told of a story he knew about a "Chinaman upside down." This led a girl to say that she knew a song about this, and, upon the suggestion of the teacher, she came to the front of the room and sang it for the class.
- 9.50. Half of the children were asked to draw the part of the poem they liked best at their own seats, while the other half began a reading lesson in the front of the room. At 10 two of the children doing seat work went to the board to write.
- 10.03. The reading lesson was finished, and the children went to their seats to draw pictures on the same subject as the others.
- 10.05. Class criticism of the drawings was begun.
- 10.10. The recess bell rang, and the children walked out.
- 10.20. The bell for the close of recess rang. As the children came into the room, some took their seats, some wrote on the board, and some looked at books.
- 10.25. The teacher asked each child to sit on his own chair by his table.
- 10.26. The B and C classes went to the chairs in the front of the room for a reading lesson. A letter to thank the boys of room No. 1 for a favor was composed by the children and the teacher, and was written on the board. Of the A class, four were writing on the board, two were building a block church, and seven were working on their drawings. By 10.30 all the children of this class were writing sentences or numbers on the board except the two who were building with the blocks.

- 10.40. The children in the B and C classes read the letter from the board. One of the children in the A class went to his seat to look at a book.
- 10.43. A class from the Teachers' College came to observe a lesson in arithmetic. The teacher asked the children to make a circle of chairs in the front of the room. (Two children still worked with the blocks)—
- 10.44 to 11.15—The arithmetic lesson.
- 10.44. One child filled in the date for the day on the calendar written on the board.
- 10.46. A guessing game was played. One child wrote a number on a piece of paper, and the other children tried to guess what number he had written. Each child wrote his guess on the board.
- 10.51. The children matched domino cards. All the children counted each player's pile to determine the winner.
- 11.00. A ten pin game was played. Each child found his score by counting the number of pins he knocked down.
- 11.15. The Teachers' College class left. The children who had not had a turn in the ten pin game wrote their names on a piece of paper for the next time, while the other children picked up the pins and straightened the chairs.
- 11.18. While the children finished writing their names, the others put on their wraps. The children sang a song, "Polly's Bonnet," while waiting at the door, because one little girl had a little blue bonnet.
- 11.23. The teacher excused the entire room to go to the basement, out through the yard, and back to their room.
- 11.26. The children came back into the room and amused themselves, five with looking at books, two with playing blocks, three with drawing pictures, and the remainder with sitting and talking.
- 11.30. The teacher looked at the drawings of the B and C classes. The children discussed and criticized several of these drawings. The children in the A class either listened to the discussion of drawings or looked at books.
- 11.34. The drawings were collected while the teacher found a boy's book for him.
- 11.35. A boy found a song, "Robin Red Breast," in a book. He sang this to the children, and the children sang it together.
- 11.37. The B and C classes went to the board for spelling. *Sing* and *My* were taught, after which the children wrote sentences with these two words in them. The A class, during this time, was matching the spots on domino cards with cards with figures on them. When one child finished his cards, he helped his neighbor.
- 11.50. The teacher looked at and corrected the domino seat work, while the children finished writing their sentences on the board.
- 11.53. The bell rang, the children started to put away their work. When a child finished writing his sentences or putting away his dominoes, he went to the wardrobe for his wraps.
- 11.55. The second bell rang, and the children went out for lunch.
- 1.00. As the children came in, they bustled themselves; some in putting away their figure cards, some in talking, and one in eating an apple.
- 1.03. The box for the tin-foil collection was passed.
- 1.07. Every desk was cleared, playthings (a gun, an apple, and marbles) were put away, and each child sat in his own chair, looking at books or spelling lists, while the teacher marked the attendance.
- 1.12. The teacher helped the children correct the sentences which had been written on the board during the spelling period.
- 1.15. The tables were moved into the back of the room, and the chairs were placed in a large circle in the middle of the room.
- 1.20. The children went to the chairs in the front of the room for reading. After looking at a picture of two girls telephoning, the children read several sentences about the picture from the board.

- 1.35. A class from the Teachers' College came to see a lesson in dramatization. The children sat in the big circle of chairs. The teacher whispered something for one child to represent, and this child acted the part. (His part was to be a cat.) The children guessed what he was representing. Often the acting was done in groups, as in playing dentist.
- 1.49. Mother Goose pictures were placed along the edge of the blackboard. The children chosen for actors chose one of these pictures and acted it out. The other children guessed what picture had been chosen and criticized the performance. One boy was excluded to a chair in the corner by vote of the children because he did not play fair.
- 1.58. Other pictures, not of Mother Goose rhymes, were shown to the children. They acted the stories of these pictures, as they had done the others.
- 2.08. The class from Teachers' College left. Before going to recess, the children had to decide what action they should take in regard to the boy who had been sitting in the corner. It was decided that he should have his recess, but should return to his seat in the corner upon his return.
- 2.10. The bell for recess sounded, and the children went out.
- 2.20. The children returned from their recess. The next 10 minutes were spent in accepting the apology of the boy who had not played fair, in arranging the chairs and tables, and in deciding what to do with their block church, which had been partly wrecked when the tables were being moved. It was decided to tear the church down, wash the blocks with paste on them, place them all in their boxes, and return them to the kindergarten. Three children began this task.
- 2.30. The B and C classes drew pictures of the game they liked best, while the A class had a spelling lesson.
- 2.49. There was a class criticism of the pictures of games.
- 2.53. The B and C classes went to the front of the room for a reading lesson, while the A class drew pictures of one another.
- 3.10. The B and C classes went to the board to write stories about a doll or a dress. The A class received criticism of their pictures for three minutes, and then they went to the chairs in the front of the room for a reading lesson.
- 3.18. The bell rang for dismissal. Every one passed to his seat and helped in tidying the room.
- 3.21. "Goodnight" was said, and all the children passed out, except three children who remained to complete the work of packing the blocks.
- How much time was given to "between recitation" activities? It is somewhat difficult to estimate, but it appears that each group spends approximately one hour in this way, if the 15 minutes before morning exercises be counted. This is about 18 per cent of the time.

What types of activities were carried on by pupils at such times? Drawing, writing on blackboard, number work on blackboard, building with blocks, matching domino cards, looking at books. The activities were usually chosen by the teacher except at very brief intermissions. Continuity and relatedness are slight, though there is some evidence of connection with the rest of the school and with outside life.

REPORT B.

Analysis of Observation, First Grade, City Public School, Morning Session, 9.00-12.00.

Entire Class Directed by Teacher.

9.00-9.15. Songs chosen by pupils.
Salute to the flag. Prayer.
9.15-9.35. Teacher told story of Billy Goat Gruff. Dramatization of this story, a good deal of pupils initiative in dramatization.

9.35-9.55.

*Group Alone.**Single Group with Teacher.*

Class II. At tables rear of room. Directed to draw picture of billy goat.

Class I. In chairs in front of room. Reading partly oral, partly silent study.

9.55-10.15.

Class I. Teacher directed them to build sentences with "print cards" by copying from the blackboard. Then go to board and "write as many spelling words as you can."

Class II. Reading.

10.18-10.30.

Class II. At tables with figure cards and print cards.

Class I. At blackboard. Oral spelling, written spelling. New words taught.

10.30-10.45. Recess.

10.45-10.47. Pupils rest quietly in seats.

10.47-11.10.

Class I. Told to write "story." This is written from memory, isolated sentences, using spelling words.

Class II. Number games. Chiefly devices for drill.

11.10-11.25.

Class II. Figure cards used at tables in connection with a figure chart.

Class I. Phonetics. Word recognition. Drill.

11.25-11.40.

Class I. Teacher suggested that they make circus wagons. Paste, pencil, scissors, etc. Pupils appeared to have some opportunity to vary their construction.

Class II. Teacher examined number work at seats and found who was "winner." Class went to blackboard for drill in oral and written spelling. Wrote at seats a "story," a single isolated sentence from memory.

11.40-11.58.

Class II. Make circus wagons.

Class I. Game of ten pins for number.

DISMISSAL.

Time given to "between recitation" activities, Class II, 68 minutes; Class I, 58 minutes; average, 63 minutes out of 3 hours, or 35 per cent.

Types of activity carried on by pupils when alone, drawing, building sentences, number work with figure cards, writing isolated sentences from memory, paper construction, circus wagon. These activities were invariably chosen by the teacher. Continuity and relatedness were slight. The circus which was subject of a song seemed to suggest a device for a word drill and later the paper construction.

REPORT C.

One Morning's Work in a Beginning Primary Room.

30 pupils present.

Program: 9.00-9.15. Music.
 9.15-10.00. Library hour.
 10.00-10.25. Circle.
 10.25-10.40. Recess.
 10.40-11.15. Free time.
 11.15-12.00. Class project—reading, language, writing.

8.45. Pupils entered room informally, removed wraps, and proceeded to some type of self-directed activity. Writing on blackboard, reading and discussing various contributions brought from home by the pupils were typical forms of activity. Four children greeted the teacher upon her entrance with cash contributions to the United War Fund. A desire to know the total of the contributions was apparent, and an announcement that the money was to be counted brought all but six of the children to the group. These six preferred to continue work with which they were occupied, and they were allowed to do so.

Arithmetic.—One child counted the money and found that it totaled \$1.50. Another child wrote \$1.50 on the board for the benefit of the group.

