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BUREAU OF EDUCATION

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ADVANCEMENT OF THE TEACHER  
WITH THE CLASS

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## CONTENTS.

	Page.
Letter of transmittal.....	5
The questions involved.....	7
Reasoning from a theoretical standpoint.....	8
Grades and cycles of advancement noted in replies to questionnaire.....	10
Opinions of superintendents as to merits of plan.....	11
Opinions of teachers.....	31
Advancement of teacher in foreign schools.....	56
Summary of arguments for and against the plan.....	72
Addenda.....	78

## LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
*Washington, September 11, 1915.*

SIR: Shall teachers in city graded schools be advanced from grade to grade with their pupils through a series of two, three, four, or more years, so that they may come to know the children they teach and be able to build the work of the latter years on that of the earlier years, or shall teachers be required to remain year after year in the same grade while the children, promoted from grade to grade, are taught by a different teacher each year? This I believe to be one of the most important questions of city school administration. In a large majority of the cities of this country the practice indicated in the second part of the question obtains, but it is not now, I believe, so nearly universal as it once was. I have summed up briefly what I believe to be some of the valid objections to this plan in my introduction to the Report of the Commissioner of Education for the year ending June 30, 1913, which I beg leave to quote here:

Teachers and pupils should remain together longer, especially in the first years of school life. In most city schools a teacher in any of the first six or eight grades remains in the same grade from year to year while the stream of children flows by her. Under these conditions the teacher may become painfully familiar with the minute details of the course of study as made out for the particular grade, but she never becomes acquainted with the individual children of any group she teaches. At the beginning of the school year in the fall, or at the beginning of the second half year in midwinter, from 40 to 50 children promoted from the next lower grade come into the teacher's room to take the place of a like number who have been sent on to another teacher in next higher grade. The teacher knows nothing of the children, not even their names. Probably she has never seen any of them before. She knows nothing of their character, nor of their varying abilities in the different subjects of the course, and has only vague ideas of what they have been taught in the grades below and of what they are expected to learn in the grades above, for which her work is supposed to prepare them. Knowing nothing of the parentage of the children, she can not know what powers, capacities, tendencies, heredities, are to be expected and to be developed or restrained in any individual child. Knowing nothing of their past experiences in the home, in the field, in the shop, on the playground, and in association with kindred and friends, she does not know how to use the results of these vital experiences as the raw material of the lessons to be learned in school. Knowing nothing of their present home life, their occupations and interests, and their relations to their parents, she is unable to bring about that close cooperation between school and home and the unity of school and home interests without which the work of the school can not be made to take hold as it should on the lives of the children. Having very little definite knowledge

of the details of the work which the children have done in the lower grades, she is unable to use the knowledge gained in these grades as the basis of the new lessons, to interpret the new in terms of the old, and to dovetail the one into the other in such a way as to make the work of the year an intelligent development and continuation of that of previous years. Having never conducted a class through any of the grades higher than the one in which she teaches, she has little conception of the relation of the work of this grade to the higher grades, and is therefore unable to select out of the mass of facts and principles with which she deals those on which emphasis should be placed as a preparation for future work. With no knowledge of the inner life of the children, of their ideals, hopes, purposes, and dreams of the future, she is unable to make the lessons of the school take hold on these, modifying them and being enriched by them, as must be the case before the school, its lessons, and its discipline can be made to project themselves into the future and take hold on life as they should, and as they must, before they can become fruitful in life and character and deeds. In all city schools, teachers of the first four or five grades should be promoted from year to year with their classes.

To this plan two objections are frequently raised: (1) That the teacher may be inefficient, and that no group of children should be condemned to the care and instruction of an inefficient teacher through a series of years; (2) that the full influence of the personality of any one teacher has been exhausted by the end of a year, and children should therefore come in contact with a new personality each year. The answer to both objections is easy and evident. The inefficient teacher should be eliminated. The man or woman who is unable to teach a group of children through more than one year should not be permitted to waste their money, time, and opportunity through a single year. A personality which a child between the ages of 6 and 12 may exhaust in a year must be very shallow. What the child of this age needs is not an ever-changing personality, but a guide along the pathway of knowledge to the high road of life.

For the purpose of calling the attention of teachers and school officers to the subject, and that they may have in brief compass at least a partial summary of the practice of the schools of this and other countries, and of the opinions of some of those who have tried the two plans, Mr. James Mahoney, head of the English department in the South Boston High School, Boston, Mass., and a special collaborator in this bureau, has, at my request, prepared the manuscript transmitted herewith for publication as a bulletin of the Bureau of Education. It is my purpose to have other studies of this subject made and to do whatever I can to have that which I consider the better plan given sufficient trial to prove its merits.

Respectfully submitted.

P. P. CLAXTON,  
*Commissioner.*

The SECRETARY OF THE INTERIOR.

## ADVANCEMENT OF THE TEACHER WITH THE CLASS:

POSSIBILITIES AND LIMITATIONS OF THE PLAN.

### THE QUESTIONS INVOLVED.

Who has ever known a child, either bright or backward, to be indifferent to the question: Who is to be the teacher next term? Who has ever known a parent, however careless, to be quite unconcerned about the same question? Why, then, are not school administrators interested in that question? Why do they not give practical attention to it (a) by systematic study of the proper assignment of teachers, or (b) by thoroughgoing consideration of the problem of continuance of teachers with given sets of pupils?

The answer must be that they are, in general, interested; but that conditions, especially in the larger cities, make proper adjustment of teachers and classes extremely difficult. Furthermore, the scientific study of school problems of any sort is but in its infancy.

It would seem, too, on the face of it, as if not alone the rapid growth of American cities, but also, perhaps, an unfortunate application of the doctrine of efficiency, has led to mechanical, unprogressive, assignment of teachers. The result is that a teacher, once assigned to a grade (or, as often happens, to a half grade), whether originally from the standpoint of efficiency or not, remains commonly fixed in that grade, on the ground that she knows the work better than any other work, and can therefore do it better. In other words, it would appear that the doctrine of efficiency through specialization is counted on to produce best results. One may indeed admit that this is a sound proposition in the abstract, but the question is practical, and one needs to know within what limits the doctrine is applicable; and what, if any, are the correlative principles which should receive conjoint application. It is certainly an open question whether the doctrine of efficiency through specialization has not received too narrow an interpretation, on the false assumption of analogy between retention of teachers in grade in the public schools and the subdivision of labor in factories, with its restriction of process and uniform repetition of limited movement. But whether the analogy between school and factory be close or remote, it is

essential to determine how narrow or how wide the specialization ought to be; and neither custom nor convenience should be allowed to dictate the final answer.

How long ought a teacher to remain in charge of any given set of pupils? Another question must precede this in order of time: Why should a teacher be assigned to a particular grade? To this question several answers are possible:

- (a) She has had special training for that grade.
- (b) She is by nature adapted to that grade.
- (c) She has had experience in that grade.
- (d) She has already taught that set of pupils, and obtained good results.
- (e) She was available at the time of the assignment.

Granting the validity of any, of several, or of all of the above reasons for the assignment; and granting, too, a fair measure of success after a proper period of probation, does it necessarily follow that a wider range of teaching would not conduce to greater benefit, both for teacher and student? While experienced principals and teachers affirm that the question which is apt to be most urgent is not, what qualifications should the teacher of a certain grade possess; but, what teachers are available; yet, in general, with a corps of teachers already formed, it is businesslike to inquire how that corps can be employed so as to produce best results; to what grades or classes the individual teachers should be assigned; whether there should be a system, or a policy, regarding retention or advancement, or whether every case should be settled according to the presumed needs of the occasion as determined at the time by the person in charge.

#### REASONING FROM A THEORETICAL STANDPOINT.

On general grounds, in accordance with the principles of pedagogy and psychology, the argument is strong for the advancement of the teacher with her pupils for a considerable period of time. The personality of the teacher is the vitalizing force in education, and it is productive in individuals (a) according to native endowment, (b) according to personal training and attainment in knowledge, sympathy, and skill. When a wholesome, productive personality has once begun to stimulate into new life and power the growing, conscious being of the child, its activity should be continued so long as it shows a normal quickening influence. This is essential for conscious mental unity in the child, and for normal, uniform development. Mental motherhood is as much a fact as physical motherhood, as every teacher knows, and should be needlessly disturbed as little in the one case as in the other, at least until, under the stimulating influence, the inchoate personality of the child begins to unfold its independent

powers. When this mental motherhood, with its resulting intimate acquaintance, is once productively established, it should not only occasion a saving of time, but many other advantages should result, to the city, State, and Nation through the teacher's more vital contact with the child and his home, and her consequent greater ability to help him adjust himself to life. It should follow, also, that inopportune change of personal influence, particularly in the earlier stages of self-realization, would lead to faults and distortions, mental, moral, and spiritual.

Such is the pedagogic theory, but is there any considerable body of actual school experience which tends to substantiate this theory? Have any practical limits to its application been determined?

It was with a view to getting some definite answers to these questions that the Bureau of Education sent, in April, 1913, to all superintendents of the United States in cities and towns of 4,000 population and over, the following questionnaire:

1. Are teachers promoted from grade to grade with children, or do they remain in the same grade from year to year?
2. If the teacher is promoted with the children, does she follow them to the end of the grammar school, or does she stop at a lower grade? If at a lower grade, what grade?
3. State briefly your reasons for the plan you use.
4. If you have had experience with both methods (i. e., of promoting teachers with their pupils, and also of retaining teachers in grade), what is your opinion of their relative merits?

Replies were received from 813 superintendents of schools, in cities large and small, in 46 States, giving facts with regard to this plan as tabulated below.

Summary of replies to questionnaire as to advancement of teacher with class.

States.	Number of superintendents reporting.	Actual practice in regard to advancement of teachers with classes.				Personal attitude of superintendents toward plan.								
		Are your teachers promoted from grade to grade with pupils?				About to try plan.	Approve plan.	Strongly approve plan.	Cope with plan after trial.	Cope with plan without trial.	Think both plans should be used.	Investigating the plan.	No data.	
		All.	Many.	Few.	None.									
Alabama.....	6			1	5				1	4	1			
Arizona.....	3				3				2					1
Arkansas.....	3				4				2					
California.....	23	1			4	1			2	2		1		
Colorado.....	5			4	14		3	1	4	6	1	2		6
Connecticut.....	25	1		1	4		1		1	1	1	1		3
Florida.....	4	1		1	2		2	1	1	12	1	1		7
Georgia.....	14		1	1	10	2	2			1	1			1
Idaho.....	4			1	3				6	3	2			2
Illinois.....	44	1	1	11	42	1	6			21	3	1		10
Indiana.....	33	3	2	3	31		7		3	18	3	1		6
Iowa.....	19		3	3	13		3		3	8	3	1		1
Kansas.....	15		2		12	1	1	1	2	6	2	2		1
Kentucky.....	25		1	2	12		1		2	8	3	1		4
Louisiana.....	5	1			4				1	1	1	2		1



Summary of replies to questionnaire as to advancement of teacher with class.—Continued.

States.	Number of superintendents reporting.	Actual practice in regard to advancement of teachers with classes.				About to try plan.	Personal attitude of superintendents toward plan.						
		Are your teachers promoted from grade to grade with pupils?					Approve plan.	Strongly approve plan.	Condemn plan after trial.	Condemn plan without trial.	Think both plans should be used.	Investigating the plan.	No data.
		All.	Many.	Few.	None.								
Maine.....	13				13				2	5	1	5	4
Maryland.....	3				3								
Massachusetts.....	70			8	68								
Michigan.....	41		1	7	33	1			15	23	2	1	17
Minnesota.....	16		1	6	9				1	14	7	1	12
Mississippi.....	3				3					4	4		2
Missouri.....	19			3	16			1				1	1
Montana.....	7		1	1	4						2	4	1
Nebraska.....	8		1	2	5	1					1	1	1
Nevada.....	1				1								
New Hampshire.....	8				8								
New Jersey.....	33			7	22								3
New York.....	57	3	4	5	45		6			18	3	1	4
North Carolina.....	9		3	5	1				13	26	2	2	5
North Dakota.....	4				4		6						
Ohio.....	57	1	2	7	47		2	1	7	34	1	2	10
Oklahoma.....	9	1	1	2	5		1			3	3		1
Oregon.....	3				3								
Pennsylvania.....	95	3	1	4	91		3	1	24	43	3	4	21
Rhode Island.....	10				10								2
South Carolina.....	5				5								2
South Dakota.....	6				6								2
Tennessee.....	6				6								
Texas.....	23	3	1	1	17		3		1	1	1		6
Utah.....	4	1			3			1		9	2		
Vermont.....	7				7							1	
Virginia.....	12	1	1	2	8	1				2		1	1
Washington.....	11		1	2	8		3			2		1	2
West Virginia.....	7				7								2
Wisconsin.....	23		1	3	17	2	5				3	2	2
Wyoming.....	3				3							1	
Total.....	813	23	20	100	651	10	83	8	129	344	62	37	145

GRADES AND CYCLES OF ADVANCEMENT NOTED IN REPLIES TO QUESTIONNAIRE.

Many of the superintendents do not answer with regard to the grades or cycles through which their teachers move, and the answers of many of those who do reply are very incomplete.