Children who wished to take home books had been allowed to do so on the previous day. Teacher suggested that during library hour the class have a reading party and invite anyone who had learned to read a new page to read to the class. The suggestion was accepted, and volunteers were called for. Seven children volunteered, and their names were written on the board to furnish a program for the party.

9.00. In response to teacher's question "What time is it?" one child answered, "Nine o'clock." Use was made of a clock face to further impress the position of the hands of the clock at 9 o'clock.

Music.—Without further directions children exchanged seats for singing. After the exchange the strongest and truest voices were in the back of the room, and the weakest and least true voices were in the front of the room.

After morning prayers the children sang in chorus and individually. Criticism of individual singing was made by members of the class. The teacher sang for class appreciation a song which she intended to teach on a following day.

9.15. At the teacher's suggestion, "Let us get ready for the reading party," the children arranged themselves in a group. One pupil was appointed to call upon the volunteers to read in the order previously written on the board.

Reading.—The first child read pages 13 and 17 from the Merrill Primer. This child found a word she did not know but remembered having seen it before on another page and turning back determined the word for herself.

Second child read Story Hour Primer, page 16.

Third child read Story Hour Primer, page 43.

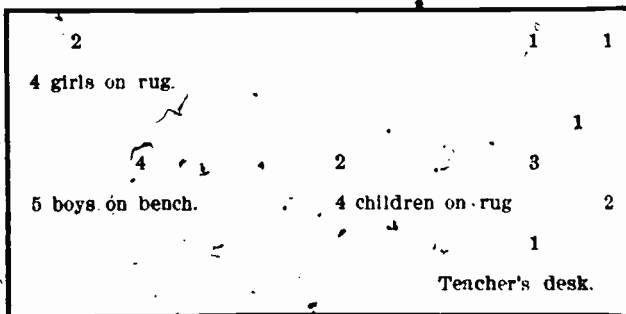
Fourth child read "The Little Red Hen," from Free and Treadwell Primer.

Fifth Child read Nursey Rhymes.

Sixth child read Nursey Rhymes.

Seventh child read page 89 from the Merrill Primer. This is a story about our flag, and was of great interest to the audience. Comments about the stories and constructive criticisms were encouraged throughout the reading. Teacher asked that for the next reading party each volunteer select pages to read which contained more than a rhyme. The readers declared their willingness to teach their selections to anyone who wished to learn, and the large group

broke into small groups disposed about the room, as shown in accompanying diagram:



There was much discussion of the stories and pictures. One group was heard discussing what to bring from home in order to play the story they had read. Teacher moved about the room giving aid when asked.

9.50: Teacher gained attention of the various groups and asked that each child return to his own chair, which is of the movable type. Some children have difficulty in finding their own chairs, and the teacher called attention to the obvious advantage of having one's name on the chair (motivating writing lessons which were to follow).

10.00. In response to teacher's suggestion children arranged themselves in a circle. During free time on previous days many groups had been working on such construction projects as had been suggested to them by material at hand. This material consisted of chalk boxes, cigar boxes, smooth boards, and pasteboard wheels, which children had made by fitting together the two ends of Rolled Oats boxes brought from home.

Stimulus for free period.—The teacher said, "Some of you were not able to make your wagons run yesterday. Would anyone like help?" Two boys fetched from the case a wagon upon which they had worked the day before and explained that the wheels would not turn because the heads of the nails had gone through the cardboard wheels. The class offered various suggestions, all of which were impractical, as the boys pointed out. Teacher then produced small iron washers with the question, "Would these washers help?" With this suggestion the two boys were able to solve their own problem.

A group of girls said that no one of them was strong enough to drive the nails. Another child suggested that they ask one of the bigger boys to help. This was done.

The teacher asked if anyone else needed help and a girl said, "I want to learn to write." Teacher produced a Mother Goose game. Children were shown how it could be played, which consisted in matching the pictures with the appropriate rhyme. This game was placed on a convenient shelf so that it could be used during free time if any child desired it.

RECESS.

10.45. After recess children entered room, knowing that the time until 11.15 was their own to do the thing which they most wanted to do.

Free period. Very little indecision was shown as they proceeded to their work. Seven children chose to write on the board. Some of the children formed groups and cooperated in making toy wagons, automobiles, etc. These groups consisted of 4, 4, 6, and 8 children. The large group was due to the fact that four boys were able to bring from home only one Rolled Oats box each; another boy had a cigar box.

and no one could make a wagon without the cooperation of the others. The sixth boy was an interested watcher and had no share in the wagon.

One girl cleaned the drawer of her desk, and two children took paper and paste and worked alone. One of these explained that she was making seats for a street car which she was making at home. The teacher moved about the room giving help when asked. For the 17 children who were working with wood there were five hammers, one pair of pillars, and one saw. This small number of tools gave rise to many conflicts out of which it is hoped there will arise later a strong sentiment against selfishness and disregard of others as was shown by one or two individuals.

11.15. *Reading.*—Teacher gained attention of various groups and asked that all work be put away and that all children come to the circle. During the free period three children from another room had delivered to the teacher three notes. These notes were opened and read by the pupils. With the teacher's help the children learned that these notes were acceptances of their invitations sent on the previous day to pupils of another room that they read to them. These notes read as follows: "I am glad to read to you at 11.35."

Writing.—Teacher suggested that class practice writing invitations which they had agreed to send to another primary room. Various suggestions for wording were considered and the following was chosen: "Come to see our play No. 20." The teacher wrote the invitation on the board. Children practiced each word after observing the teacher's manner of writing them.

In response to teacher's question, "What time is it?" the children answered, "11.35," and remembered their appointment. They arranged themselves in a group. The visitors arrived and read the story of "The Three Brother Pigs." The children were keenly interested and appreciative of the visitors' ability to read. After the visitors had left, 10 minutes remained before noon dismissal. Teachers asked for suggestions as to how to use the 10 minutes, and the children asked to practice the word "play" in order to write the invitation.

Language.—The dismissal bell was the signal for children to put away all work. While waiting for passing bell children talked to one another and to the teacher.

REPORT D.

First Grade, City Public School.

Enrollment 24, April, 1918.

Twenty-six children present. Room was furnished with small tables and chairs. Posters suited to the interests and understanding of young children were on the walls; the wide windows contained window boxes with growing plants; and there was much evidence about the room of a variety of interesting handwork under way.

Pupils entered classroom as they arrived and busied themselves in various ways before the regular opening of the session at 9 o'clock. They carried on natural conversation with each other and with the teacher. Several of them were busy at this time depositing their money for stamps for the "Penny War Savings Card." This is a card issued by the schools of this city, the use of which provides for the accumulation of pennies to the amount of 25 cents, when a regular thrift stamp is issued to the child in exchange for his card.

9.00. Just before 9 o'clock the children began arranging chairs at front of room. All gathered in an informal way for opening exercises consisting of hymn led by a child, flag raising, and salute. One child designated as "flag bearer" was responsible for conducting the latter exercise. Attendance record was secured by children who counted the class and then noted absentees.

9.15. Still seated in front of room, all gave attention to counting and estimating amounts paid in for penny savings and also for regular thrift stamps. Several children went to the blackboard, and others directed at times what should be put down and helped to check the calculations of those at the board. Almost all were at the board at some time during this period. The arithmetic combinations and processes involved in this purposeful activity were in advance of those usually called for in first grade.

9.35. Without calling a reading class, the entire group now gave attention to reading through the teacher's remark, "Kenneth brought back his book to-day. Should you like to hear some more of his story and do you remember where he left off?" This was the first session after a 10 days' vacation, yet the children showed unusual interest in the story and remembered exactly where Kenneth was to begin in *Two Little Runaways*. He read enough to cover a considerable unit in the story, and then other pupils who had prepared individual selections from different books were called. All the material was interesting and the other children gave close attention.

10.00 to 10.05. Recess.

10.05. Reading. Advanced group of 14 pupils. All used the same text. Teacher with this group most of the period. When she left to take charge of the other group these children continued to read in turn with a child acting as chairman.

During this period pupils in less advanced group were occupied on individual projects at small tables in various parts of the room.

They were free to move about and to speak in low tones. Their self-control was excellent. The following is a list of their various activities:

- Two printed labels with price and sign marker.
- Three wrote at blackboard, copying the phrase "Save food."
- Two put sums down and added.
- Two read silently.
- One snipped cloth for fracture pillows.
- Two cut out and pasted pictures for individual story books which they were making.

10.25. Teacher took lower division for reading. Advanced division continued with their chairman until story was finished and then took up self-directed activities much like those listed above.

10.55. Children arranged room for games. All formed circle, and different groups in turn directed and executed original dance games to the accompaniment of the victrola. These games were the result of a composite plan of children and teacher and had culminated after some days or weeks of effort. All marched as soldiers to orders given by child "captains."

11.25. Music appreciation. Children took comfortable and natural positions about the room; 12 sat in chairs, 7 sat on floor near victrola, 5 sat on low tables, 2 stood. Having taken these positions there was no disorder. Several records were played which children had brought from home. These were not always of a high order, but one felt that this contribution from the home was a good thing.

11.40. Pupils put room in order and put on wraps. Dismissal, "Good-by" song. These children did not return in the afternoon, as the room is used for another class at that time.

There was much evidence that pupils were carrying responsibility. Work about the room showed that a somewhat wider range of self-directed activities went on at times than was seen during this observation.

The following rules were written on the blackboard. They had been evolved by the children as need arose:

1. Only one person talk at a time.
2. Don't whistle in school.
3. Be quiet on the stairs.
4. Be quiet when children are reading.
5. Form by threes. Don't push or talk.
6. Wipe your feet before you come into the room.

Materials were placed conveniently in low cabinets and were labeled. Pupils helped themselves. Among the labels noticed were: Pencils, rulers, scissors, drawing paper, cards, crayons.

The alphabet was printed in proper order and placed on wall above Price and Sign Marker, and pupils returned the type to correct position after using.

Work seemed well up to grade.

How much of the time were the children engaged in self-directed activities? Each group was alone or occupied without immediate presence of the teacher only about 30 minutes. But the teacher kept in the background all the morning and made herself an interested and helpful member of the group rather than a director or dictator.

What did the children do independently?

Took care of room and materials.

Cut and pasted pictures for original books.

Drew pictures.

Snipped cloth.

Printed signs and labels.

Wrote and did number problems on the blackboard.

Read from chosen books.

REPORT E.

Public School, First Grade.

Analysis of Stenographic Report, 30 Pupils Between Ages of 5 and 7.

8.35. Children began to come into room at 8.35. Teacher met them at door and after greetings they went directly to get out some favorite work or to engage in some chosen activity. The following were noted:

Natural conversation.

Number problems at blackboard. Writing on blackboard.

Spool knitting.

Looking at picture books.

Reading from chart. Helping each other in this.

Play with dolls.

Picture puzzles.

9.00. At signal, work was put away. Boy got Bible and put it on his desk. Children proposed hymns to sing. Child chose passage in Bible to be read. Lord's Prayer. Songs chosen by children. Salute to flag.

9.25. Teacher: "I am going to have individual reading this morning. What will you do while I hear the children read?"

Those who did not wish to read at this time chose various activities as follows:

Several copied numbers from number cards such as $4 \text{ plus } 5 = 9$.

Two selected Mother Goose picture books and read to each other.

Several took picture puzzles to rug and arranged them.

Two little girls got pattern and cut and sewed doll's dress.

Sixteen children read voluntarily with teacher. She kept notebook with page devoted to each child. This book records number of times each child has read to her since beginning of year. Each child selected his own material and gave name of book and number of page. Purposes for the next day were constantly stated as pupils read, such as, "I'm going to read the next story for you to-morrow. I'll study it this afternoon at the study time."

Several children left group as soon as they had read and took up some work about the room. Others listened to companions read or helped them.

Quiet conversation went on among children variously occupied.

10.30. Put work away and prepared for lunch.

10.40. Lunch. Free general conversation followed by discussion rather directed by teacher.

10.55. Recess. Went out of doors to play. A number of different active games chosen by children.

- 11.20. Returned to room, put away wraps, sat and rested in absolute quiet for five minutes.
Placed chairs around blackboard for number game. This was a competitive drill on addition combinations partly managed by pupils.
- 11.45. Informal dismissal.

AFTERNOON SESSION.

Chairs arranged in two groups, front of room, piles of books ready for each group. Books for two groups were different.

- 11.15. Pupils entered informally, removed wraps, went to respective groups, took books and began to study. When help was needed they asked each other or went to charts.

Teacher alternated between the two groups, each group working alone part of time, and each child reading to teacher some time during period.

Each group also tried to prepare to read in an entertaining way to the other group.

- 1.50. All gathered with chairs about teacher who had illustrated Mother Goose book. Teacher and children read rhymes, looked at pictures and talked about them, and sang some of the rhymes.

- 2.10. Rest. Heads on desks.

- 2.15. Made diningroom furniture for the doll house. Committee of three put materials away. Space cleared for games.

- 3.00. Teacher at piano. Children played. Skipping, tag, carrousal, variations of clap dance.

- 3.15. Teacher at door said good-bye to each child.

How much of the time were pupils engaged in self-directed activities? Part of pupils for 1 hour and 25 minutes; others for somewhat shorter time.

What did the children do independently? For answer see preceding page.

REPORT F.

First Grade, City Public School, 43 Children Present.

The entire class was treated as one group, and all pupils were expected to give attention at the same time to the different exercises described below. Therefore there was no such thing as "between recitation" or "self-directed" activities, as pupils were under strict teacher control and direction every minute.

- 8.45. Formal exercises in penmanship of the "push-pull" type. Small letters of alphabet made from dictation and imitation.
- 9.05. Singing.
- 9.07. Formal physical exercises performed in the aisles according to teacher's directions.
- 9.20. Arithmetic. Formal drill intended to fix the addition combinations through the 3s. Counting. Reading numbers. Written exercise in which addition tables were formulated. No applied number. This period of 40 minutes was broken once by arm movements, the exercises occupying less than a minute and performed in a sitting posture.
- 9.53. Filed out of room to toilets and back.
- 10.05. Five or six children called upon to recite rhymes designated by teacher.
- 10.13. Formal phonic exercises and rapid drill in the recognition of words and phrases printed on cards. This period of one hour and five minutes was broken twice by physical exercises which occupied a total of two minutes. The first break occurred at 10.35 and consisted of a playful exercise in the aisles directed by the teacher. The second occurred at 10.58 and consisted of a few arm movements, pupils seated.
- 11.18. An active "game," involving quick change of seats, under teacher's direction.
- 11.19. Reading. Selection designated by teacher. Children called on one at a time and told to read one line, two lines, or four lines. Not a question asked or a remark made regarding the thought by either teacher or pupils.

11.50. An unexpected call for a general assembly came from the office, and class work for the day was suspended. Normally, first grade would have been dismissed at 12.20. When asked what the nature of the work would have been at this period the teacher said, "More reading, or whatever I think the class needs."

At all times when seated, except when writing, handling cards, or reading, pupils were required to keep arms behind their backs. According to a conservative estimate all the children sat in this posture at least a third of the time, and the "good" children held this position at least half the time during the entire morning.

REPORT G.

Analysis.

Entire group with teacher.

Conversation, concert recitation of poem, 15 minutes; story reading from blackboard, spelling, 20 minutes.

Group alone.

Group I. Making calendars, 15 minutes.

Group II. Making calendars, 15 minutes.

(Pupils free to move about and to help each other.)

Single group with teacher.

Group II. Reading, 10 minutes.

Group I. Reading, 15 minutes.

Physical exercises, 5 minutes.
Drawing lesson, 20 minutes.
Active and helpful children. Examination of calendars. Number problem growing out of calendars, 10 minutes.

Group II. Recess, 15 minutes.

Group I. Spelling, 15 minutes.

Singing, 15 minutes.

Group I. Recess, 15 minutes.

Group II. Rhythmic writing exercises on blackboard. Phonetic words written from dictation, 15 minutes.

Individual voluntary contributions for entertainment of class, such as reading new story, reciting, counting, etc., 15 minutes.

Noon recess, 1 hour, 30 minutes.

Pupils asked to pick out from given list names of flowers and vegetables. Wrote names from memory, 20 minutes.

* Discussed how to make dominoes for seat-work, how to cut simple doll's dress, choice of work "from large list of possibilities." (Observer does not tell what all of these are.)

Group II. Choice of activity as per (see above), 15 minutes.

Group I. Reading, 15 minutes.

Group I. Choice of activity as per (see above), 20 minutes.

Group II. Reading, 20 minutes.

How much time given to "between recitation" activities? 35 or 40 minutes for each group. Entire session, 4 hours.

What types of activity were carried on by pupils when alone? Making calendars; decorating calendars; making domino cards; cutting doll's dresses; writing original stories; probably some other types by individual children, not specified in report.

REPORT H.

First Grade, City Public School 48 Children present: 18 in A class (advanced); 22 in B class beginning.

This observation was made during the last month of the first term of 12 weeks. The following program would not have worked well with an entire B class at the beginning of the term, for the children could not have been so independent and they could not have been left alone so much.

The teacher, Miss J.-----, is an artist in her profession. The respect she has for children is evidenced in the environment she has created for those so fortunate as to be placed in her charge. Such an environment means a flexible program which is possible in a large city system only after the most careful planning. Miss J.----- knows how to meet "requirements" and at the same time save precious moments for independent, self-initiated activity, for she knows how to plan, condense, correlate, and blend.

The children were out of doors much of the time. A corner of the yard below the windows of the primary room was reserved for them. A small group of trees gave sufficient shade and shielded the blackboards nailed upon the tennis fence and the tables from the glare of the sun.

An eighth-grade girl took the B class out to play for the half-hour spent by the A class in reading.

The A class was dismissed at 11.30, thus giving the teacher a half-hour alone with the B class. Then again in the afternoon, after dismissal of the B class, Miss J.----- had another half-hour with the A's.

Subject for the day: Patriotism.

9.00-9.15 Morning circle, outdoors:

- a. Morning prayer, including prayer for our soldiers and sailors and Allies, and for victory.
- b. Pledge to the flag and salute.
- c. Patriotic song.
- d. Conversation, "What can we do to help win the war?"