Those who have not yet established an approximate system of advancement or series of grades through which certain groups of teachers pass as through a cycle, and yet who have made some experiments along this line, give the following answers, some of which are quite indefinite: Four report that teachers retain their pupils for one year, with semiannual promotions; one reports the fourth year, with semiannual promotions; one, the fifth year, with semiannual promotions; three, the primary grades do not advance; one, "the lower grades"; six, two grades; two, three grades; two, two or three grades; one, grades 1 and 2; three, grades 1 to 3; four, grades 1 to 4; one, grades 1 to 5; one, grades 2 to 5; one, grades 1 to 8;

one, grades 5 to 8; one, grades 6 to 8; three, grades 7 and 8; two, one to two years; one, one and one-half years; four, two years; one, one to three years.

The reports of those who have established approximate cycles of advancement are also incomplete, and often indefinite. Three report one year, with semiannual promotions; two report two grades; two, grades 1 and 2; two, two years; one, 1 and 2 and 1 to 3 years; one, 1 to 3 years; one, grades 4 to 8; one, grades 1 to 3 and 4 to 7; one, two or three grades each up to eighth; two, grades 1 to 3, 4 to 6, 7 and 8; one, grades 1 to 3, 4 and 5, 6 to 8; one, shift within three groups; one, grades 1 and 2, 3 and 4, 5 and 6, 7 and 8; one, grades 5a, 5b, 6a; one, grades 5b, 6a, 6b; one, grades 6a, 6b, 7a; one, "cycles, primary to grammar"; one, "the 3-3-3 plan."

#### OPINIONS OF SUPERINTENDENTS AS TO MERITS OF PLAN.

##### CHARACTERISTIC STATEMENTS.

- (a) Of superintendents who have tried only the static plan, and have not yet considered any other: "Simply old precedent habits"; "adjustment to environment"; "matter of custom"; "tradition"; "sicut erat in principio"; "never tried another plan"; "I have really no good reason."
- (b) Of those who have apparently given some consideration to the matter, but have not tried the promotion plan, either because they believe that local conditions are unfavorable, or that sound educational reasoning is against the plan: "Pupils change residence too often"; "not feasible"; "would not work well in a small city"; "normal system prepares teachers to teach specific grade."
- (c) Of those who favor the plan but do not adopt it, believing that their teachers are not fitted for the promotion plan: "Teachers become absorbed in one year"; "teachers not fitted"; "few teachers can adapt themselves"; "too many new teachers each year"; "teachers are seldom ready and willing to change"; "teachers object to changing grade, as it means added labor"; "teachers would resign."
- (d) Of those who believe that salary list prevents trial of plan: "Salary list"; "our salary schedule makes it necessary for teachers to remain"; "our salaries being same for all grades removes incentive."
- (e) Of those who condemn promotion plan on theoretical grounds of efficiency (apparently without having made trial of plan): "Teacher becomes a specialist in one grade"; "grade specialists are desirable"; "better for pupils to meet different personalities"; "certain personalities fit certain stages of child development"; "takes two or three years for teacher to get acquainted with work of one grade."
- (f) Of those who directly condemn plan of promotion without trial of it: "Fail to see advantage"; "have not had promotion plan, but they do better work to remain in grade"; "impossible to promote—what would you do with teachers of highest grade?" "promotion of teachers after trial will prove colossal failure."
- (g) Of those who gave promotion plan some trial, but abandoned it: "Tried plan in a few cases, did not get results, returned to old plan." "A real good primary teacher often fails in fifth or sixth grade."
- (h) Of those who are considering the new plan, or experimenting with it: "I think promotion plan might be made to work"; "we are trying to work away from old plan"; "prefer to let teachers stay through one year at least."

- (6) Of those who favor both plans: "If the teacher is strong and has a good grasp on class promote her, otherwise not"; "when we can get same pupils back, better to promote"; "when teachers are qualified, promotion plan is better"; "if teachers are strong I prefer to promote them"; "within certain limits, favor promotion"; "depends on adaptability of teacher"; "works well with some teachers, others poorly."
- (7) Of those who have given the promotion plan a trial and have the conviction that it is the better plan: "Latter plan is better"; "prefer to let teachers stay through one year at least, longer period would be better"; "promotion plan worked well, and whenever possible, pass teachers on with pupils"; "the plan of promoting teachers through at least two or three grades is a good one—it shows up the poor teachers to good advantage"; "the teacher becomes attached to her pupils—knows them better"; "I consider two years very much better than one year, and I would not consider a six months' term for a minute"; "heartily indorse promotion; better coordination, less time lost"; "changing teachers wastes time"; "teachers can not say 'children not prepared'"; "it is better for pupils not to change teachers often"; "each teacher ought to stay with pupil two years, in order that by acquaintance she may help pupil"; "keeps teachers growing"; "keeps from falling into rut"; "is an inspiration to a teacher to say to her 'take these seventh grade pupils and fit them for high school'"; "it probably brings stronger teaching of the branches"; "arouses teacher's methods and interests and enlarges her views"; "teacher must be familiar with work above her and below"; "the plan tends to hold children in school through a desire to go back to an old friend—the teacher's responsibility is multiplied by three."

It is noteworthy that those who favor the plan of promoting teachers with pupils speak with the enthusiasm and varied expression of those engaged in any work of fruitful experiment; while those opposed give stereotyped answers.

In a general way, the replies point to the need of more and wider training of teachers, with the consequent need of more normal schools and the need of proper tenure and adequate salaries, in order to secure the stability of the teaching force. These things are emphatically stated by many superintendents to be the essential prerequisites for success with the plan of advancing teachers with their pupils. Yet, even under present conditions, 152 superintendents, or about 19 per cent of all, report that they have had favorable experience with the plan; and 90 per cent of these distinctly give approval. About 100 more are investigating the subject, and about two-thirds of these are inclined to the opinion that both plans can be maintained in the same school system.

Fully half of the superintendents who replied to the questionnaire condemn the advancement system, though a very large majority of these admit they have had no experience with it. Yet a plan that has hitherto received but little use and less investigation, that commands the warm endorsement of such a large percentage of superintendents who have actually tried it, certainly deserves further study and experiment.

It is here worth while to state again some of the questions that naturally arise from this problem in administration:

Is the present method of retaining teachers in grade (or, at times, in half grades) conducive to an economic use of the teaching force?

Does it tend to produce growth and ambition, or stagnation, in teachers?

Does it afford the best opportunity for locating the strong and weak links in the teaching chain?

Does it tend to produce a maximum of training, development, and guidance of the powers of pupils?

Does it produce the greatest interest of teacher in the pupil?

Does it afford the best means of correlating the school with the home and the community, and to realize our national ideals?

Would the plan of advancement of the teacher with class be more beneficial both for teacher and pupil? If so, in what ways? To what degree? Should the advancement include all the grades—lower, grammar, and high; or should it be limited to a few grades? Must the degree of advancement be entirely indeterminate, or is it possible to establish approximate cycles? Are there any data that would enable an administrator to reasonably forecast the appropriate grade movement, or cycle, of given types of teachers, e. g., teachers with specified training and experience? Is this subject matter by nature chaotic, or are there laws which may be determined? Who has already tried the experiment? Where? In a large or a small community? In a farming, mining, factory, or mercantile community? Is it wise to attempt the plan if the teachers are not normal-school graduates? Are there any kinds of pupils with whom the plan ought not to be tried, e. g., kindergarten, primary, or high school? Is this method consistent with departmental work?

Inasmuch as many doubts were expressed in the answers of the superintendents, and the affirmative evidence was in many ways indefinite, it seemed best to send another questionnaire to the superintendents who expressed most interest in the problems of grading and promotion, in order to secure some positive information upon which to base answers to even a few of these questions. Accordingly, a questionnaire was sent, November 7, 1914, to the 152 superintendents who had in 1913 manifested an interest in the plan of advancement. The questions and answers are tabulated below, with a summary following the tables. The table is divided into three parts; to obtain complete answers for each city it is therefore necessary to refer to each of the parts in turn. Information for South Bend, for example, is found on pages 14, 18, and 21.

TABLE 1.—Advancement of teacher with the class; superintendents' replies.—PART I.

State.	Town or city.	Superintendent or other reporting.	Do you still use this plan?	With what portion of your teachers?	Do you keep some teachers stationary because not competent for promotion? What percent age?	Through what grades do you commonly promote the teacher?	If in regular cycles, what cycles?	Does better acquaintance of teacher with pupils save time?
Ark. Cal.	Paragould. Oakland.	L. B. Ray. A. C. Barker.	Yes. Yes.	One-fourth. All.	One-fourth.	2-4. 2 years to a class.	1-2; 3-4; 5-6; 7-8.	Yes. Yes.
	San Bernardino San Francisco.	F. W. Conrad. T. L. Heston.	Occasionally; not a custom.	1 teacher.		5, 6, 7. Below the sixth.	Also seventh and eighth grades.	No.
	Santa Ana.	J. A. Croston.	No experience with one or two exceptions.					
	Leadville.	G. M. Hammers.	Not been the policy here.					
	Trinidad.	J. R. Morgan.	Yes.	One-fifth.		3 grades. 3, 4, 5.	1-3; 4-6; 7-8.	Yes.
	Naugatuck.	F. W. Eaton.	Yes.	Nearly all.			1-3; 4-6; 7-8.	Yes.
	Tampa.	Marshall Moore.	Yes.					
	Albany.	I. S. Allen.	No, but interested.					
	Albany.	W. M. Gibson.	No.					
	Berwyn.	E. A. Wilson.	Yes.	One-tenth.		Primary.		No.
	Cairo.	F. C. Cleveland.	No.					
	La Salle.	J. B. McManus.	Yes.	Few cases.		Primary and grammar.	1-2; 6-7-8.	Yes.
	Quincy.	E. G. Bauman.	Yes.					Yes.
	Clinton.	J. W. Wilkinson.	Yes.	60 per cent.		1-5.	1, 2, 3, 4; 5-6; 7-8.	Yes.
	Columbus.	T. F. Fitzgibbon.	Yes.	10 per cent.			Not often in cycles.	Yes.
	Evansville.	J. H. Tomlin.	Yes.	20 per cent.		No data.	4, 5, 6, 7, 8.	No.
	Gary.	W. A. Wirt.	Yes.	All primary.		1-2.	1-2; 1-2.	Yes.
	Madison.	D. Du Sable.	Yes.	One-fifth of primary; all intermediate.		1-2-3b.	2 1/2 years.	Yes.
	South Bend.	L. I. Montgomery.	Yes.	10 per cent.		2-3-4.	Not regular.	Yes.
	Vincennes.	R. I. Hamilton.	Installed, not definitely.	Small.		No rule.	Would like 10-12.	Yes.
	Boone.	E. C. Meredith.	Yes.	1 or 2 a year.		(1) 6, 7, 8.	No cycle.	Yes.
	Cedar Falls.	B. Francis.	Not generally.	Strong teachers.				Can not say.

State	Superintendent	(1)	75 per cent (?) 20 per cent	Those adapted to certain grades. 50 per cent.	1-2; 3-4; 5-6; 7-8. 2-5	2 years	Yes. Yes.
Kans.	J. F. Hughes	Yes	75 per cent (?)	Those adapted to certain grades. 50 per cent.	1-2; 3-4; 5-6; 7-8.	2 years	Yes.
Ky.	H. D. Ramsey M. A. Casady	Yes	10 per cent.	No formula.	Individual adap- tation.	Not in regular rotation.	Yes; a little.
La.	L. N. Taylor	To some extent.	10 per cent.	No formula.	Individual adap- tation.		Yes, I believe it to have that tenden- cy.
La.	L. J. Alleman	Not yet begun in some rooms.	10 per cent.	No.	1-3; 4-6.	Above grade 7 work is de- partmental.	Not enough data.
Mass.	H. W. Harrub W. D. Parkinson	Instances.	10 per cent.	90 per cent. in all cases.	2-8 Below the sixth.	First and sec- ond; second and third; and fourth.	Yes. No exact data, but I think so.
Mich.	S. O. Hartwell	Occasionally	33 1/3 per cent.	No.	All.		Yes, some times.
Miss.	A. R. Watson E. P. Clark F. E. Spaulding	One or two cases. Yes.	33 1/3 per cent.	No.	All.		Yes. No exact data, but I think so.
Mo.	H. C. Hess	To some extent.	33 1/3 per cent.	No.	All.		Yes, some times.
Mont.	J. V. Voorhees	No.	About one-third.	Yes, one-half.	First to seventh.	1-2; 3-4; 5-7.	Yes. Yes.
Nebr.	W. D. Grove R. Cunningham R. E. Cochran	To some extent. Yes.	25 per cent.	No.	2, 3, 4, 6, 7.	Not in cycles. Primary and intermediate.	Yes. Yes, some times.
N. H.	L. J. Rundlett	Intend to try it.	Varies.	No data.	All.	Primary, one; Grammar, two.	Yes.
N. J.	J. W. Carr	Yes, to some extent.	Varies.	No data.	All.		Yes.

1 Deputy superintendent.  
 2 See record.  
 3 No; it would be unwise with us. "In my judgment, granted the condition that a teacher is qualified to instruct a class thoroughly in any grade in the school system, the pro-  
 motion of teacher would produce much better results."  
 4 "No; we gave it up because we believe every grade needs a strong teacher."  
 5 Better fitted for one grade.  
 6 Yes; for those who can adapt themselves.  
 7 No; not to any great amount.  
 8 Department work in upper grades.  
 9 Intermediate and grammar grades.  
 10 Yes; possibly so.  
 11 "We have had no experience which will justify my answering them (the questions); neither have we adopted the plan as a system. We believe in it, and possibly will do so  
 at a later time."  
 12 Not yet begun. It will extend through fifth grade in Principal R. L. Jordan's school.  
 13 We regard the principle as a valuable one, and intend to use it where it can be applied to advantage.  
 14 Not enough data to warrant report.  
 15 See record.