9.15 Reading. A class select reading matter from browsing table and take it outdoors to read. While teacher sees that everyone is provided, B class children take care of themselves. One child tells a story to the class. B class reading with teacher, in room. Motivation. March with flag. Conversation about flag. Write a reading lesson from children's conversation. The following is the result:

I am an American boy.
I love my flag.
It stands for my country.
My flag is red, white, and blue.

This constituted the reading lesson for the day. Later in the day there was a drill on the vocabulary.

9.30. B class went outdoors to play, an eighth-grade girl in charge. They played Charley is Over the Water, Did You Ever See a Lassie, Skip tag, etc. For 10 minutes of this period A class had free play in yard.

9.40. A class, phonics.

9.55. A class, writing on blackboard.

10.10. Both classes in auditorium.

- a. Rhythms. Interpretation of picture of a camp with soldiers on guard. Night comes. Children decide on movements for interpretation.
- b. Dramatization. Red Cross work. Planned by the children. Soldiers marching. Wounded soldier. Stretcher bearers. Hospitals. Doctor and nurses, etc.

- 10.35. Recess.
- 10.55. B class outdoors. Selective work, without teacher. Blackboard drawing, claywork, weaving, dressing dolls. A class, in room with teacher. Conversation about dramatization. Wrote story about it. A class, number work. Lotto, rhythmic counting.
- 11.30. A class goes home for lunch. B class, drill on vocabulary of story written at 9.15. Writing on blackboard.

NOON RECESS.

- 1.00. Both classes. Music appreciation. Cello solo. Columbia record—The Swan, Pablo Casals. Talk about cello music. Tell how Pavlova has made a dance to "The Swan."
- 1.15. A class outdoors, without teacher. Drew soldiers marching, on blackboard. B class, phonics and word drill.
- 1.25. B class. Made soldier caps and pendants.
- 1.45. Both classes marched with band, drums, bells, etc.
- 2.00. B class dismissed. A class, short recess.
- 2.10. A class drill on vocabulary of story written.
- 2.30. A class dismissed.

Time given to "between recitation" activities, from 40 to 75 minutes for each group out of 3 hours and 40 minutes. Types of activity carried on by pupils when alone: Free play outdoors; reading from chosen books; drawing on blackboard; modeling; weaving; dressing dolls; making soldier caps and pendants.

Continuity and relatedness of work are excellent. There seems to be no meaningless manipulation of materials merely for the sake of keeping the children quiet.

REPORT I.

Analysis, First Grade City Public School.
27 Children Present.

9.00-9.07.

Group alone.

A class at seats entirely unoccupied; expected to sit quietly while others recited.

Separate group directed by teacher.

B class. Drill on words and phrases; children marched in front of room and pronounced words and phrases from chart.

Entire class directed by teacher.

9.13-9.45. General talk regarding weather report, coal, etc.; very little contribution from children; teacher did most of the talking.

9.45-9.50. Formal physical exercises performed in the aisles according to the teacher's directions.

10.00-10.14.

A class. At seats entirely unoccupied.

B class. Reading; pupils in seats; very formal; children read one or two lines each in turn.

10.14-10.40. All marched to inclosed court, ground floor; pupils stood around aimlessly part of time; were led by teacher in rather formal marching, skipping, etc.

10.40-10.50. Handwork at desks; cutting and pasting flowers; very little opportunity for individuality.

10.51-11.35.

B Class. At seats, entirely unoccupied. | A Class. Reading from chart; very formal.

11.35-11.40. Formal physical exercises performed in aisles according to teacher's directions.

11.42-11.50. Word drill. Teacher erased one word at a time and pupils told what was erased.

12-12.15. Formal exercises in penmanship.

12-20. Dismissed.

Stationary desks and seats. No material in the room intended to stimulate children to free activity. Work all seemed to be review. No new ideas apparent.

When not reciting pupils were expected to sit quietly in seats without anything to do. Directed many times during morning to "sit erect and lock hands."

REPORT J.

A Demonstration School, First Grade, 22 pupils present.

Room furnished with small tables and chairs, low individual cabinets; closets containing material conveniently placed; work bench, saws, hammers, plane, box of wood; large blocks for building, library table containing many choice books for young children; typewriter with extra large type; piano.

Pupils entered as they arrived and after greeting teacher and removing wraps took up some chosen line of activity. Almost every child took a turn at the swing rope suspended from the ceiling. At 9 o'clock 21 pupils were present and were occupied as follows:

9.00-9.50. Devoted to self-chosen activities.

2 continued climbing and swinging on a rope.

3 worked in wood, making aeroplane and doll furniture.

10 were weaving or winding wool. Articles being made were hammocks, doll muffs, and scarf.

1 printed a couplet found in a reader and later copied it on the typewriter.

3 folded "aeroplanes" from sheets of paper and flew them.

1 drew pictures with crayons.

1 seated at library table looked at books.

After about 20 minutes, teacher gave signal and called attention to fact that a certain rule the children had made themselves was being broken. After a little hesitation they located the offenders as the two who continued to swing on rope after practically the entire group had settled down to work. These two then got out wood work and were soon earnestly employed, and the others resumed what they were engaged in.

With the exception of two children, all worked with great concentration until 9.30. From 9.35-9.50 a number of individuals changed their occupation, but in almost every case something quite as valuable was taken up.

2 put away weaving; of these 1 got a book and read and 1 worked on a cart.

3 left paper-folding; of these, 1 printed on blackboard, 1 traced pictures in a drawing book, 1 prepared wood for some article.

1 girl who had been rather desultory in her actions began reading silently at 9.35 and read until 9.50.

At least half the children stuck to what they first elected all through the hour.

During this period pupils were seated in small groups as they chose at tables, or they stood at workbench and typewriter or sat on the window seat. The teacher moved quietly from group to group, responsive to questions, noting what children were doing and the quality of their work.

A large structure erected at some previous time out of big blocks stood in one corner. It was large enough for children to enter and bore the signs "Buckhill Inn," "Welcome Home." It gave evidence of having been a fruitful project for a group of boys, but no one played with it to-day and pupils have decreed that it is to come down. Another group in this class have spoken for the blocks to carry out a new project, the building of a "skyscraper."

- 9.50. Teacher called all to front of room. They sat on floor and discussed nature and quality of work accomplished, criticism favorable and unfavorable being given by children and teacher. One important question considered was "Has any one wasted time?"
- 9.55. Put materials away and arranged chairs for singing.
- 10.10. Singing directed by special teacher. Followed by birthday greeting song to boy whose birthday is to-day.
- 10.15. Recess. Free play out of doors. About 7 pupils chose to remain in and they were responsible for arranging room for lunch.
- 10.30. Children got out individual basins and soap and washed hands. Got out lunch, took it to chosen seat and quickly got ready for thanksgiving song or "blessing."
- 10.37. Lunch. Quiet conversation; tables cleared; heads on table or in relaxed position for rest period.
- 10.57. Story hour. All in front of room seated in chairs. Teacher read from "The Adventure of a Brownie," which had been begun at some previous time. Children asked her to continue where they had left off; they asked the title of next chapter and some wished to have it read; group decided it would be better to leave this for another day.
- 11.22. Reading, first division. While this group read the others chose quiet occupations from among those mentioned before with the addition of clay modeling.
- 11.47. Reading, second division. While this group read the others chose quiet occupations from among those mentioned before.
- 12.20. Gymnasium. Rhythm, first 10 minutes, familiar rhythms with emphasis on technique. Next, listening to new music, interpreted by individual children. Group selected the best or favorite interpretation and all tried it.
- 12.40. Returned to classroom and said good-bye.

How much of the time were pupils engaged in self-directed activities? About 75 minutes. Also much initiative and independence of effort at all times.

What did the children do independently? Wood work; textile work; read, silently and to each other; modeled in clay; copying, printing, typewriting; looked at picture books; drew pictures; wrote on board; paper folding.

REPORT K.

Rural School, Two Teachers.

First Grade, November 17, 1918.

- 9.30. Word drill on board. Volunteers for board work; words of action, hop, run, jump; children wrote words and then acted out what each word said; one child was not interested and looked around room; very quiet.
- 9.40. They were idle, no noise but seemed restless, no seat work.
- 9.50. Oral work in addition. Did as teacher told them; after oral work all went to the board and made figures just as teacher said; not interested, but did it because they were told to.

- 10.00. Study period. Every one had a reading book and studied and seemed interested.
- 10.10. Reading. The class read very well, but teacher had to help out on some words. After they finished reading the lesson they went to the board and wrote their lesson, such sentences as, Will is a good boy, etc. Children not in good order at board, but were not noisy.
- 10.20. Just trying to keep the first-grade children quiet by giving some crayons to draw at their seats while some were allowed to go to board and draw. Very quiet and interested in work.
- 10.30. Recess. No games on playground; several boys wrestled and raced.
- 10.30. Writing reading lesson from board on paper; children very interested and quiet.
- 11.00. They read out of the book some little review lesson they had had. Reading good. Teacher wrote story on board and sent children to board to write it as she had done. Children were quiet, but seemed restless and not interested as they should have been.

REPORT L.

Program of First Three Grades at Rural School, October 4, 1918.

MORNING EXERCISES.

Miss M. "What song will it be best to sing this morning?" "Jack Frost." "Sweet is the Sunshine." They sing these.

Miss M. "I am going to read about things out of doors and what thoughts came to the writer when she saw the same things you see about you on a sunny day." Reads nineteenth Psalm. All repeat the Lord's Prayer.

Miss M. "Shall we sing 'Father, We Thank Thee?' If you feel like being thankful this morning, will you stand up while we sing?" They stand and sing.

Miss M. "Anybody else want to sing something?"

Harold (first grader). "It Came Upon the Midnight Clear."

Miss M. "That's a Christmas song, you know; but if that's what you really want to sing this morning, those of us who know it will sing with you." Harold also wants to sing "A Birdie with a Yellow Bill." He comes out in front and leads it so slowly that Miss M. pretends to go to sleep, instead of being waked up. She tells how it made her feel. A fourth-grade girl volunteers to lead the singing; so Miss M. is aroused. Then follows the reading aloud of the story, "The Belgian Twins."

9.30-10.—Social activity.

Miss M. (to first three grades). "I've been thinking, children, it would be pretty to make a picture for the space over the blackboard at the front of the room. Don't you think it would be a good plan to have one that would show the way it looks out of doors now? I went to a store the other day and got some brown paper, 5 yards long and wide enough to make a good picture on. I thought if you made some bright-colored trees like these you can see out of the window, I would have them pasted on and some of the older children could draw the hills and sky." Goes to board to show shapes of different kinds of trees. Children hurry to benches about two tables. As they seat themselves, Miss M. urges them to make the trees as large as the paper will allow. She turns to work with seventh grade for the rest of the half hour. Primary class draw trees and color them. From time to time they show each other their work.

9.55.

Miss M. goes to look at trees, and exclaims over one which is of the right shape for a spruce tree but colored blue.

10-10.30.—Expression.

Other groups have received all needed directions. Miss M. returns to the smallest table, about which are seated the members of the first three grades.

Miss M. "Now, we are listening so we can hear about each tree." (This said because there is still a hustle and commotion in settling.) One child notices the blue tree again.

Miss M. "I never saw a tree so blue as that, did you? But spruce trees sometimes look blue and green mixed together. I'll show you how you might make it look like a real spruce tree."

Boy. "I had some blue rabbits."

His brother. "No; they were gray."

Miss M. "Now, Ora, tell us about your tree."

Ora. "It's way off in the woods. It's leaves come out before the rest, and they stay on longer than the rest."

Others tell of their trees. Very interesting associations are made.

Miss M. "Now I'm going to put on the board where each child's tree grows, so I'll know where to put it in the picture."

Each child dictates in turn:

Mattie's tree grows in the sugar place.

Ralph's tree grows in the woods.

Robert's tree grows by the side of the road.

Ora's tree grows a long way off on the flat.

Lloyd's tree grows in the woods.

Olivin's tree grows in the woods.

Roland's tree grows up in the clearing.

Emma's tree is in the woods. It does not grow beside houses.

Miss M. "Now, when you can read all the sentences stand up." Third-grade girls stand. One says to Roland, the third-grade boy, "Can't you read that?" A second-grade boy also stands. They are given opportunity to read. One or two first graders offer to read.

10.30.

Miss M. "Get ready for recess."

10.45-11.15. Reading.

Each third-grade child takes two first graders and helps them read the sentences on the board. Second graders study sentences. They are seated on benches in front of the front board or standing near. At the end of the period Miss M. leaves her class and hears different pupils read the sentences and finally points out separate words.

11.15-11.30. Writing.

Miss M. "It's time for writing. Third grade and second grade at the table. First grade at the board. Third grade is to copy first three sentences from board." First grade writes "tree" from copy made by teacher for each. Two pupils do nothing but scribble. Only two have enough control to copy the word so it is legible. Teacher divides her time between fourth and fifth grades, who are also writing at another table, and the primary grades.

11.30-12.

Miss M. "Now it is your free time. What do you want to do?" All the boys want to go out of doors to play; Emma wants to play with the dolls in the doll house; Rhoda wants to color; the third-grade girls want to make paper furniture for the doll house. Each does as he or she chooses.

AFTERNOON.

1.00-1.30. Nature study—observation.

Miss M. "I am going to talk with you of the first three grades this first period. I think we can sit in the chairs." They take chairs and make a circle. Little boy saves a chair for Miss M. She thanks him. "Tell me what you saw yesterday afternoon when Miss O. took you out." Somebody cries out, "Leaves" before the question is completely stated.

Miss M. "What do we tell people who interrupt?"

Offender, to rest of class. "Excuse me." They had learned names of trees growing near schoolhouse and how to identify leaves.

Miss M. "Roland, go to the board and make a picture of a willow leaf." He goes. Child begins to talk.

Miss M. "We don't need to talk when we're watching." Girl is sent to get a willow leaf so they can compare the drawing with it.

Miss M. "Now let's see what we can tell about the willow leaf."

Children. "It's green and yellow." These words are spelled and Mattie writes them.

Miss M. "What else can you see about the willow leaf? What shape is it?"

A child. "Green."

Miss M. "No, think what I say. What *shape* is it?"

Child. "Pointed."

Miss M. "What else shall we say? There are two words I can think of that fit the leaf better than any others."

Child. "Slim."

Miss M. "That's one, and what other?"

Child. "Long." Miss Morse holds up the leaf and feels of edge.

Children. "It's like a saw."

Miss M. "What about the stem?"

Children. "Short stem."

Miss M., to children who are moving about too much and some trying to spell the words aloud, "I think Roland will ask you to be still so he can hear me spell it."

Miss M. "Now we have all those things about the willow leaf."

Child inquires what the ball in the leaf is. Miss M. tries to explain, but is unable for a time, because the children offer information on the subject. Emma says there is a worm inside.

Miss M. "How do you know that?"

Emma. "Because I looked inside one and saw it." Children are asked to read words on the board.

1.30-2.00. Nature study expression.

Miss M. "I've been thinking it would be a good plan to make a book of trees around the schoolhouse. You might go out at the beginning of the next period and get the different kinds of leaves that you know, and we will press them as you did the flowers. And wouldn't it be nice to write a story about our willow tree?"

Third-grade girls say "Yes."

Miss M. "When you have found the leaves bring them to this table, and Evelyn (a seventh-grade girl) will write the story you tell her." After a very short time they come back with leaves. Evelyn takes down the sentences dictated. The result is a page of short sentences showing responses from first graders as well as from older one.

2.00-2.30. Construction.

Miss M. "I wonder if you can cut out the pictures of your trees so they will look just like trees." Goes to board to show how edges sometimes look.

Miss M. "We don't want any of them spoiled, because they have good colors on them." Some are uncertain how they shall cut, so they are taken to the door where they can see the trees and notice how the edges look. They return and take scissors to cut. Third grade has to color more trees, for there are not enough scissors.

2.30-2.45. Recess.

2.45-3.15. Reading.

Teacher seats herself with first grade, to listen to the second and third grades read from their book.

Miss M. "I'm ready to hear a story."

Orn. "I can't find my book."

Miss M. "Well, you needn't come to class another day without your book. Spend this period hunting for it."

Changed from next period so teacher can be with class.

When the stories have been read, teacher goes to board and writes "Little Red Hen." First graders are asked to go to board to read. Second and third grades go back to silent reading in books.

3.15-3.45. Number Work.

Second and third grade children are given strips of paper on which to make number stories. When passed in they contain many number combinations which the children know. First grade is given dolls, blocks, etc. to play with. Counting is suggested.

3.45-4.00.

Miss M. "It has been requested that the music time be given to reading from the story of the 'Belgian Twins.'"

A Day With the Primary Grades in a Rural School, June, 1918.

(Student is teaching.)

9.30. Social activity.

Miss N., to the first three grades: "This first period the first three grades will have a story about something that happened to a little boy. Would you like Irene to read to you?" There is a chorus of "O yes," for Irene is a good reader, from the fourth grade. The primary pupils take their benches and form a hollow square down in the front of the room, where Irene reads the story.

10.00. Expression.

The teacher goes to the group which has been hearing the story and asks them how they liked the story. One exclaims she would like to write the story. A table is set up. They seat themselves. Paper is supplied and Miss N. puts on the board words they do not know how to spell. Some of them write original stories; others write about what was heard.

10.30. Recess.

10.45. Reading.

They get their books from the bookcase and, finding some chair or other place where they can be comfortable, sit down to read.

11.15. Writing.

A copy on the board is used. The pupils sit at the two smaller tables.

11.30. Free time, or to be used for construction.

Using as a basis a Dutch story told a few days before, the children are making a Dutch scene on the sand table. Ducks are being cut freehand. Boys and girls are made from patterns.

1.00. Nature study, Observation, or Information.

Miss N., to the three grades: "I am going to be with the first three grades this period. You know what to do when I tell a story, so get ready." After instructions to the other pupils she turned to the primary grades, who are waiting for her, seated on benches arranged in a hollow square. "Now that the days are warmer, I thought you might like to hear a story about a boy who lives where it is warm all the time."

1.30. Nature study--Expression.

"You have had a story. Now, can't you draw some pictures of the animals I have told you about? Here is some paper on the table and I'll give you some crayolas." At the end of the period Miss Nellie says: "Pick up the things on the tables and get ready for the next class. May I see what pictures you have made?" Pictures are commented on and collected.