TABLE 1.—Advancement of teacher with the class: superintendents' replies.—PART I—Continued.

State	Town or city	Superintendent or officer reporting	Do you still use the plan?	With what proportion of your teachers?	Do you keep some record of the percentage of promotion? What percentage?	Through what channels do you commonly promote the teachers?	If in regular cycles? what cycles?	Does better advancement of teachers with pupils save time?
N. J.	Bloomfield	Geo. Morris	Yes	10 to 15 per cent.	80 to 90 per cent do better in grade assigned.	1-6	Not regular cycles.	Yes, in some cases it helps a great deal.
	Hackensack	W. E. Stark	Not in an extensive way.	(9)				Yes.
	Montclair	D. C. Bliss	At times	Special cases		Intermediate grades usually.		
N. Y.	Canandaigua	L. N. Steele	No					
	New York City	W. H. Rogers	No					
	N. Y. City	V. H. Marshall	Yes					
	N. Y. City	C. A. Benedict	Yes					
	Syracuse	P. M. Hughes	Yes	All	0	All elementary	1 year or 2	Yes, in more effective work.
N. C.	Newbern	H. B. Craven	At times	5 per cent.	15 per cent.	Sixth	No regular plan.	Yes.
N. Dak.	Winton-Salem	R. H. Latham	Yes, but not so early	Few	Few	1-7	1-2-3; 4-6; 6-7	Yes, I think so.
	Bismarck	C. C. Root	Yes	3 teachers in 4 years	Not more than 5 per cent.	1-2-3; 4-6-6	1-2; 1-3-3-5 or 4-6; 6-7-8	Yes.
Ohio	Alliance	H. L. Eby	Yes	Most efficient	Better.	2-6		Yes.
	do	B. F. Stanton	Yes, where it seems wise			1-2-3		Yes.
	Coshocton	C. E. Bryant	No, partly					Yes.
	Hamilton	D. Foster	Yes					Yes.
	New Philadelphia	C. F. Limbach	Yes					Yes.
	Guthrie	F. D. Brooks	Yes					Yes.
Okla.	McAlester	C. N. Peak	Yes	20 per cent. Possibly 10 per cent.	No.	Intermediate	2 or 3 years	Yes.
	Tulsa	F. E. Oberholzer	Yes		A few; 5 per cent.			Yes.
Oreg.	Astoria	J. G. Inel	Yes	2 teachers	No.	Primary	1, 2, 3	Can not say.
Pa.	Carrick	W. H. Sprengle	Yes	One-eighth	12 per cent.	3-5		Yes, I think so.
	Duryea	F. J. Regan	Yes	do	No.	1-4		Yes.
	Harrisburg	F. E. Downes	Yes	90 per cent.	10 per cent, exclusive first year.		2-3, 4-5, 6-7, and 8-9	
	Phoenixville	I. Doughton	No, but expect to do it.					
St. Marys	St. Marys	J. J. Lynch	No					

S. C. Sunder. Chattanooga Tenn.	S. H. Edmunds. C. H. Winder H. F. Triplett.	Yes. No. Yes, except pri- maries. No. Yes.	1. 80 per cent. Intermediate grades.	10 per cent.	Second to eighth 2, 3, 4, 5.	Yes.
Utah. Logan.	R. J. Tigue. A. McVaneur.	Yes. No. Yes.	Very small. All.	Yes; 80 per cent. Specially compe- tained; 1 year's work.	1a-1b; 2a-2b; 3a- 3b. Always A-B. Second to seventh grades.	Yes. Yes.
Va. Petersburg. Portsmouth. Richmond.	R. R. Jones. H. A. Hunt. J. A. C. Chandler.	Yes. Yes, with limita- tions. Yes.	70 per cent. Probably three- fourths. Only a few. 20 per cent.	2 per cent. Large per cent. 20 per cent.	Lower. 4-8. 2-5.	Yes, I think so. Yes. Yes.
Wash. Aberdeen. Wia. Nesah. Laramie. Wyo.	G. B. Miller. E. M. Beaman. W. M. Sinclair.	Yes. Yes. Yes.				Yes, I believe so. Yes. Yes.

1528° - 16 - 82

1 See teachers' list.  
 2 With semiannual promotions, nearly all.  
 3 We have not put this scheme into execution, but expect to try it out partially, next year, beginning with third grade.  
 4 Practice so irregular and informal, not possible to fill out questionnaire.  
 5 A great many principals use plan. Have urged them, wherever feasible, to advance teachers with pupils from grade to grade, and then return to fixed point. Have no definite plan.  
 6 Have semiannual promotions, and for two years, have let the teachers follow their grades for a year.  
 7 Until 1913.  
 8 We tried the plan, but gave it up. It saved some time, but at least one-half of pupils changed within three or four years, so we gave up plan.  
 9 A few times as a matter of convenience. The plan has distinct advantages.  
 10 See teacher's letter.  
 11 We have never put the system into practical use.  
 12 All one year 18 years ago. Individuals now.  
 13 Experience too limited to answer.  
 14 I expect to use the plan this year.



TABLE 1.—Advancement of teacher with the class; superintendents' replies.—PART II.

State.	Town or city.	How much time is saved?	Can the teacher close to such with the pupils' homes?	Are you, through care, better able to teach vocational studies of pupils?	Does teacher thus get a stronger grasp of work of a given grade?	Does she assign lessons and mark more fairly?	Does her better standing of pupils give her more patience and greater success in winning affection?	In the teacher's professional skill increased?	Does she thus see her own defects better?
Ark.	Panopold.	2-3 weeks.	Yes.	Yes.	Yes; certainly.	Yes; notice progresses.	Yes.	Yes; I believe so.	No.
Cal.	Oakland. San Bernardino.		Yes. Yes.	Yes.	Yes.	Yes; probably.	Yes.	Don't know.	Yes; probably.
Cal.	San Francisco. Santa Ana. Ledyville. Trinidad.			Have not investigated.	Yes.	Yes.	Yes; I think so.	Yes; usually.	Yes.
Conn.	Newatonek.	Varies with teacher and grade.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
Fla.	Tampa.	Two, thirty-seconds.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
Ga.	Albany.		Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
Ill.	Atlanta. Cairo. La Salle.		Yes. Yes.	Not yet; think it will.	Yes.	Yes.	Usually.	Yes.	Yes.
Ind.	Quincy. Clinton.	Varies; one-third of time first month. No definite answer.	Yes. Yes.	Yes; to some extent.	Yes. Yes.	Yes. Yes.	Yes. Yes.	Yes. Yes.	Yes. Yes.
	Columbus.	Often; one-half year in 2 or 3 years.	Yes.	Yes; much better.	Yes.	Yes.	Yes.	Yes; usually.	Yes; usually.
	Evansville.		Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
	Gray. Madison.	About one-third of pupils save half a year.	Yes. Yes.	Yes. Yes.	Yes. Yes.	Yes. Yes.	Yes. Yes.	Yes. Yes; undoubtedly.	Yes. Yes; I think so.
	South Bend. Vincennes.		Yes. Yes.	Possibly.	Yes. Yes; think so.	Yes. Yes; think so.	Yes. Yes.	Yes. Yes; give broader view.	Yes. Yes.
Iowa.	Boone.		Yes.						

(9)

OPINIONS OF SUPERINTENDENTS.

Kans.	Cedar Falls.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Kan.	Chanute.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Kan.	Fort Scott.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Kan.	Lexington.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
La.	Dayton.....	No <sup>1</sup> .....	No gain in this matter.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
La.	Lafayette.....	Not so much as I had expected.....		Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
La.	Taunton.....	Can not say.....		Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
Mich.	Walkhara.....	Can not say.....		Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
Mich.	Kalamazoo.....	Theoretically, yes.....	Theoretically, yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
Mich.	Not enough data.....			Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
Minn.	Marquette.....	Yes.....	Yes, I think so.....	Yes, certainly.....	Yes, I think so.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
Minn.	St. Joseph.....	Yes.....	Yes, I think so.....	Yes.....	Yes, I think so.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
Minn.	Minneapolis.....	Yes.....	do.....	Yes, but not all ways.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
Mo.	New Ulm.....	Yes.....	Yes, very much better in many cases.....	Yes, decidedly.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
Mo.	Whiona.....	Yes.....	Yes, very much better in many cases.....	Yes, decidedly.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
Mo.	Webster.....	Yes.....	Yes, very much better in many cases.....	Yes, decidedly.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
Mont.	Bosman.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
Neb.	Kearney.....	Yes.....	Yes, to some degree.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
N.H.	Concord.....	Yes.....	Yes, I think so.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
N.J.	Bayonne.....	Yes.....	Yes, I think so.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
N.Y.	Bloomfield.....	Probably 10 per cent.....	Yes, I think not.....	Yes, I think so.....	Yes, I think so.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
N.Y.	Hackensack.....	Should think 10 per cent.....	No, do not see that it does.....	Yes, I think so.....	Yes, I think so.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
N.Y.	Montclair.....	No, see no closer touch.....	No.....	Possibly.....	Possibly.....	Possibly.....	Possibly.....	Possibly.....	Possibly.....	Possibly.....	Possibly.....	Possibly.....	It may.....
N.Y.	Canandaigua.....												It may.....
N.Y.	Jamestown.....												It may.....
N.Y.	New York City.....												It may.....
N.Y.	N. Tarrytown.....												It may.....
N.Y.	Syracuse.....												It may.....
N.C.	Newbern.....	Yes.....	No, nothing in this line.....	Yes, I think so.....	Yes, I think so.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
N.C.	Winston-Salem.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
N.Dak.	Bismarck.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....	It may.....
N.Dak.	Bismarck.....	Perhaps two weeks. Can't estimate. I can't say.....	But not the weak teacher. I think it would.....	Know parents better, etc. Know parents better.....	Know parents better, etc. Know parents better.....	Know parents better, etc. Know parents better.....	Know parents better, etc. Know parents better.....	Know parents better, etc. Know parents better.....	Know parents better, etc. Know parents better.....	Know parents better, etc. Know parents better.....	Know parents better, etc. Know parents better.....	Know parents better, etc. Know parents better.....	Know parents better, etc. Know parents better.....

<sup>1</sup> Not in this community  
<sup>2</sup> To some extent, not very much.  
<sup>3</sup> Would expect that.  
<sup>4</sup> Depends on teacher.

## ADVANCEMENT OF THE TEACHER WITH THE CLASS.

TABLE 1.—Advancement of teacher with the class: superintendents' replies.—PART II—Continued.

State.	Town or city.	How much time is saved?	Can the teacher thus keep in closer touch with the pupils' homes?	Are you, through teachers, better able to estimate vocational aptitudes of pupils?	Does teacher thus get a stronger grasp of work of a given grade?	Does she assign lessons and mark more fairly?	Does her better understanding of pupils give her more patience and greater success in winning attention?	Is the teacher's professional zeal increased?	Does she thus see her own defects better?
Ohio	Alliance	10 to 15 per cent.	Yes.	Yes, probably.	Yes, probably.	Yes.	Yes.	Yes.	Yes, it ought to.
	do.	Probably one-fifth.	Hard to say.	Yes, we keep pace with pupils.	Yes.	Yes.	Depends on teacher.	Yes.	Possibly.
	Conhocton		Possibly.						
	Hamilton								
Ohio	New Philadelphia		Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
	Cutlers		Yes.	I think so.	Yes.	Yes.	Yes.	Yes.	Yes.
	McAlister	Month or 6 weeks.	Yes.		Yes.	Yes.	Yes.	Yes.	Yes.
Oreg.	Astoria	Do not know.	Yes.		Yes.	Yes.	Yes.	Yes.	Yes.
Pa.	Sariska	Possibly one-half per cent.	Yes.		Yes.	Yes.	Yes.	Yes.	Yes.
	Duryea		Yes.		Yes.	Yes.	Yes.	Yes.	Yes.
	Harrisburg		No.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes, I think so.
Tex.	Beaumont		Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes, I think so.
Utah	Logan	Possibly one-fourth.	No, not noticeably.	Yes, I think so.	Yes.	Yes.	Yes, I think so.	Yes.	Yes, I think so.
Va.	Petersburg	10 per cent.	Yes, certainly.	Yes, assuredly.	Yes.	Yes, I think so.	do.	Yes.	Yes, I hope so.
	Portsmouth		Yes.		Yes.	Yes.	Yes, without doubt.	Yes, I think so.	
	Richmond	One-half year.	Yes.	Yes.	Yes.	Yes.	Depends on individual.	Yes.	Yes.
Wash.	Aberdeen	Can not say.	Yes.	Yes.	Yes.	Yes.	Yes, I believe so.	Yes.	Yes.
Wia.	Neesah	No data.	Yes.	Yes, we think so.	Yes.	Yes.	Yes.	Yes.	Yes.
Wyo.	Laramie	10 per cent.	Yes.	No, not appreciably yet.	Yes.	Yes.	Yes.	Yes.	Yes.