2.00. Experience--Basis for number.

"Would the first, second, and third grade people like to play store? I have marked the packages on the lower shelf of the cupboard with blue chalk. I wish you would buy more than one thing at a time." "O Miss Nellie, may I get the store ready now?" "Raymond, don't you think we had better all move at once, so as not to disturb each other?"

2.30: Recess.

2.45. Number work.

Second and third grades do arithmetic from the board:
 4 times 5 cents. 3 times 7 cents. 4 times 9 cents. 4 times 12 cents.
 3 times 8 cents. 3 times 12 cents. 3 times 11 cents. 3 times 9 cents.
 They find pencils, paper, at the table. The beginners of the first grade are given corn to count out in groups of 2, 3, 4, 5, 6, 7, and write figures showing how many are in each group. The teacher works with the beginners, showing them how to write the numbers.

3.15. Reading.

Teacher collects arithmetic papers and tells the primary grades it is time for reading. They get the books and seat themselves to work on the story that each has begun. They may ask older children or the teacher for help in studying out the words.

3.45. Music.

Miss N. suggests their learning a new song about butterflies. About 10 minutes are spent in learning this, and they finish the lesson by singing "God save our glorious men!" which they know.

DISCUSSION.

A MEMBER. May I ask one question? In the case where the reading lesson lasted an hour and the children read voluntarily, were they held for the hour or could they read and go?

Miss MOORE. No. Most of them did stay for the hour. Several children did go and take up other things, but as I remember the report, most of them were staying there and listening to the children read because they were not all reading the same thing. They were not required to stay through the hour, and several of them did withdraw and take up other things.

A MEMBER. May I ask, Was that the first grade?

Miss MOORE. That is the first grade in a city system.

A MEMBER. Do you know what the subject matter was?

Miss MOORE. Oh, they had a variety of books. I think the report did detail the books read, though I can not remember them. They had a variety of books. I can not answer detailed questions, but I can say I know of a first-grade room where as early as the fourth month of the school the children are able to get this work. Why not, if they are able to read the primers at all, why can't they come out and read a little from something that is fresh, provided you have enough books?

We see, then, that as to the time the children have in which to set up some purposes of their own, to gather together the things they need to work with, to get their piece of work started, or to get equipment on the way, we see that time ranges all the way from zero to 41 per cent of the time. From my descriptions, very inadequate as they have been, you can see that there has been a great range as to what sort of things they do.

What is the work most frequently assigned by teachers? As a rule the teacher does tell the child what to do while she is doing something else. What sort of things does she tell the children to do? Reading, writing, drawing? Yes; but a great deal of the time it is not because the teacher wants the children to do that sort of thing only, but it is because of the conditions described by Miss Day and Miss Calmerton. What else can they do? You can't make brick without straw.

I can improve on that story about the Red Cross room. I was told by an observer and a person who had no reason to misrepresent, because she would have wanted to make as good a showing as possible, that she had seen a lesson in a primary grade given in knitting in which they tried to teach the children to knit with one needle and no wool.

Now, as to the environment in which the children are trying to do a day's work. The environment in the public schools ranges all the way from an absolutely barren room with not a single thing except books, desks, and pencils, up to a primary grade in a public-school system with a wealth of material almost as good, or perhaps quite as good as the kindergarten, and with ideal furniture, small movable tables and chairs and cabinets for the children to store work in. One of these, Report D, does not seem to show so very much time for children to be by themselves. That school has almost ideal equipment, and it is because the teacher is skillful in merging periods. The children really have a good deal more continuity of work than that 16 per cent would indicate.

Speaking of the kind of first grade that Miss Calmerton has in mind I must tell you a story of a little child that I heard last year. The child was in the kindergarten, and they were trying to interest the children of the kindergarten in the first grade, and what was coming on beyond. So they visited back and forth. The little kindergartners would go over to the first grade and entertain the first-grade children in some way. Then the first grade would reciprocate. The kindergartner had taken the little children of the kindergarten class out into the yard and she said, "The pumpkins you know belong to the first grade because they planted them and of course they are going to have their pumpkins. We must go over and see those first-grade children some time." She made that remark several times. "We must go over and see the first-grade children." Every time she said it Bobby said, "I don't want to go over. I would rather not go. I would rather not go." At last Priscilla says, "Why, Bobby, why don't you want to go?" He said, "Because." Then the teacher said, "What do you think the first grade is?" He said, "Why, that is where they bury people." [laughter]. He was much more familiar with the term "grave."

than he was with "grade." He didn't know what the first grade meant at all. He thought it meant "grave." For some first grades the child was speaking more truly than he knew!

Miss CALMERTON. I move that we give Miss Moore a rising vote of thanks for the very complete and splendid report that she has made for us.

(Rising vote of thanks extended.)

The CHAIRMAN. We will now turn to the discussion of the two reports which have been made and I am going to ask Miss Gilde-meister to open the discussion.

Miss GRACE DAY. Miss Calmerton makes the suggestion that super-intendents and supervisors in this room who are willing to start a freer first grade in their system, just one, might let us know their willingness to do that this year as soon as they get back to their school. Miss Calmerton thinks that those who are willing to do this might arise. (Several arise.) And then I may add, send us the report, so that we can see if we are beginning to be practical.

A SUPERINTENDENT. I think the purpose of this vote for which we just stood was to see how many of us are willing to enter into the game. May I ask this question of the primary teachers who are here? What are we going to do when we make suggestions of this kind to primary teachers and they do not react to it?

The CHAIRMAN. Somebody said it was a very fine thing to have movable furniture, but that it did not work if you had an immovable teacher. Perhaps Miss Gildemeister may be able to give us some suggestions on that as she opens the discussion.

A MEMBER. An answer to the gentleman's question has been suggested; "Make the suggestion again."

Miss GILDEMEISTER. Let me take up that question for just a second. I think as many teachers are eager to do it as there are people who want them to do it, but oftentimes do not know how. As I listened to Miss Moore's paper I made little notes here and there, and one that I put down was this thought, that so many people face a problem like that feeling helpless. I have this to suggest: Begin. Begin anywhere. Go just as far as you can and then drop back to the old way, because you can't go any further. You can't let things go to pieces, but watch what you did and note the results. The next time, next day or week or month, go a little bit further, and it won't be any time until you find you are doing many things which you did not know that you could do, and didn't know that you were doing. We know there are just hundreds of teachers who would begin if they only knew that they might make a start and do just as much as they could and not be fretted over any criticism at all.

I made very hurried notes because the whole thing was so clearly put that we don't need to have very much in the way of discussion in addition. You have gotten the spirit of this thing, that we do want the onward movement now for thought work, for freedom, for continuity, for social motive, for those things which are going to make for the things we stand for in our democracy, a power to be independent, a power and a right to do the thing in our own way, to propose our own problems and oftentimes to finish them.

I do think there are one or two little places in which there are adverse things which may be a help to some of you who might desire other ways. Little children do not have as long problems as we older people. I do not know of anything in the world that I covet more than time to get through something I start. I am always having to stop what I am doing to do something else, and it has to be finished up some other time. But the children's problems are smaller. They forget them, too, in between. So I think it is not quite so vital a thing as we sometimes think, but it is there and we must work for it. Certainly that problem of anticipation, the problem of coming to school the next day to finish up something is one of the very finest things that any of us can engender. We have grown to feel that it is one of the most vital factors in study, anticipation, thinking of a solution of that problem. So to have the child feel he must get back to school the next day to clear up something is certainly a thing that anybody would want to start. I would like to tell you something that is a little further along than the first grade if it is proper to do that.

The CHAIRMAN. Yes.

Miss GILDEMEISTER. I would like to tell you something in our own school that happened in the third grade. There were five or six children, as is always true, who were somewhat leaders and the children were going to entertain, as we do every Friday afternoon, the children of other grades in the assembly. It was third grade's turn to entertain all the other children, and they decided that they would like to act out a play at that time—it was about two years ago when there was the problem of saving food and they thought it would be a very fine thing to give a Hoover program. They thought it would be fine to play Jack Sprat. They had Jack Sprat and his wife and a very large family of children, who sat around a table. As Jack Sprat offered his wife a certain portion of the meat she said, "No. You know the part I like." He said, "Well, as long as I like the other part this comes out all right." Then the children began to talk and tell what they had learned, this or that; so that it was really quite a family party.

Now, it would have been quite natural that these four or five children should be the leaders, but the teacher felt that they ought to

be kept out. I do not know quite how she directed it, but she suggested that they let some other children take the leading parts. Were they kept out? Not by any means. They consented readily to criticize. The next to the last day they said to their teacher, "Miss Orr, do you know that in the first grade we learned a song, a kind of little anthem or round about Jack Sprat. Don't you think if we sang it that the audience would like it?" "Yes," said Miss Orr; "I think they would." So they sang Jack Sprat. After all, you see, they found themselves something to do.

Well, that is the finest kind of thing. Not only was it impossible to keep them down, but they found for themselves a valuable and contributory part, whereas had they been allowed to take the lead, as they might have been allowed because of their general ability, they wouldn't have been put to it to get another solution. These good things do not have to stop at the first grade, as you know, but can go right on into the third.

When Miss Moore spoke about this wide range of dramatization, I thought how true it is that the children dramatize the form, the externals, rather than the inner meaning, and I think that is such a wonderful chance for the teacher who is eager to make things go right. If she watches this little dramatization and sees how the child imitates just the outward form, she has that wonderful chance of putting inner meaning into it, so directing those things which can come afterwards that she may bring out the inner meaning until finally that which is chosen ceases to be merely the form but wholly the meaning.