TABLE I.—Advancement of teacher with the class: superintendents' replies—PART III—(continued)

State	Town or city	Superintendent or officer reporting	Does it make it easier to locate blame for poor teaching?	Does it lessen friction between teachers?	How long does it take teacher to adjust himself to plan?	Does a good teacher raise the ratio of attendance?	Does it produce greater unity in knowledge of pupils?	Does it produce greater ability to apply what they have learned?	Does it produce greater power to apply what they have learned—		Does profounder knowledge of pupils enable teacher to induce better self-control and character?
									To new lesson?	To problems out of school?	
Ark.	Paragould	L. B. Ray	Yes		Four days, if master	Yes	Yes	Yes	Yes	Yes	Yes
Cal.	Oakland	A. C. Barker	No	We have no friction	2 year	Yes	Yes	Yes	Yes	Yes	Yes
	San Bernardino	F. W. Conrad									
	San Francisco	T. L. Heston									
	Santa Ana	J. A. Cronston									
	Leadville	G. M. Hammes									
	Trinidad	J. R. Morgan									
	Newark	F. W. Eaton			Readily	No; not possibly	Yes	Yes	Yes	Yes	Yes
	Tampa	Marshall Moore	Yes		Best teachers, at once	Yes	Yes	Yes	Yes	Yes	Yes
Ala.	Albany	J. B. Allen									
	Atlanta	W. M. Blanton									
	Berwyn	E. C. Wilson	Yes		Short time	Yes	Yes	Yes	Yes	Yes	Yes
	Cairo	E. C. Crockett	No; never difficult	Yes	1 year or 1 cycle	Yes	Yes	Yes	Yes	Yes	Yes
	La Salle	J. B. McManus	Yes	Yes	Not more than 1 year	Do not know	Yes	Yes	Yes	Yes	Yes
	Quincy	E. G. Bauman	Yes	Yes	2 years	Yes	Yes	Yes	Yes	Yes	Yes
	Chilton	E. E. Oberholzer	Yes	Yes	Usually 1 year	No; not possibly	Yes	Yes	Yes	Yes	Yes
	Corumbus	T. F. Fitzgibbon	Yes	Yes	A year or two	No; not in Indiana	Yes	Yes	Yes	Yes	Yes
	Evansville	J. H. Tomlin	Yes	Yes	2 or 3 years	Yes	Yes	Yes	Yes	Yes	Yes
	Cary	W. A. Wirt	Yes	Yes	Do not know	Yes	Yes	Yes	Yes	Yes	Yes
	Madison	D. Du Shane	Locates blame clearly	Yes	Takes normal teacher longer	Yes	Yes	Yes	Yes	Yes	Yes
	South Bend	L. J. Montgomeary	Think so; yes	Yes; think so		Yes	Yes	Yes	Yes	Yes	Yes
	Vincennes	R. I. Hamilton	Yes	Yes	Quickly	Yes	Yes	Yes	Yes	Yes	Yes
	Boone	E. C. Meredith	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes
	Cedar Falls	B. Francis	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes

<sup>1</sup> Work is adjusted better.

<sup>2</sup> See teachers' list.

<sup>3</sup> Deputy superintendent.

ADVANCEMENT OF THE TEACHER WITH THE CLASS.

TABLE 1.—Advancement of teacher with the class; superintendents' replies.—PART III—Continued.

State	Town or city	Superintendent or officer reporting	Does it make it easier to locate blame for poor teaching?	Does it lessen friction between teachers?	How long does it take teacher to adjust himself to plan?	Does a good teacher raise the rate of attendance?	Does it produce greater unity in knowledge of pupils?	Does it produce greater proficiency in what they have learned?	Does it produce greater power to apply what they have learned?		Does profounder knowledge of pupils enable teacher to make better selection of material and character?
									To new lessons?	To problems out of school?	
Kans.	Charotte, Fort Scott.	J. F. Hughes, H. D. Ramsey.	Yes.	Yes.	After first year all favor the plan.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
Ky.	Lexington.	M. A. Cassidy.	Yes.	Yes.	Short time.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
La.	Ledyette.	L. N. Taylor.	No.	Think not.	No data.	Possibly.	Possibly.	Possibly.	No; not as a rule.	No; not as a rule.	No; not as a rule.
Mass.	Taunton, Waltham.	L. J. Alteman, H. W. Harrah, W. D. Parkinson.	Yes.					Yes, has that less clearly.	Yes, a little.		
Mich.	Kalamazoo.	S. O. Hartwell.	No.	Changes produces friction.		Yes, probably.	Depends on teacher.	Not enough data.			
Miss.	Maryette, St. Joseph, Minneapolis.	A. R. Watson, E. P. Clarke, F. E. Spaulding.	Yes.	More friction.	2 years. Older ones object.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
Mo.	New Ulm.	H. C. Hess.	Yes.	Yes.	A few months at most.	Do not know.	Yes.	Yes.	Yes.	Yes.	Yes.
Mo.	Webster.	J. V. Voorhes, W. D. Grove.	Yes.	Yes.	Easily nearly all like it.	Yes, somewhat.	Yes.	Yes, very much.	Yes.	Yes.	Yes.
Mont.	Bozeman.	R. J. Cunningham.	Yes.	Yes.	First year.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
Neb.	Kearney.	R. E. Cochran.	Yes.	Yes.	One year.	No.	Yes.	Yes.	Yes.	Yes.	Yes.
N. H.	Concord.	L. J. Rundlett.	Yes.	Yes.		No way to judge accurately.	Yes, to some extent.	Yes.	Yes.	Yes.	Yes.
N. J.	Bayonne.	J. W. Carr.	Yes.	Yes.		No, think not.	Yes, to some extent.	Yes.	Yes.	Yes.	Yes.
	Bloomfield.	Geo. Morris.	Yes, in a limited way.	Yes.	2 to 5 years.	Yes.	Yes.	Yes.	Yes.	Yes.	Possibly.
N. Y.	Hackensack, Montclair, Canadawana, Jamestown.	W. E. Stork, D. C. Blinn, L. N. Steele, K. R. Rogers.	Yes.	Yes.	(Can not say)	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.

OPINIONS OF SUPERINTENDENTS.

State	Superintendent	Yes	No difficulty.	Yes	No difficulty.	Yes	Yes, I think so.
N. C.	New York City W. H. Maxwell	Yes	Varies with teacher.	Yes	Yes, I think so.	Yes	Yes, I think so.
N. C.	N. Tarrytown C. A. Benedict	Yes	Yes	Yes	Yes	Yes	Yes
N. C.	Syracuse P. M. Hughes	Yes	Yes	Yes	Yes	Yes	Yes
N. Dak.	Newbern H. B. Craven	Yes	Varies with teacher.	Yes	Yes	Yes	Yes
N. Dak.	Winston-Salem R. H. Latham	Yes	Yes	Yes	Yes	Yes	Yes
Ohio	Bismarck C. C. Root	Yes	Don't know	Yes	Yes	Yes	Yes
Ohio	Alliance H. L. Eby	Yes	Hard to say	Yes	Yes	Yes	Yes, if teacher is strong
Ohio	.....do B. F. Stanton	Yes	It about the same	Yes	Yes	Yes	Yes
Ohio	Cambden C. E. Bryant	This is strong argument.	Not long	Yes	Yes	Yes	Yes
Ohio	Hamilton D. Joyce	Yes	2 years	Yes	Yes	Yes	Yes
Ohio	New Philadelphia C. F. Limbeck	Yes	At once	Yes	Yes	Yes	Yes, but can't say how much
Ohio	Cuthrie F. D. Brooks	Yes	Not longer than usual plan	Yes	Yes	Yes	Yes
Ohio	McAfee C. N. Peak	Yes	One term	Yes	Yes	Yes	Yes
Ohio	Tulsa E. E. Oberholzer	Yes	One term	Yes	Yes	Yes	Yes
Ohio	Astoria J. O. Inad	Yes	One term	Yes	Yes	Yes	Yes
Ohio	Carrick W. H. Sprengle	Yes	One term	Yes	Yes	Yes	Yes
Ohio	Daryes F. J. Regan	Yes	One term	Yes	Yes	Yes	Yes
Ohio	Harrisburg F. E. Downes	Yes	One term	Yes	Yes	Yes	Yes
S. C.	Phoenixville I. Doughton	Yes	One term	Yes	Yes	Yes	Yes
S. C.	St. Marys J. J. Lynch	Yes	One term	Yes	Yes	Yes	Yes
Tenn.	Sumter S. H. Edwards	Yes	One term	Yes	Yes	Yes	Yes
Tenn.	Chattanooga C. H. Winder	Yes	One term	Yes	Yes	Yes	Yes
Tenn.	Bessemer H. F. Triplett	Yes	One term	Yes	Yes	Yes	Yes
Tenn.	El Paso R. J. Tigue	Yes	One term	Yes	Yes	Yes	Yes
Tenn.	Logan A. Molyneux	Yes	One term	Yes	Yes	Yes	Yes
Tenn.	Petersburg R. R. Jones	Yes	One term	Yes	Yes	Yes	Yes
Tenn.	Perkinsburg H. A. Hunt	Yes	One term	Yes	Yes	Yes	Yes
Tenn.	Richmond J. A. C. Chandler	Yes	One term	Yes	Yes	Yes	Yes
Tenn.	Aberdeen G. B. Miller	Yes	One term	Yes	Yes	Yes	Yes
Tenn.	Neenah E. M. Beeman	Yes	One term	Yes	Yes	Yes	Yes
Tenn.	Lerams W. M. Sinclair	Yes, should be able at once.	One term	Yes	Yes	Yes	Yes

1 See teachers list.

Seventy-eight superintendents, representing 78 cities and towns and 35 States, replied. These cities, towns, and States are representative both in size and geographical location: One, namely, Morganton, N. C., has less than 5,000 inhabitants; thirty have from 5,000 to 10,000 inhabitants; twenty have from 10,000 to 20,000 inhabitants; sixteen have from 20,000 to 50,000 inhabitants; eight have from 50,000 to 200,000 inhabitants; and three have over 200,000—namely, Minneapolis, 301,000; San Francisco, 416,000; and New York City with its 5,000,000.

The list of cities and towns well represents the country ethnologically and industrially as well as geographically. The agricultural, mining, manufacturing, and mercantile interests, in all their varieties, will be found in the various States and districts herein included.

#### SUMMARY OF REPLIES BY SUPERINTENDENTS.

##### *Do you still use the plan?*

Of seventy-eight superintendents answering, sixteen said "no," although almost all showed interest. One said, "No; we believe every grade should have a strong teacher." One would think that an ideal reason for trying out this plan. Most of the others who said "no" express an intention to try the plan in the near future. Sixty-two, or nearly 80 per cent of all, said "yes."

In other words, 70 per cent of the superintendents had tried the plan with 10 per cent or more of their teachers; 54 per cent with 20 per cent or more; 45 per cent with 25 per cent or more; 42 per cent with one-third of the teachers; 38 per cent with one-half or more of the teachers. This is a considerable body of evidence.

##### *What percentage of the teachers are promoted?*

Of fifty-seven who replied affirmatively, three said "one teacher"; eleven said "a few"; one, "not extensively"; two said "strong teachers"; one said "5 per cent"; six said "10 per cent"; three, "12 per cent to 15 per cent"; five said "20 per cent"; two said "25 per cent"; two, "33½ per cent"; three, "50 per cent or 60 per cent"; three, "70 per cent or 75 per cent"; one, "80 per cent"; one, "90 per cent"; four, "all or nearly all"; one, "all intermediate"; one, "primary and grammar"; one, "all primary"; one, "20 per cent of primary and all intermediate"; two, "all with semianual promotions"; three, in doubt.

##### *What percentage of teachers are kept stationary on the ground that they are not competent for promotion?*

A great variety of answers were given from "none for this reason" up to "90 per cent."

##### *Through what grades do you commonly promote the teachers?*

Of forty-nine answers, three reported "primary"; one, "all primary and grammar"; fourteen, "primary and intermediate, namely, three reported 2-4; three, 1-5; three, 1-3; three, 2-5; one, 2-6; one, 1-4." Three reported "all the intermediate"; one, "all intermediate and grammar"; five, "all the primary and intermediate"; four, "primary, intermediate, and grammar, viz, two, 2-7; one, 1-7; one, 2-8." Four reported "all the primary, intermediate, and grammar"; three, "the intermediate and grammar, viz, one, 4-8; one, 5-7; one, 6-8"; one, "primary, intermediate and grammar, viz, 2-8"; two, "all grades"; three, "all for one year, at times one and one-half years"; five, "quite irregular for individual needs."

##### *Through what cycles do you commonly promote the teacher?*

Of the types of cycles given, eight are all primary; two include all primary<sup>1</sup> and intermediate; nineteen are partial primary and intermediate, viz: eight, 1-3; one, 1-4; one, 1-5; one, 2-3; one, 2-5; two, 3-4; one, 5-6; one, 1a-2b; one, 1-2-3b; one, 2a-3b; one, 3a-4. Fourteen are partial intermediate, viz, one, 3-4; two, 3-5; two, 4-5; one, 4a-5; five, 4-6; three, 5-6. Nine, all grammar; five, intermediate and grammar (partial), viz, one, 5-7; two, 6-7; three, 6-8; three, grammar and high, viz, one, 7-9; two, 8-9; one, high, viz, 10-12.

*Does the better acquaintance of the teachers with their pupils result in a saving of school time?*

Of the forty-nine who replied to this question, forty-two, or 86 per cent, said "yes"; three, or 6 per cent, said "no"; four, or 8 per cent, are in doubt.

*How much time?*

Of the twenty who attempt to estimate, four say "5 per cent"; four say "10 per cent"; one says "12½ per cent"; one says "20 per cent"; three say "25 per cent"; one says "33½ per cent the first month"; one says "two weeks"; one says "2 to 6 weeks"; one says "one month to six weeks"; one says "one-half year"; one says "one-half year in two or three years"; one says "one-third of pupils save one-half year"; one says "varies with grade and subject"; and another replies "not so much as I had expected." It is clear that the system has not been in operation long enough for superintendents to give an accurate estimate, but the verdict is distinct that the plan saves time.

*Does it enable the teacher to keep in closer touch with the home?*

Of the forty-nine who reply, forty, i. e., 82 per cent, say "yes"; five say "no"; three are in doubt; and one says "depends on the teacher."

*Are you better able to estimate the vocational aptitudes of the individual pupils?*

Thirty-six of the forty-four replies, i. e., 82 per cent, say "yes"; four say "no;" and four are in doubt.

*Does the teacher get a stronger grasp of the practical work of a given grade?*

The forty-nine replies are almost unanimously "yes."

*Does she assign lessons and mark more fairly?*

Forty-seven replies, forty-five affirmative.

*Does she understand the pupils better, have more sympathy and patience, and strive harder to win their affections?*

There are no negative replies to this question; of the forty-eight answers, forty are affirmative; eight express some doubt or need of more investigation.

*Does the better knowledge of the results of her own work increase the professional zeal of the teacher?*

Forty replies; thirty-six, "yes"; one, "no"; three, "in doubt."

*Does it enable her to see her own shortcomings more clearly and to strive to correct them?*

Of the forty-two who answer, thirty-seven say "yes"; two say "no"; three "are not sure."

*Does it make it easier to locate more accurately the blame for poor teaching? Does it lead to less friction?*

Thirty-seven say it is easier to locate blame; two say it is not, and one is in doubt. Thirty-seven say that the plan leads to less friction among teachers; five say that it does not, one of these saying "we have no friction"; another, "change produces friction"; and a third "more friction."

*How long does it take a normal graduate to adjust herself to this plan?*

Two say "at once"; one says "best teachers at once"; four say that it takes but a short time; seven say that it takes about one year; four that it takes two years; one, says two to five years; one says "after first year all favor it." Other expressions used: "Older ones object"; "object at first, but improve always"; "takes normal graduates longer";

<sup>1</sup> "Intermediate grades," as used here, are 2-6.



"not longer than the usual plan"; "varies with teacher." Six superintendents are in doubt as to how long it requires.

*In the case of good teachers, does it raise the rate of the attendance of pupils?*

Forty-five replies. Thirty-two say "yes"; six say "no"; seven in doubt.

*Does it lead to greater unity in the knowledge of pupils?*

Thirty-nine answers received. Thirty-six said "yes"; three are not certain.

*Does it lead to greater power to apply what they have learned?*

Forty-one make reply. Thirty-three say "yes"; eight are in doubt.

*Greater power to apply what they have learned to new lessons? To problems out of school?*

In regard to greater power to solve new school lessons, forty-five say it gives such power; there are no negative replies, though two are in doubt with regard to greater ability to solve out-of-school problems; thirty-four declare it gives such ability; two say that it does not, and one is in doubt.

*Does it enable the teacher to train the pupils better in self-control and help to produce better character?*

Forty-one replies. Thirty-nine say "yes"; one says "no"; one in doubt.

Many superintendents were so interested in the question that they not only answered the questionnaire, but also wrote additional notes. These are extensively quoted in the following pages:

#### ADDITIONAL NOTES FROM SUPERINTENDENTS IN REGARD TO ADVANCEMENT OF TEACHER WITH CLASS.

*Paragould, Ark., L. B. Ray, superintendent.*—The plan of promoting teachers with pupils has one objection that is prominent—that is, when friction is aroused between teacher and patron it grows with the successive years that the pupils remain under the same teacher. Weak classes can be carried through a grade by having the teacher promoted with them. The teacher knows where to start, what to do, and how to help the individual pupils, whereas a new teacher has all this to learn and consequently could not take a large per cent of a weak class through a grade.

*San Bernardino, Cal., F. W. Conrad, superintendent.*—Most teachers prefer to keep the grade they are in.

*San Francisco, Cal., T. L. Heaton, deputy superintendent.*—It has not been our uniform custom to promote teachers with grades. It has occasionally been done below the sixth grade and always with good results. We have a large number of grammar schools which have been departmentalized in the seventh and eighth grades. It is our rule in these schools to have about half of the day with their class teacher and the remainder of the time with three other teachers. A group of four teachers and classes form the unit of departmentalizing. If a school has a dozen classes in seventh and eighth grade work it would have three such units. Each of the four teachers becomes a specialist in one subject and teaches it to the four classes. Other than these four, subjects are taught by the class teacher. She remains class teacher through the entire two years. When she graduates a class from the high eighth the next term she takes a low seventh class and in two years graduates it. This gives the teacher a strong moral and personal hold upon the children. We find the teacher's influence is not in any way weakened and the children get the benefit of special training. It also prepares children better to enter high school where they must study under a number of different teachers. In our intermediate schools a similar plan is followed.

*Oakland, Cal., A. C. Barber, superintendent.*—There are no actual means of testing any of these matters, and I believe that there are two sides to these questions. In case a teacher is a valuable one, it is undoubtedly an excellent thing to continue her two years in a grade; on the other hand, it is obvious that, if a child happens to fail

to the lot of a poor or mediocre teacher, he is placed at a serious disadvantage if he remains in her class two years. I am inclined to think that the benefits of rotation are, on the whole, better for teachers than for pupils, as it undoubtedly gives them a broader view of the course of study and of school matters in a general way.

*Berwyn, Ill., E. A. Wilson, superintendent.*—Teachers should be changed at least every three years, but the power of superintendents is so limited and the tendency of teachers is so great to settle down to one job that it is suicidal to attempt it. By our system a superintendent can not do his best work. It must be handled carefully. Am in favor of change for reasons above.

*Clinton, Ind., E. E. Oberholzer, superintendent.*—Result—broader scholarship, closer correlation, fewer failures, more sympathetic teachers.

*Columbus, Ind., T. F. Fitzgibbon, superintendent.*—We use the plan often to help teachers find themselves, starting with young teachers in the first or second grade and moving them up every year, or two years at most, to the next grade till we have found the grade in which the teacher seems to fit well. We sometimes move a teacher from above down grade by grade for the same purpose. I think if the teachers of the first four grades could move in cycles from first to fourth and back again it would greatly strengthen the teacher and her work, but many of them object to the plan. I once had a teacher, a normal graduate, pass from second to seventh year, carrying with her practically all the pupils that entered with her in the second year. The work done for those children was by far the best I have ever seen.

*Gary, Ind., William A. Wirt, superintendent.*—We began doing this work at Bluffton, Ind., 1900, because, among other reasons we found that failures in first and second grades were forced to remain another year with a teacher who had failed to awaken them. By advancing a primary teacher to a second grade the primary teacher goes on with her successes and leaves her failures for the second grade teacher who becomes the first grade. Similarly the second grade's failures have a new teacher.

All of the arguments for teachers continuing with the children with whom they are successful are supplemented by the argument that children should be relieved of the teacher who has failed with them regardless of her success with other children.

*Madison, Ind., Donald Du Shane, superintendent.*—Our plan when fully in operation provides for a 1B teacher who does not advance. The 1A teachers advance to 4B grade. Beginning with 4B, five departmental teachers keep a given child for 2½ years. Then he is turned over to another group of five teachers who keep him for 2½ years or until he is ready for high school. The plan from 4B on has been in successful operation for three years. For the last year and a half we have been experimenting with the plan of advancing the primary teachers with the children for a 2½-year cycle. You will notice that none of our cycles are over 2½ years. Beginning with the fourth grade the departmental teacher of arithmetic, for instance, as truly advances with a pupil as does the primary teacher. The total number of children in any departmental group is limited to 150 pupils and to 5 teachers. As a consequence every teacher knows every child well and is associated with him long enough to understand his difficulties. We are opposed to the plan of advancing teachers for a longer period than three years, because (a) many teachers can inspire little children who can not manage those of grammar age, etc.; (b) because the time of office of most teachers is not long and the first cycle is experimental in some respects for the average teacher; (c) when a teacher resigns it is difficult for a new teacher to do effective work if the cycle is or has been too extensive.

*Cedar Falls, Iowa, B. Francis, superintendent.*—A teacher who excels in a certain grade is more valuable when retained in that grade, but a difficult grade can often be handled better by transferring the teacher with these. We do not do this ordinarily.

*Fort Scott, Kans., H. D. Ramsey, superintendent.*—We began this system, covering two grades, two years ago. Before that time we admitted beginning pupils twice a

year, at the beginning of the year, and at the close of the first term in January, but two years ago we changed our plan by admitting all pupils who would be eligible for admission during the year at the beginning of the year only. By so doing each teacher kept her own pupils and was advanced to the next grade with her class.

We have found this plan satisfactory in every respect. The teachers are more in sympathy with the teachers in grades above them and they have been able to discover wherein their work in the past has been weak. We favor the plan of admitting all pupils who are beginners at the first of the year and thus saving the formation of a new beginning class at the middle of the year.

*Dayton, Ky., L. N. Taylor, superintendent.*—Teachers should be changed from one intermediate grade to another often enough to give them a wide and full grasp of their duties as teachers and to keep them out of the ruts of self-satisfied habit, and to keep them on their mettle, but I find it objectionable to promote them regularly with their classes. More than that, I find advantages strongly favoring the semiannual promotion plan, each teacher having two classes doing work half-year apart. This is not consistent with the promotion of teachers with their pupils.

Teachers become more flexible in the use of their powers when they change grades occasionally. But the occasional change of teachers as a child goes through the city school system seems to be the right of the child and to his advantage.

*Taunton, Mass., H. W. Harrub, superintendent.*—We do not practice the advancement of teachers with their pupils. In some rooms we have done so, where conditions made that course most advantageous. The general practice would not be feasible. We regard the principle as a valuable one, and intend to use it where it can be applied to good advantage.

*Waltham, Mass., W. D. Parkinson, superintendent.*—We have had no experience which justifies conclusions on the foregoing. In theory affirmations would be easy. But on the whole the question has many practical bearings and it reduces to the alternatives of exposing a child for a longer or a shorter period to the dominating influence of an individual, and consequently of decreasing or increasing the number and variety of such personalities to which he shall be exposed. Personally, I believe that in a fairly permanent and well-selected teaching force it would be better to have pupils continue three years with the same teacher; but if teachers change often anyway, and are comparatively inexperienced, it is probable that there would be more loss than gain in continuing the inexperienced teacher with a class covering new ground instead of letting her pilot a new class over ground she had become somewhat familiar with.

*Kalamazoo, Mich., S. O. Hartwell, superintendent.*—We have done something of this sort occasionally, but have hardly carried it to the point of a plan. At present our emphasis in the lower grades is rather on the modified form of the Gary plan, which accomplishes the same results, so far as special teachers are concerned, but has not embodied this point regularly for the so-called regular teachers.

The questions of the blank—at least, the later ones—are evidently framed from the point of good teachers. Now, I think we have our proportion of good teachers; but, like other places, we have at least a proportion of weak ones, and any plan of the kind must be made from that side also. Possibly the plan might bring a concentrated attention on weakness and thus work toward elimination.

*Kearney, Nebr., Roy E. Cochran, superintendent.*—This whole thing depends on the individual teacher. Ideal teachers are few. A change is advisable where the teacher lacks in some qualities advisable to give the pupils. I think longer than three years at any time is an error.

*Concord, N. H., L. J. Rundlett, superintendent.*—We tried it a number of years ago, beginning with the first grade and extending through four years. The experiment was tried with a class of retarded children, with the result that at the end of

two years they were able to read any ordinary fourth reader and at the end of three years Cyr's Fifth Reader. I am considering trying the experiment again, and shall be glad to report at the end of that time.

*Bloomfield, N. J., George Morris, superintendent.*—One of our chief reasons for using the plan is to locate teachers in the grade in which they can do the best work. For example, we study a third-grade teacher and think she would make a strong fourth-grade teacher. We have her go on with her class to the fourth grade, and in most cases find our judgment confirmed. Occasionally we feel that this same teacher would do well in departmental work, and only this year we have promoted one or two teachers to departmental work and feel pleased with the change.

On the other hand, we frequently feel that a teacher would do better work in a lower grade, and experiment in that direction also.

*Hackensack, N. J., William E. Stark, supervising principal.*—We have semiannual promotions throughout our schools, and many teachers would like to limit their fields to a single half year. We have, however, a definitely adopted policy of making a year the minimum period of consecutive work with a class for any teacher, except in unusual situations. I encourage our teachers to broaden the scope of their work still more, and occasionally a teacher goes on with her class for an additional half year or year. This practice, however, has been so rare that no generalizations can be based upon the matter.

I feel that it would be an advantage to schools if more teachers were ready to broaden their range of work, and I hope to be able to use the results which you publish of experience elsewhere to convince the teachers that the proposed plan is practicable.

*Montclair, N. J., D. C. Bliss, superintendent.*—We do not make this plan the regular practice. Rather, it is the occasional plan to fit a peculiar condition or to secure special results.

*New York, N. Y., William H. Maxwell, superintendent.*—I have urged principals wherever it was feasible to advance teachers with their pupils from grade to grade and then to return to a fixed point. A great many principals are doing this. I have not obtained definite statistics as to how many are doing it. In some cases we have two grades for the year. The cycle includes only one year. In other cases it includes three or four years, and never more than six.