The CHAIRMAN. I am going to ask Miss Cooke, of the Francis Parker School, to give us a word or two in further discussion of this subject. Miss Cooke is doing these things in her own school as we all know.

Miss COOKE. I am not going to take your time to discuss this question, because the people who are worthy to do it are the ones who are actually doing the work. I have not been privileged to teach in a school for 20 years, and the teachers in the school where I am are here this morning. They are doing the work and they are the ones to tell you what our school has to contribute, if anything. There is one question, however, that has been asked of me, and I would like to have Miss Moore answer it. It falls under the head of the first question outlined here. Can we prove that nothing of value has been lost? Much has been gained through this freer method of instruction. It has been asked of me several times, and you know I think that in our freer kinds of schools children who have been in the school for three years have learned to have a certain facility. They have power to write their own records of experience and they have time enough, measuring in connection with their work,

to have a concrete idea of what addition and multiplication and the fundamental operations in mathematics mean, the real significance of them. I want to ask Miss Moore if these children who have perhaps been in the most radical experiment and have gotten where they have chosen work for themselves, those children who are now in third grade who have had this very free type of work for two years, do those children have this power and skill in getting thought and in expression that we expect from ordinary free school activities? Where the work is based on free activities, do they have this facility, Miss Moore?

MISS MOORE. I can answer the question partially by certain instances. We have had such a big undertaking, more than a day's work to enumerate what I have here, that I have not been able to gather data from all of these cases as to what advancement the children have made, but I can say with regard to one of the public schools represented there, both the first-grade teacher and the principal testify that the children had more than covered the usual year's work. I know that with regard to the private school that is represented there, the children were measured by all of the standards and scales that we could assemble, that can be used in the first grade at all, and everybody concerned was more than satisfied at the end of the first year with the progress the children had made. There are two people in the audience who could speak of other instances. I wish Miss Barwis and Miss Goodrich, if they are present, would tell us of the results from very free work in the system of schools with which they are connected. Miss Barwis, you can speak. You are the supervisor of a city system.

MISS BARWIS. I can tell you this, that we have been testing the kindergarten, first and second-grade pupils, who have been under the free methods of instruction against those in regular third-grade work, and the pupils from the school where they had free work have come out ahead in their tests.

MISS MOORE. Is Miss Goodrich present? Then, after Miss Goodrich, I would like Miss Ernst to tell us what she knows.

MISS GOODRICH. I haven't anything very special to say as far as actual measurement is concerned. In reference to the rural school that Miss Moore spoke of, it is hardly a fair sample in one way. It is a rural school in one of the poorest districts I think you will find anywhere. The children have been starved in every way before coming to school, and they also come from homes where there is a very poor social environment. The children are very much undernourished and not of very good stock, but there has been wonderful growth along many lines, and I feel that these children are very much further advanced than they would have been with the system they were working under previously.

Miss ERNST. I speak of conditions that are more or less crowded and are quite generally hampered by equipment, etc. They are not hampered by any fixation of the teacher. As far as the limitations of surroundings permit, the freedom of choice of activity is granted the children. I am merely a grade-school principal and completely familiar with the conditions under one roof and by proxy and observation reasonably so with conditions under the other roofs which, however, I can not alter by any supervisory dictation of my own. I am reasonably familiar with the results of several years of attempts at freeing the lower-grade children, and I think I can safely say that the third and the fourth grade get an independence in the handling of the materials that the third and fourth grade are supposed to handle, material out of which reports, for instance, in research in geography come, materials that the libraries supply. I have in mind groups of third and fourth-grade children who are as familiar with the feel of a book from the table of contents to index as you are and have no more hesitation than you would have in tackling a book that is 2 inches thick; if some one has suggested to them that somewhere in the middle is the thing that they want. It is very meager evidence, but I consider it very adequate evidence, for if a little bit of freedom of choice, freedom of self-direction in the first and second grades, can give that to a third or fourth child which a great many adults do not possess, I think the thing has validity.

Miss MOORE. I want to make just one other point in answer to Miss Cook's question, and that is that in a number of these schools represented here, representing the best practice in this respect, I know that it has enabled the classroom teacher and the principal, or whoever is responsible for promotion, to single out children of great or unusual ability and have those children go on. I know of instance after instance where numbers of individual children have simply leaped over the rest of a year's work because they were given a chance to show what they could do under freer organization.

Mrs. BRADFORD. It may be helpful for you to know that we have been practicing in Kenosha a suggestion that we received at Detroit three years ago much along this line. It is the use in every room of an occupation table. The superintendent of schools had not the time to manage the details but had no difficulty in finding a member of the supervisory force who could and would do it. I put it upon the woman who has charge of the constructive activities in the elementary schools. These occupation tables were immediately instituted in every room and equipped with material with which the children could occupy themselves. This ingenious woman struck upon the plan of having a sort of symposium among those teachers, by setting up the object before them of inventing something to contribute to that table and bringing them altogether for

an exhibit and discussion before the best was selected. In that way, you see, we keep these occupation tables supplied with new material constantly. Now, the way to operate is this: When a child has finished the work that is assigned to be done and is ready for his next exercise he can quietly leave his seat without asking anybody about it, pass to the rear of the room, get what he wants, and go to work. There is a great variety of material, and there is initiative. They mind their own business. They are forming habits of occupation. They are not forming habits of idleness. They are helping. There is the spirit of helpfulness, because they are allowed to help one another if they do it quietly and unobtrusively.

I saw this recently as a concrete instance. They were making houses, using boxes that had been gotten in the flat form and put together. They were placing pictures on the walls, and furniture in the rooms. I noticed one boy with his house before him and on the side two others. He seemed to be helping. I questioned this little boy a little, and he replied, "As you see, I have finished my house and these boys are behind; so I am helping them." While I stood there he directed these little fellows and showed them how they could fold a table that was to go in the center of the room. He was helping them also to choose a pretty picture to be pasted on the wall. So there is that carrying over from one thing to another, from one day to another, of a project that may last for perhaps two or three weeks, all this coming out of this occupation table for which I am indebted to this association for having put in my mind three years ago.

Miss ERNST. I was present last night at one of the meetings in which a very pathetic appeal was made to all of us to remember the good old-fashioned recitation and see that it was not completely buried, at least in Wisconsin. In sympathy with an appeal of that sort, and just by way of caution, I wonder if we could not ask Miss Moore to take particular pains in the work that I trust she will do in the coming year to find out from everybody who is willing to say whether the enthusiasm for this thing is going to bring us into a state in which we may perchance lose something that the old-line procedure actually did give us. You were raised on it. And so was I. "Is it an ox? It is an ox. So it is." It is barely possible that there is still some tonic in that old ox that is worth holding on to, but I should like Miss Moore to emphasize her question. Dare we hope that we are losing nothing that the old procedure had to offer when we substitute the new? I believe that that question will be more fairly answered for everybody here who thinks that we are losing or that we are in danger of losing something that is thoroughly worth while if they will point out definitely to Miss Moore

just exactly what he or she thinks and let it be analyzed, scrutinized carefully.

Miss ANDERSON. I think that question is a very important one. It will also solve the problem of the speaker who just had the floor. May I suggest that the council, as soon as possible, appoint committees to look into the matter a little more carefully and secure data for us and submit them as they have done on this work they have had this year.

The CHAIRMAN. I am sure we are going to continue the committee.

Mrs. THOMPSON. A number of years ago I had the privilege of teaching a number of children in the third grade in Dr. Dewey's experimental school. They came to us in the school of education. The question of freedom is one perhaps that we do not all agree upon. I had in the third grade some who had never been forced to open a book. I can say that among those children there were some who read things they could not understand, in fact they could all read things they could not understand, but I also had children who did not read any more than a child who came out of the kindergarten. Now, you can see that there was a problem for the third-grade teacher in that case. There were some who had burst into reading and conversation out of the joy or the desire of their own hearts. The question would be, will they go on in the fourth or fifth grade and omit this particular phase of the work or is it perhaps now a wise time for the teacher to say, "You have not chosen to read and write up to this time, but now you *must*," or at least you present that subject in such a way that the child would like to. So I believe that there is that problem in the amount of freedom to be given, the amount of encouragement, perhaps, to the more formal sides, and also the question of when the teacher must step in and say, "The time has come and from now on a certain amount of your time *must* be spent in this particular direction."

Miss Fox, of the Bureau of Education. I want to explain the question I asked regarding the subject matter which the children were reading in the first grade. We are working on a national primary curriculum, and I saw an opportunity here for gathering some material for that curriculum, for subject matter of the reading in the first grade. Miss Moore does so much for us I am tempted to ask her now to give us in detail some of the things which these children did of their own free will, what they modeled, what they drew, what they were interested in, so that it might be of help to us in formulating the subject matter for our curriculum. That was in my mind when I asked her the question regarding what the children read in the first grade.

The CHAIRMAN. I am sure Miss Moore will be glad to include that in the rest of her report when she has time to devote attention to that detail. I am particularly anxious to have some of the superintendents who are with us, perhaps for the first time, give us their point of view. In the organization of the council in the beginning we threw open the doors wide. We said this is an organization for teachers, for supervisors, for administrative officers, for patrons, for all who are touched by the primary problem at any point. We felt that in the multitude of counsel there might be wisdom. We would like to hear from some of these. There are a few minutes left, in which I would like to hear from some of the visitors this morning who see this question from the supervisor's, the superintendent's, standpoint.