*Newbern, N. C., H. B. Craven, superintendent.*—In order to keep teachers out of a rut, I usually change them after teaching a grade for two years, but seldom change a primary teacher to the grammar school or grammar school to high school.

*Bismarck, N. Dak., Charles C. Root, superintendent.*—We have such frequent changes of teachers that the plan can hardly be used here.

*Kent, Ohio, H. L. Eby.*—The greatest objection that I have to keeping the teacher stationary in the grade is the narrowing effect of the custom, both on the teacher directly and on the school indirectly. By that practice the teacher does not see enough of the process to be able to interpret it fully. By doing the same work from year to year the teacher does not acquire standards of value and comparison with which and through which to measure the work being done. A high degree of skill is acquired by limiting the program of the teacher to a single grade, or even a single subject, from term to term. But this custom makes the mistake of assuming the teaching process to be like the part a member of a baseball team plays and that the process of education is like that of a baseball game. All that is required of the individual teacher is to acquire a certain special skill within the limited program. The success of the plan is made to depend upon the degree of special skill each member of the teaching force can bring to the work. If the tools of learning could be controlled with the same precision with which a bat and ball are controlled in the hands of the player, and if the reaction of the pupil toward the subject matter

of the curriculum could be as definitely determined as the reaction of the ball player toward the tools of the game, then the plan of keeping the teacher stationary in the grade would have better reason for its existence. But children are not as easily controlled as the inert baseball, nor can a boy's reaction toward the work of the school be as easily determined as can his reaction toward the bat and ball in a game. The two skills are not comparable.

Again, the ideal of the factory system of industry, with its minute division of labor, controls the schools far too much. But here, as in the case of the baseball game, industry is dealing with inert material. Nor do the parts of the curriculum bear the same exact relationship to each other as do the many simple parts of manufacture to the completed article. It is not to be desired that they should. I think it is quite generally agreed that while industry is making more and better articles, yet it is unmaking men. The loss of the educative value of industry to society resulting from the highly divided forms of labor threatens the very quality of labor and its product. The problem of labor and industry is, How can highly specialized skill in an uneducative process and the human factor on which the quality of the work so much depends be conserved together? A similar problem confronts educators. Personally, I deplore that the ideal of the factory system has so gripped our schools. It seems to me that your plan of promoting teachers with their pupils is the proper solution of this problem.

*Alliance, Ohio, B. F. Stanton, superintendent.*—I have not followed the general practice of advancing teachers. Where I have done so, in some cases at least, the teacher has been unusually strong, and very satisfactory results have followed.

*Hamilton, Ohio, Darrell Joyce, superintendent.*—We made some trial of promoting teachers with their pupils from grade to grade.

While we found that the plan saved some time, we are not now following it, because we also found that at least one-half of the pupils would change within three or four years; that is, a teacher starting with 40 first-grade pupils could expect to have only 20 of the same pupils by the time the fourth grade was reached. I believe, however, that it is not a bad plan if the teachers are efficient.

*Guthrie, Okla., F. D. Brooks, superintendent.*—We promote teachers with pupils where we think it best. It is not a fixed part of the system that applies rigidly in any grades. We also transfer teachers sometimes from lower to higher and from higher to lower grades. When we send the teacher along with her pupils it is because we think she can handle that particular lot of pupils better than another teacher. A few times it has been especially for the teacher's good—she has discovered her weaknesses.

*Harrisburg, Pa., F. E. Downes, superintendent.*—It has been our custom in Harrisburg, for 8 or 10 years at least, for teachers to hold their pupils two years before transferring them to another teacher. Work is arranged in cycles as follows: Second and third years, fourth and fifth years, sixth and seventh years, and eighth and ninth years. Recently we have changed from a ninth-grade elementary to an eighth-grade plan, and just as soon as our ninth grade is eliminated we will also have semiannual promotion. It is our purpose under the new plan to have each teacher, so far as possible, hold her pupils through four half years, or two full years, as at the present time. Of course it will not always be possible to do this. However, when not done, it will be the exception; the rule will be to do it. Our teachers, generally, prefer this method—in fact they have gotten to the point of objecting when they are required to be responsible to the next grade teacher if allowed to hold a class only one year.

*Logan, Utah, A. Molyneux, superintendent.*—The first grade, I believe, partakes too much of specialization to warrant the change of teachers. The sixth, seventh, and eighth grades are segregated from the lower grades. In these grades we do departmental work. This prevents the adoption of this plan above the fifth grade.

We have experienced much difficulty in preserving class unity. This is due to new entries and to shifting or changing of residence in the community.

*Richmond, Va., W. M. Adams, principal.*—We are trying out cycles of two entire years and will reach the last term in the cycle with the term ending June, 1915.

I am well pleased with the results so far.

We shall extend the experiment throughout the primary grades and into the grammar grades (fifth and perhaps sixth years), beginning with February, 1915.

*Neenah, Wis., E. M. Beeman, superintendent.*—We have an assistant in a seventh grade this year who has moved along with about 30 pupils from the fourth grade. There are 75 pupils in this seventh grade. She is so much more effective as a teacher with the 30 than with the strangers that I hope to plan regular promotions in this school and use the new teachers in third and fourth grades where possible.

I have always been very particular in the selection of teachers for promotion with pupils and have therefore no record of any failures. I am of the opinion that only teachers of ability can adjust themselves to this plan. For strong teachers, I am convinced, after 11 years of experiment, that it is a wonderful advantage to all concerned.

*Laramie, Wyo., William M. Sinclair, superintendent.*—The plan is in limited operation as yet. We have too many normal-school graduates who want to teach in second or third grades only. Out of more than 100 applicants for grade positions 70 were for second or third.

#### OPINIONS OF TEACHERS.

As a number of the superintendents of schools furnished the names of teachers who had had experience in advancement with pupils, and who would therefore be in the best position to judge of the merits of the plan, it seemed important to learn their opinions.

Another reason for making inquiry of the teachers is that one could doubtless obtain from them an impression as to how the children responded to the plan. A questionnaire was accordingly sent to the teachers, and 97 replied. They represent 43 schools, in 12 States, and 18 cities. An examination of the list shows that these also are well distributed geographically.

Table 2 is presented in three parts. To obtain complete answers for any one State, city, or school, therefore, it is necessary to refer to each part in turn. Thus Tampa, Fla., appears on pages 32, 38, and 44.

TABLE 2.—Advancement of teacher with class; replies from teachers—PART I.

State.	Town or city.	School.	Teacher.	Training and experience.	Graduate of normal or training school.		Length of experience with this system.	
					Where?	When?	Where?	When?
Fla.	Tampa.	Hyde Park.	Fannie Cumming	High-school graduate; student at State University.	No, but attended several.		Tampa.	1909-10; 1912-1914.
	do.	Michigan Avenue.	Agnes Everett	High-school graduate; attended summer school Knoxville and Columbia.	No.		do.	1911-1915.
	do.	do.	Mrs. Neta Fleagle	10 terms in primary grades.	No; 8 sessions in summer normals.		do.	1914-15.
	do.	do.	Maudie J. Harter	2 years in Oberlin, 1 in University of Michigan, Los Angeles, etc.	Yes.		Citra and Tampa.	
Iowa.	do.	do.	Ethel A. Morse	Peabody Summer School, Florida State College, etc.	Yes; American Correspondence Normal.	July, 1886.	Port Tampa City and Tampa.	1903-1908; 1912-12.
	Cedar Falls.	Lincoln.	Genevieve Griffith	Iowa State Teachers' College; taught 10 years.	No.		Lake City Cedar Falls, Kaukauna, Zoeland, Kalamazoo.	4 years.
Mich.	Kalamazoo.	Woodward Avenue.	Laura H. Gee	Graduate high school; 6 years' experience as teacher.	Yes; State Normal.	1911.	Zoeland, Kalamazoo.	4 years, 1910-1914.
	do.	Lovell Street.	Bernice A. Perry	High school; State Agricultural College, Central State Normal; 6 years' experience as teacher.	Yes; Central State Normal.	1907.	Kalamazoo.	1 year, 1912-14.
	do.	Lake Street.	Bianche C. Kelis	Graduate high school; 8 years' experience as teacher.	Yes; Kalamazoo; Ypsilanti.	1904.	do.	1912; 1914-15.
	do.	North West Street.	Edith A. Lent	2 years in Western State Normal; 1 year's experience Howell, 44 years, Kalamazoo.	Yes; Kalamazoo.	1910.	do.	4 years, 1904-1909.
	Shelby.	Public school.	Florence Wyle	Graduate high school; Michigan State Normal; 10 years in grades.	Yes; Michigan State Normal.	1914.	Shelby.	4 years, 1911-1915.
Minn.	Minneapolis.	Simmons.	Jane B. Miller	Graduate high school; 2 years' city training school.	Yes; Colorado Teachers' College, Denver University, 11 years' experience.	1905.	Minneapolis.	1 year, 1921-14.
Mont.	Bozeman.	Hawthorne.	Emma Spauling	High school, Colorado Teachers' College, Denver University, 11 years' experience.	Yes; Colorado Teachers' College.		Bozeman.	
N. J.	do.	Irving.	Alice Roy	Normal College; 11 years' experience.	Yes; Dillon.	1913.	do.	1 year, 1914-15.
	do.	No. 4 Center.	Dora E. Adams	Graduate high school; 9 years' experience.	Yes; Trenton.	1910.	Bloomfield.	1914-15.
	Montclair.	Cedar Avenue.	L. Elaine Bordwin	8 years' experience.	Yes; Worcester, Mass.	1908.	Montclair.	Do.
do.	do.	Hillsdale.	Alice E. Chandler	Graduate Wellesley College; 14 years' experience.	No.		do.	3 years ago and now.

OPINIONS OF TEACHERS.

N. Y.	do	Watchung	Edna H. Jones	High school, Normal Practice, 6th and 8th grades, Pratt Institute, 5 years' experience.	Yes State Normal	1910	do	2 years, 1912-14.
do	do	Maple Avenue	Alfreda M. Miller	Experience, 14 years	Yes: Fitchburg	1911	do	1 year, 1914-15.
Syracuse	do	do	B. H. Wetherly	Taught in Montclair 9 years	Cortland Normal N. Y.	1905	do	4 years, 1911-1915.
do	do	Croton	Helen Curtin	Graduate high school; 20 weeks' practice, 11 years' experience.	Yes, Oswego	1904	do	11 years, 1903-1915.
do	do	do	Tracy H. Lowe	Graduate high school; taught grades 1, 2, 4, 6, 7, 8.	No		do	6 years, 1908-1914.
do	do	Prescott	Matilda Miller	Training in Putnam School	Syracuse Training School	1892	do	10 years, 1906-1915.
do	do	do	M. F. Whan	5 months preparatory class, 2 months teachers' class; 5 months primary class	Syracuse	1896	do	12 years, 1902-1915.
N. C.	Morganton	Graded school	Mrs. W. R. Marbut	30 years' college with normal department; 30 years' experience.	Yes: Griffin, Ga.	1897	do	Last 25 years.
do	do	do	Mollie H. Heath	Private school, summer school; 40 years' experience.	No		do	5 or 6 years.
Okla.	do	Newbern City School	Eleanor E. Marshall	Graduate high school, 2 years at State Normal; 10 years' experience.	No		do	3 terms in last 5 years.
do	do	Second ward	Mary White	Attended University of Oklahoma, 1917.	Yes: Bethany, Okla.	1907	do	Occasionally, 1912-1915.
do	do	River View	Mrs. Leslie Fuller	Graduate, high school, normal department, Cotner University, 24 years college.	Yes: Bethany, Okla.	1907	do	1902, 1905.
do	do	do	Gail D. Swartz	High school, summer normals; 5 years' experience.	No		do	4 years, last 3 years, 1913-1915.
Pa.	Duryea	Washington	Neille Heath	Graduate, high school; 8 years' experience	No		do	2 terms, 1913-14.
do	do	do	Deils Murphay	Graduate, high school; 3 years' experience	Yes: East Stroudsburg, Pa.	1906	do	3 years, 1909-1911.
do	do	do	Theresa Jackson	Graduate, normal school; 7 years' experience.	Yes: teachers' school, Harrisburg, Pa.	1906	do	10 years, 1904-1914.
do	do	Camp Curtin	L. LaVene Grove	Graduate, high school and training school; 1 summer at Cornell; 10 years' experience.	No		do	10 years, 1905-1915.
do	do	Sixth grade	Elizabeth A. Dunn	Graduate, normal school; 15 years' experience.	Yes: Harrisburg, Pa.	1906	do	6 years, 1909-1915.
do	do	Ninth grade	Carrie L. Farley	Courses in high school.	No		do	2 years, 1912-13.
do	do	(?)	R. Ch. K. Wells	Graduate, teachers' school; 6 years' experience	Yes: Harrisburg, Pa.	1906	do	2 years, 1912-13.
Utah	Logan	Woodruff	Estel Hill	Graduate, normal school and teachers' school; 6 years' experience.	Yes: both, Logan	1908	do	

Hillsboro and Columbia.