Miss KRACKOWITZER. I would like to connect the question asked over here with the question the superintendent raised on the other side. To me, this is a very practical question. The question was, What are you going to do, if you were making a suggestion to a primary teacher and she wouldn't take it? The answer was, suggest again. It seems to me there is something else that can be done, and I think it is a very serious proposition. My experience has been that most of the primary teachers are hungry for something better, but a great many of them do not know how to go to work, and a great many of them feel, as has been suggested, that they may be getting lost somewhere. Now, it seems to me that one of the best suggestions that was made here was made by Miss Gildemeister when she said, make the teacher's feel that they do not need to upset their whole program and do this thing all the time, but do a little as they see the opportunity. As it were, build a new bridge by putting in one plank at a time, while the traffic is still going on. It seems to me that that is one of the best ways of helping the teachers to go into this work, if they feel that it does not revolutionize everything they have done before. Then, another thing on the point of their not knowing how, the very best thing that I know of is to go right into that teacher's classroom some day and say, in the most tactful manner possible, "Would you mind if I tried out such and such a thing with your children?" and invariably the teacher will say, "Go ahead." Demonstrate some little unit yourself, whether it takes a day or whether it takes longer. There is a certain infection about this kind of work that is as strong as some of the diseases that take hold of us, and almost invariably, by the time you get through, the teacher, as well as the children, are benefited. I think that is one of the best ways of getting hold of the problem.

The CHAIRMAN. A word of proof that that suggestion worked in a town with which I am familiar. When these plans were first suggested, the teachers said, "Oh, dear, do we have to do experi-

ments and upset everything? How will we ever get the course of study attended to?" Soon after the work was well started, conservative ones came around and said, "Do you know, after you begin, it just does itself." I think you will find that the case many times. Let us not be afraid to try.

Miss WYGAND. This matter of the primary teacher's attitude is a very serious one. I would like to bring before you an instance covering the seven years that I have had groups of public school teachers of Chicago in classes trying to work out specifically how to free the program. I have never had a class from whom there did not come a majority expressing the belief, "I would love to do it if only my principal or my superintendent were willing." Wherever I could get hold of a person who was willing to say specifically "I have tried to do this thing, I have not been able to, I have gone back to the old method," I have looked them up and in all I have looked up 68 cases. In those 68 cases I have found that, with not one exception, the principals and assistant superintendents have expressed willingness and enthusiasm toward the teacher's undertakings. I think the difficulty lies in getting the reverse of the feeling that it is not going to revolutionize the school. It is. It ought to. I am Bolshevik when it comes to education of the old type. We ought to blow it to smithereens, I believe. The reason a primary teacher says she can't do it is because when she comes literally to do these things, the things she has held so dear she sees go, and she does not dare to push them out. She is trying to get reading, writing, and arithmetic, but she is finding out that the thing wanted is freedom. I do not believe we are going to get it by a little bit of patting down here and a little bit of scratching there. We are going to get it by wanting it and wanting it so much that we are willing to face this question, Are we losing something or are we getting something a good deal better than the thing we are losing? I am very radical after a great many years of seeing this thing partly done.

The CHAIRMAN. For several years, ever since the council was born, we have been waiting for Dr. McNaught. The storms stayed her on the road one year, something else kept her another year, but I am now going to call on Dr. McNaught, the Commissioner of Elementary Education of the State of California.

Dr. McNAUGHT. Before I became Commissioner of Elementary Schools of California, I was for a great many years principal of the training department of one of the normal schools of the State of California. I can state definitely my own opinion concerning this question asked by Miss Ernst about whether there is anything valuable in the old form that we are to retain, or whether this newer sort of education that we are trying to put into primary grades is of so much worth that we can afford to overthrow the old. I am

somewhat surprised, being from the Far West, to find any suggestion that the primary teacher does not wish to take up the new ideas. I have not gone through our whole State, but I have a very strong general impression that the great trouble in California is that we can not get all of these conditions just as we would like to have them, concerning the movable seats and all the other things that make for the activity of childhood; and the primary teachers are the ones who are making the great call for it all over the State. They are jealous, in a way, of the fine equipment that the kindergartens have, and they are saying, "Why can't we have this? Why can't we have that?" They are our strongest advocates of the newer conditions.

For example, I went into one city in the State of California not very long ago to visit, as is my duty, and I found there a young superintendent eager and happy over what he had done. He said, "Now, Mrs. McNaught, you are the commissioner of elementary schools. I know you are interested in the young children. I want to show you our splendid new kindergartens. I have been here four years. There was not a kindergarten in the city when I came in, and now we have seven or eight." He took me from one to the other, and they were really ideal. The first one he took me into I thought he had made a mistake and was taking me to some child's home. It was a veritable home, a beautiful bungalow with a large grass plat and trees all about, and not until I got into the main room of the kindergarten did I know I was in what might be called a school. Then he took me to the other extreme of education. He was proud of the \$200,000 high school in the city. In closing my visit he said, "What do you think of it all?" "Well," I said, "you know that I am the commissioner of elementary schools and I confess I am bitterly disappointed." "Why," he said, "Mrs. McNaught, what is the matter?" "When you took me into the high school you said, 'Mrs. McNaught, see what a wonderful building this is. There are no damp basements where the toilet facilities are put. There is no bad ventilation. There are no high stairs for the boys and girls to climb. Just think of a \$200,000 high school for these boys.' Then a little later on you took me to your intermediate school. I didn't say a word then, but I am saying it now. Where have you housed the intermediate children? You remodeled the old high-school building for them, and they climbed three flights of stairs. The dark basement is still there, and those children are housed in ill-ventilated and uncomfortable buildings. Then you took me into your kindergartens which are wonderful. Then you took me to your primary schools, and I saw just the same old conditions that were there when you came." He said, "I grant you that, Mrs. McNaught. I haven't got

to that yet, but the primary teachers are making such a rumpus about it that I think we will get there very soon."

Now, then, I want to answer the other question raised by Miss Ernst. I know there are spots in California and in other States as well where for years and years we have had these activity schools as they might be called. When I was a young girl the first impression brought to me from the Francis Parker School, where I got my first ideals, was of this kind. We had a very large training department in the San Jose Normal School of which I was principal, and these activities were going on there. We had a kindergarten with about 90 children in it, and two or three hundred in the primary department. When these children finished our elementary grades they went into the city high school, which was a sort of county high school. Nearly 2,000 children entered it from all over the county.

This training department had been going on for years. I wish I had time to describe our primary room. We had in the building a really large and beautiful stage, not very high, but large enough for the dramatization work. We had victrolas, pianos, opportunity tables, libraries, and books, and the children had free access to them. We had ample playing grounds, and we had movable desks, chairs, and tables away up through two or three grades. The criticism there was, "Yes, these are petted darlings, but when they go into the high school, *there* will be the test." I used to have to make excuses all the time to the parents. They often said, "Well, we will send the children through the primary grades, because it is so beautiful, but when it comes to the solid work we think we shall have to take them out." Through persuasion I managed to keep most of them there, and they went through the whole eight grades. By the way, those activities should go as far as possible, I take it we all agree, Madam President?

The CHAIRMAN. Oh yes.

Mrs. McNAUGHT. Right through the eight grades, initiative, self-direction, social work, cooperative work in every way should continue. So we had that sort of an elementary school. Now, then, I come to my test. I was challenging the criticism that these children when they entered the high school would not make good. I said to the principal of the high school: You must make a statistical account of all the children that enter the high school during the first semester, to know how the training-school children stand in the various subjects which they take. Of course, they took all kinds of subjects, manual training and history and art and literature; all the subjects that are taken in the freshman year of the high school; without exception, every one of the training-school children for two years stood among the first. Now, I think that is a remarkable record, showing that this activity work, if carried on rightly through

all the grades, does make the children better students. There is no doubt about it in my mind at all. I am like the little 12-year-old boy pupil in this same school, who was standing on a platform about as high as I am, addressing his fellow students in a debate on the question, "*Resolved*, That girls are of more benefit to boys in elementary school life than boys are to girls." He had the affirmative. He said, "Why, it is a foregone conclusion that girls are of more benefit to us than we are to them. In the first place, take it in the matter of manners. Now, you know how it is. If boys were just together, my goodness, we would not have any manners at all. We would be rough. We would never take off our hats to anybody, because we would not take them off to each other. Just think what that would mean. We could not learn a thing. Our muscles would not be limber, because when girls are around we have to carry their packages, we have to pick up things when they drop them, open the windows and open the doors for them. They are a lot of use to us in making gentlemen of us bye and bye, and we need to know how to be gentle boys. We could not do it unless girls were around us. Then in our student life, in the matter of study, for instance, we would not care much if boys, one of the fellows, get ahead of us, but by Jove, you know how it feels when a girl beats you. So girls stimulate us." "Why, friends," he said, "I know I am right. I have been reading up on this subject. I have been reading up on it, and Gov. Johnson agrees with me."

The CHAIRMAN. I am sorry to bring this discussion to a close, but I am sure this is a good cap sheaf.

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