TABLE 2.—*Advancement of teacher with class; replies from teachers—PART I—Continued.*

State.	Town or city.	School.	Teacher.	Training and experience.	Graduate of normal or training school?		Length of experience with this system?	
					Where?	When?	Where?	When?
Va.	Portsmouth.	High Street School.	Mrs. L. M. Weaver.	3 years' college; 20 years' rural teacher; 3 years in Portsmouth.	Yes; Farmville.	1912.	Rural school in Portsmouth.	23 years.
	Richmond.	Arenis.	M. R. Briggs.	Graduate, normal school; 2 seasons' experience.	Yes; West Virginia summer school.	1913.	Arenis School.	1913-14.
	.do.	.do.	Carrie Sweetman.	High school; Randolph Woman's College; 3 years' experience.	Yes; Richmond Normal.	1913.	Richmond.	2 years, 1913-1914.
	.do.	.do.	Mary Tucker.	2 years normal teacher; 1 year's experience.	No.	1913.	Arenis School.	1 year, 1913-14.
	.do.	Bainbridge.	Evelyn Fitzgerald.	High school, 2 years' college, 1 year pupil teacher, 2 summers' normal.	Yes; Farmville.	1913.	Bellevue School.	1 year, 1913.
	.do.	.do.	Mildred Potts.	High school, 2 years at normal; 1 year's experience.	Yes; Virginia State Normal.	1906.	Richmond.	1 year, 1913-14.
	.do.	.do.	Clara O'Brien.	High school, normal, University of Virginia; teachers' college.	Yes; University of Virginia summer school.	1913 and 1914.	.do.	Do.
	.do.	.do.	Katherine K. Scott.	High school, 7 years' work at University of Virginia summer school; about 10 years' experience.	Yes; Ricbmond.	1906.	Baker School.	1 year, 1914.
	.do.	.do.	W. L. Brock.	Normal and training school; about 6 years' experience.	.do.	1911.	.do.	2 years, 1913-1915.
	.do.	.do.	A. V. Randolph.	Normal training at high school; also pupil teacher.	Yes; teachers' course high school.	1910.	.do.	One term, 1911.
	.do.	.do.	S. B. Robinson.	Post graduate, high school, about 4 years' experience.	Yes; Farmville.	1906.	Bellevue School.	1 year, 1913-14.
	.do.	.do.	M. C. Coe.	State normal about 9 years.	No.	1906.	Westhampton, Richmond.	5 years, 1910-1915.
	.do.	.do.	E. Cleveary.	High school, 1 year at Union College, Richmond 3 years' experience.			Bellevue School.	1 year, 1914-15.
	.do.	.do.	E. Hartung.	Graduate and post graduate, high school; about 8 years' experience.			Bellevue School.	1 year, 1914-15.

OPINIONS OF TEACHERS.

do.	do.	E. N. Jamison	Normal, summer at Columbia. 6 years' experience.	Yes. Farmville.	1909.	Smithfield, Salem, Richmond.	6 years, 1908-1915.
do.	do.	Attie Lee Lynn	Public schools, normal college; 19 years' experience.	Yes. Farmville.	1909.	Richmond	2 years, 1913-1914.
do.	do.	N. M. Mondy	Public school, inclusive of post graduate at high school.	No.	1908.	do.	Do.
do.	do.	M. L. Mondy	Graduate, normal course of high school, summer course; 6 years' experience.	High School, Richmond.		do.	2 years, 1911-12.
do.	do.	Fannie Powell	Graduate, high school, 1 year normal school course; 9 years' experience.			Cary School	2 years, 1912-1914.
do.	do.	Irene E. Walton	Graduate, summer course at Columbia, 9 years' experience.			Richmond	3 years, 1912-1915.
do.	do.	Mattie M. Poins	Graduate, high school, 1 year normal school course; 9 years' experience.			Chimborazo	24 years, 1912-1914.
do.	do.	Albee Ratcliffe	Graduate, high school, 1 year normal school course; 9 years' experience.			Richmond	3 years, 1913-1915.
do.	do.	H. Shackelford	Graduate, high school, 1 year normal school course; 9 years' experience.			Richmond	3 years, 1913-1915.
do.	do.	Mary V. Hall	Graduate, high school and postgraduate, special course; 9 years' experience.	Richmond	1908.	Elbe School	2 years, 1913-1915.
do.	do.	E. T. James	Postgraduate, high school; about 7 years' experience.	High School	1907.	do.	2 years, 1913-1914.
do.	do.	Sallie L. Russell	Postgraduate, high school; 12 years' experience, grades.	High School	1902.	Richmond	1913-14.
do.	do.	F. L. Christian	High school, summer at Harriaburg, normal; about 7 years' experience.	Farmville	1908.	Richmond	7 years.
do.	do.	D. C. Garrison	Graduate, high school.	High School	1907.	Richmond	3 years past.
do.	do.	Mary O. Hargrove	High school, summer at Harriaburg, normal; about 7 years' experience.	John Marshall	1910.	Fairmount School	1 year, 1913-14.
do.	do.	Lenore B. Kolbe	Postgraduate high school, summer normal; University of Virginia and Columbia, 8 years' experience.	High School	1908.	Richmond	3 years past.
do.	do.	Rebecca Bowman	Graduate and postgraduate summer course, Cornell; 15 years' experience.			Fox School	1 session, 1913-14.
do.	do.	J. N. Walsh	High school and at Farmville, normal; about 8 years' experience.	1 year in training class.	1908.	do.	1913.
do.	do.	Ola Lee Abbott	Postgraduate, high school, summer normal; 2 years at Farmville; 4 years' experience.	Yes. Farmville	1910.	do.	2 years, 1912-1915.
do.	do.	Lillian G. Cook	Graduate, high and normal and postgraduate; 4 years' experience.	No.		Richmond	2 years, 1913-14.
do.	do.	Mamie L. Daggert	Public-school training; 12 years' experience.	Yes. Farmville		Jackson School	2 years, 1912-1915.
do.	do.	H. B. Robinson	High and normal and postgraduate, summer work; 8 years' experience.	Yes. Richmond	1908.	Mason	1 session, 1914.
do.	do.	A. H. Tilghman	High and normal, summer course.	Yes. Richmond	1908.	Richmond	2 years.
do.	do.	Margaret L. Tinsley	Public school, summer school; 21 years' experience.	Richmond	1902.	do.	1 year, 1913-14.
do.	do.	Fannie M. Williams		Normal	1901.	Navy Hill School	3 times, 1907, 1909, 1913.
do.	do.			Richmond	1904.	do.	1 year, 1912.

TABLE 2.—Advancement of teacher with class, reports from teachers—PART I—Continued.

State.	Town or city.	School.	Teacher.	Training and experience.	Graduate of normal or training school?		Length of experience with this system?	
					Where?	When?	Where?	When?
Va.	Richmond.	Nicholson.	Virginia Baker	Public school, summer school; experience in Richmond.	No.		Nicholson.	1 year, 1913-14.
	do.	do.	E. M. Boyls.	Richmond School, summer normal for 3 years.	Normal department Richmond High School.	1908.	do.	14 years, 1912-14.
	do.	do.	F. Chadick.	Richmond School and summer normals.	No.		do.	1 year, 1913-14.
	do.	do.	N. F. Had.	6 years' experience.	Yes; Richmond.	1909.	Richmond.	2 years, 1912-14.
	do.	do.	Eva B. Howls.	Richmond School and summer normals.	No.		Nicholson.	Do.
	do.	do.	Elizabeth Lindsey.	Postgraduate, high school, certificate University of Virginia summer school; 13 years' experience.	Paranville.	1909.	do.	1 semester, 1913-14.
	do.	do.	F. B. Nordbeck.	Full course, State normal; experience in North Carolina and 6 years in Richmond.	No.		Richmond.	1 year, 1913-14.
	do.	do.	Battle L. Puller.	Graduate, high school, University of Virginia summer school; experience in Richmond.	Harrisburg Normal.	1913.	Nicholson.	Do.
	do.	do.	Lillie Shapperson.	3 years' normal school; 1 year's experience.	Yes; Harrisburg Normal.	1904.	Richmond.	22 years, 1902-1914.
	do.	do.	Inez L. Clary.	Graduate and postgraduate, high school.	No.		Powhatan School.	1 year, 1913-14.
	do.	do.	Beessie E. Sampson.	14 years' experience.	Yes; Powhatan.	1908.	Richmond.	Do.
	do.	do.	Ida Woodward.	Graduate high school, 26 years' experience.	No.		Richmond.	2 years, 1911-1914.
	do.	do.	Mary Dickerson.	Graduate, postgraduate, high school, 1899, experience since, all grades.	Yes; high school and postgraduate.	1889 and 1900.	Jefferson School.	1 year, 1914.
	do.	do.	Sarah A. Furber.	Graduate and postgraduate, high school.	Yes.	1900.	Richmond.	2 years, but two 1 year, 1913-14.
do.	do.	E. L. Puller.	Postgraduate, high school; 1 session at Smith School.	Yes.	1907.	Springfield School.	2 years, 1912-1914.	
do.	do.	J. H. Haloran.	Graduate, high school, about 13 years' experience.	Yes; Richmond.	1901.	Department work, Richmond School.	6-8 years but.	
do.	do.	R. Estelle Shackelford.	Graduate, high school, college summer work; about 22 years' experience.	Yes; Richmond High School.	1901.			

TABLE 2.—*Advancement of teacher with class, replies from teachers—PART II.*

State.	Town or city.	School.	Teacher.	Through what grades or cycles now?	Make school work harder or easier?	Save time in classroom: Your time? In other ways?	Save time.	More intimate acquaintance makes it easier—	(c) To assess class direct-ly?	
								(a) To visit homes?	(b) To win ad-herents?	
Fla.	Tampa.	Hyde Park.	Fannie Cumming.	Now 1-2, by 2-3, formerly 2-3.	Easier because more inter-esting.	Yes. Yes.	One-half.	Yes.	Yes.	Yes, in most cases.
	do.	Michigan Avenue.	Arnes Everett.	4-6.	Easier.	Yes.	Organizing and planning.	Yes.	Yes.	Yes.
	do.	do.	Mrs. Neta Flaspie.	1-2.	do.	Yes.	Yes.	Yes.	Yes.	Yes.
	do.	do.	Maudie J. Harter.	4-7.	do.	Yes.	Yes.	Yes.	Yes.	Yes.
	do.	do.	Ethel A. Morse.	4-7.	do.	Yes.	Yes.	Yes.	Yes.	Yes.
Iowa.	Cedar Falls.	Lincoln.	Genevieve Griffith.	7-8.	do.	Yes.	Yes.	Yes.	Yes.	Yes.
Mich.	Kalamazoo.	Woodward Avenue.	Laura H. Gee.	7-8.	do.	Yes.	Yes.	Yes.	Yes.	Yes.
	do.	do.	Bernice A. Perry.	5-6-7.	do.	Yes.	Yes.	Yes.	Yes.	Yes.
	do.	do.	Blanche C. Kelt.	4-5.	do.	Yes.	Yes.	Yes.	Yes.	Yes.
	do.	do.	Edith A. Lent.	4-5.	do.	Yes.	Yes.	Yes.	Yes.	Yes.
	do.	do.	Florence Wyle.	Not at present.	do.	Yes.	Yes.	Yes.	Yes.	Yes.
Shelby.		Public school.		3-4-5.	do.	Yes.	Yes.	Yes.	Yes.	Yes.
Minn.	Minneapolis.	Stimmons.	Jane G. Miller.	B 3d, B 4th, A 5th, B 6th, A 6th.	do.	Yes.	Yes.	Yes.	Yes.	Yes.
Mont.	Bozeman.	Hawthorne.	Emma Sparling.	3-4.	No hard-er.	Yes.	More time for individual help.	Yes.	Yes.	Yes.
N. J.	do.	Irving.	Alma Roy.	3-4.	Easier.	Yes.	Yes.	Yes.	Yes.	Yes.
	Bloomfield.	No. 4 Center.	Dora E. Adams.	3-6.	do.	Yes.	Yes.	Yes.	Yes.	Yes.

TABLE 2.—Advancement of teacher with class; replies from teachers—PART II—Continued.

State	Town or city	School	Teacher	Through what grades or cycles now?	Makes school work harder or easier?	Save time in classroom?		Save time—		More intimate acquaintance makes it easier—		
						Your time?	Pupil's time?	In other ways?	What per cent?	(a) To visit homes?	(b) To win class distinctions?	(c) To secure class distinctions?
N. J.	Montclair	Cedar Avenue	L. Elaine Bordwin	5-6	Easier	Yes	Yes	In establishing routines		Always carry here	Pupils are attracted in any way	Possibly
	do	Hilkside	Albee E. Chandler	4th and 6th	Easier but not in a systematic way	Yes	Yes	1 month	100%	Easier but less necessary	No	Yes
	do	Watchung	Edna H. Jones	3, 4, 5, and 6	No easier	Yes	Yes	1 year	100%	Yes	No	No
N. Y.	do	Maple Avenue	Alfred M. Miller	4-6	Easier	Yes	Yes	Yes	6 to 8 weeks	Yes	Yes	Yes
	do	do	B. H. W. Scherby	2, 3, 4, 5, 6	do	Yes	Yes	Yes	6 to 8 months	Yes	Yes	Yes
	do	Croton	Eileen Curdin	7th grade in second session	do	Yes	Yes	Yes	3 months per term	Somewhat	To a certain extent	To a certain extent
	do	do	do	9-9	do	Yes	Yes	Yes	3 weeks	Not necessary	Yes	Yes
N. C.	do	Prescott	Maddie Miller	7 and 7	do	Yes	Yes	Yes	1 month or more	Yes	Yes	Yes
	do	do	M. E. Whan	Through 8th year	do	Yes	Yes	Yes	One-fourth	Yes	Yes	Very much easier
	do	Graded school	Mrs. W. R. Marbut	5, 6, 7	do	Yes	Yes	In home work	Very much	Yes	Already won	Not a bit
	do	Newbern	Mollie H. Heath	1-2	do	Yes	Yes	Yes	10 minutes daily first month	Have seen it done for no difference	Yes	Yes, as a rule
Ohio	do	Northern City School	Eleanor E. Marshall	3-4	do	Yes	Yes	Yes	do	Sometimes	Very much	Yes
	do	Second ward River View	Mary White	4, 5, 6	do	Yes	Yes	Yes	do	Yes	Yes	Yes
	do	do	Mrs. Leslie Fuller	35-36, 41-42, 43	do	Yes	Yes	Yes	One-half month per semester	Yes; they beg it	Yes; common in month per semester	Yes



ADVANCEMENT OF THE TEACHER WITH THE CLASS.

TABLE 2.—Advancement of teacher with the class; replies from teachers—PART II—Continued.

State	Town or city	School	Teacher	Through what grade or system have you been? How?	Make school work easier?	Save time in classroom?		Save time—		More intimate acquaintance makes it easier—		
						Your time?	Pupils' time?	In other ways?	What per cent?	(a) To visit homes?	(b) To visit affection?	(c) To exchange ideas?
Va.	Richmond	Cary	Irene E. Walton	Third year	Easier	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	Chimborazo	Mattie M. Pothia	3a-3b	do	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	do.	Allice Rastolff	4a, 4b, 4c	do	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	do.	H. Shackelford	3a-3b	do	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	Elbe	Mary V. Hall	do	Much easier	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	do.	E. T. James	4a-4b	Easier in 3b	Yes	Yes	Yes	I do not know	Yes	Yes	Yes
	do.	do.	Sally L. Russell	5a-5b	Easier	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	Fairmont	F. L. Christian	do	I think so	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	do.	D. C. Garrison	2a-2b	Easier	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	do.	Mary G. Hargrove	do	do	No	No	No	No	No	No	No
	do.	do.	Louise B. Kelbe	3a-3b	do	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	Fox	Rebecca Bowman	2a-2b	More preparation easier in class room	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	do.	I. N. Walsh	Sixth	Easier	Yes	Yes	(1) In home work assignment	1 hour daily	Yes	Yes	Yes
	do.	Ginger Park	Ola Lee Abbott	7a-7b	Easier	Yes	Yes	Yes	Yes	Certainly	Yes	Yes
	do.	do.	Mary B. Chappell	1a-1b	Harder	No	No	Yes	Yes	Yes	Yes	Yes
	do.	do.	Lillian G. Cook	2a-2b	do	No	No	Yes	Yes	Yes	Yes	Yes
	do.	do.	Mamie L. Daggett	1a-1b	Easier	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	do.	H. B. Robinson	2a-3a, 4a-4b	do	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	Navy Hill	A. H. Tighman	1a-1b	do	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	do.	Margaret L. Tunaley	3a-3b	do	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	do.	do.	3b-4a	do	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	do.	do.	do.	4a-4b	do	Yes	Yes	Yes	Yes	Yes	Yes	Yes

OPINIONS OF TEACHERS.

do	do	5b-6a	Yes	Yes	Not easy to estimate.	No.	Yes	Yes
do	Nicholson	do	Yes	Yes		Yes	Yes	No.
do	do	1b-6a	Yes	Yes		No.	Yes	No.
do	do	do	Harder for teacher or easier for pupil			Yes	Yes	No.
do	do	3-4	Harder			Yes	Yes	Yes
do	do	2b-3a-3b	Easier			Yes	Yes	Yes
do	do	5b-6a-6b	Harder			Yes	Yes	Yes
do	do	2b-3a	Easier			Yes	Yes	Yes
do	do	do	do		One-tenth	Yes	Yes	Yes
do	do	1a-1b	do		Teachers and pupils out of school.	Yes	Yes	Yes
do	Powhatan	5b-6a	do			Yes	Yes	Yes
do	do	do	do			Yes	Yes	Yes
do	do	4-5	do		1 month	Yes	Yes	Yes and No
do	do	5a-5b	do			Yes	Yes	Yes and No
do	Smith	1a-1b	Much easier		4 months	No.	Yes	Yes
do	do	2a-2b	Easier		Saved time 2d term.	Much easier.	Yes	Yes
do	do	3a-3b	do		2 weeks.	Yes	Yes	Yes
do	Springfield	do	do		See remarks.	See re. marks.	No.	Yes
do	do	6a-6b; 7a-7b	do		Can not say.	Yes	Yes	Reduced question to minimum.
do	do		do			Yes	Yes	Reduced question to minimum.

1 You can thus promote where you would not send to other teachers.



ADVANCEMENT OF THE TEACHER WITH THE CLASS.

TABLE 2.—Advancement of teacher with the class: replies from teachers—PART III.

State	Town or city	School	Teacher	Was your attention thus engaged with subject or with pupil?	Plan make clearer relative value of work in each grade?	Easier to understand points that need special emphasis?	To appreciate better difficulties of follow teachers?	Possible to keep systematic records of individual traits?			Known teachers who have failed with plan?	How account for that failure?
								(a) For vocational purposes?	(b) For development of character?	(c) For discipline?		
Pa.	Tampa	Hyde Park	Fannie Cunningham		Most undoubtedly	Yes	Yes	Yes	Yes	Yes	Yes	Naturally weak.
	do.	Michigan Avenue	Agnes Everett	More with need of individual pupil	Yes	Yes	Yes	Yes	Yes	No	No	Poor discipline and lack of interest, I think.
	do.	do.	Mrs. Neta Fleagle	Subject because discipline is established	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not in sympathy with system.
	do.	do.	Maudie Harter		Yes	Yes	Yes	Yes	Yes	No	No	(.)
Iowa	do	do	Ethel A. Morse	Both	It did	Yes	Yes	Yes	Yes	No	No	(.)
	Cedar Falls	Lincoln	Genevieve Griffith	Pupil	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Subject matter not fully in hand; better with smaller class.
Mich.	Kalamazoo	Woodward Avenue	Laura H. Geo.	Subject	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Lack of preparation. Possibly out of their spheres.
	do.	Lovell Street	Bernice A. Perry	do	Yes	Yes	Yes	Yes	Yes	Yes	Yes	She would have talked under any system. I found 3 years long enough. Know each other a little too well after that.
	do.	Lake Street	Blanche C. Kalka	Pupil		Much more so.	Yes	Yes	Yes	No	No	(.)
	do.	North West Street	Edith A. Lent	Subject		Yes, broad view.	Yes	Yes	Yes	Yes	Yes	(.)
Minn.	Shelby	Public School	Florence Wyle	With subject for sake of pupils.	Yes	Yes	Yes	Yes	Yes	No	No	(.)
	Minneapolis	Simmons	Jane S. Miller	Pupil	Most decidedly	Yes	Yes	No	Yes	No	No	(.)
Mont.	Bozeman	Hawthorne	Emma Sparling	do	Yes	Yes	Yes	Yes	Yes	No	No	Not but can see how a teacher might

OPINIONS OF TEACHERS.

	Irving	Allice Roy	Both	Yes	Yes to a certain extent	Yes	Yes	Yes	Yes	No	(1)
N. J.	Bloomfield	Dora E. Adams	Both subject mostly and pupils responsiveness. For individual pupil.	Yes	Yes	Yes	Yes	Yes	Yes		
	Montclair	L. Elaine Bordwin	My interest is always for pupil. More time for subject.	Yes	Not more than before.	No	No	Yes	Yes	No	(1)
	do	Allice E. Chandler	Subject	Yes	Very much better.	Yes	Yes	Yes	Yes	No	(1)
	do	Edna H. Jones	Subject	Yes	Very much better.	Yes	Yes	Yes	Yes	No	(1)
	do	Alfreda M. Miller	do	Yes	Very much better.	Yes	Yes	Yes	Yes	No	(1)
	do	B. H. Wetherby	Both	Very much better.	Almost fully.	Yes	Yes	Yes	Yes	Yes; a few	Would have failed under any plan. Have seen no good teacher fail.
N. Y.	Syracuse	Helen Curtin	Both	Very much better.	Almost fully.	Yes	Yes	Yes	Yes	No	(1)
	do	Tracy H. Lowe	Subject as pupil used to my way of teaching.	Yes	Yes	Yes	Yes	Yes	Yes	No; all I know about prove	(1)
	do	Matilda Miller	Subject	Yes by all means	Yes	Yes	Yes	Yes	Yes	No	(1)
	do	M. E. Whan	If you know pupils attention is on subject.	Yes	Yes	Yes	Yes	Yes	Yes	No	(1)
N. C.	Morganton	Mrs. W. R. Marbut	Knowing children's needs could teach subject more adequately.	Yes	Yes	Yes	Yes	Yes	Yes	No	(1)
	do	Mollie H. Heath	More time to teach the pupil	I think so	Yes	Yes	Yes	Yes	Yes	No	(1)
	do	Eleanor E. Marshall	How to present subject to each pupil	Yes	Yes	Yes	Yes	Yes	Yes	No	(1)

<sup>1</sup> See letter.

<sup>2</sup> I have not tried this in systematic way but have kept a mental record.

<sup>3</sup> Though written records not kept.

<sup>4</sup> Not a written though a conspicuous record.

<sup>5</sup> Have not kept such records.

<sup>6</sup> Did not keep records. Yes on playground.

ADVANCEMENT OF THE TEACHER WITH THE CLASS.

TABLE 2.—Advancement of teacher with the class; replies from teachers—PART III—Continued.

State.	Town or city.	School.	Teacher.	Was your attention thus engaged with subject or with pupil?	Plan make clear relative value each grade?	Easier to understand points that bear special emphasis?	To supply for deficiencies of fellow teachers?	Possible to keep systematic record of individual traits?			Known teachers who have met with pupil?	How account for their failures?
								(a) For vocational purposes?	(b) For development of character?	(c) For more accurate records of individual traits?		
Okla.	McAhester	Second Ward	Mary White	Pupil	Gives teacher a much broader view of whole course.		No	Yes		No		
	Tulsa	River View	Mrs. Leslie Fuller	Entirely with subject	Very much so.	Yes	Yes	Yes	Yes	No	(1)	
	do.	do.	Gail D. Swartz	Pupil	do	Very much so.	Yes	No; grade too low.	Yes	No; but have heard of them out with their pupils.	(2)	
Pa.	Durys	Washington	Nellie Heath	Subject	Yes	Yes	Yes	Yes	Yes	No	(3)	
	do.	do.	Della Murphy	do	Clearer and teacher	Yes	Yes	Yes	Yes	No	(4)	
	do.	do.	Theresa Jackson	do	Yes	Yes	Yes	Very little	Yes	No	(5)	
	Harrisburg	Camp Curtin	L. LaVene Grove	With pupil most necessarily	Yes	Yes	Yes	Yes	Yes	No	(6)	
	do.	Sixth Grade	Elizabeth A. Dum	Pupil	Yes	Yes	Yes	Yes	Yes	No	(7)	
	do.	Ninth Grade	Carrie L. Farries	Subject	Yes	Yes	Yes	Yes	Yes	No	(8)	
Utah	do.	Woodruff	Ruth K. Walls	Pupil	Yes	Yes	Yes	Yes	Yes	No	(9)	
	Logan	do.	Ethel Hill	do	Yes	Yes	Yes	Yes	Yes	No	(10)	



TABLE 2.—Advancement of teacher with the class; replies from teachers—PART III—Continued.

State	Town or city	School	Teacher	Was your attention thus engaged with subject or with pupil?	Plan make clear relative value of work in each grade?	Easier to understand points that need special emphasis?	To appreciate qualities of teachers?	Possible to keep systematic records of individual traits?			Known teachers who have talked with plan?	How account for their failure?
								(a) For vocational purposes?	(b) For advancement of character?	(c) For more scientific discipline?		
Va.	Richmond	Fairmont	D. C. Garrison	Subject.	Yes	Yes	Yes	Yes	Yes	No		
	do.	do.	Mary G. Harrison	Pupil.	Yes	Yes	Yes	Yes	Yes	No		
	do.	do.	L. S. G. P.	Subject.	Yes	Yes	Yes	Yes	Yes	No		
do.	do.	Fox	Rebecca Bowman	Pupil.	Yes	Yes	Yes	An excellent opportunity outdied it.	Yes	No		
do.	do.	do.	J. N. Walsh	do.	Yes, certainly.	Yes	Yes	Yes	Yes	No	(?)	
do.	do.	Ginter Park	Ola Lee Abbott	Methods of presenting subject in attention.	Yes	Yes	Certainly	Yes	Yes	No	(?)	
do.	do.	Jackson	Mary F. Chapman	Knowing pupil could give attention to subject.	Yes	Yes	Yes	Yes	Yes	No		
do.	do.	do.	Lillian G. Cook	do.	Yes, indeed.	Yes	Yes	Yes	Certainly	No	(?)	
do.	do.	Mason	Mamie L. Daggett	Subject.	Yes	Yes	Yes	Yes	Yes	No	(?)	
do.	do.	Navy Hill	H. B. Robinson	do.	Yes	Yes	Yes	Yes, in 4th and 5th	Yes	No		
do.	do.	do.	A. H. Tilghman	do.	Yes	Yes	Yes	No, the young	Yes	No		

OPINIONS OF TEACHERS.

do	do	Margaret L. Timley.	Teacher has more time to spend on subject.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	(1)
do	do	Fannie M. Williams.	With both.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	(1)
do	Nicholson.	Virginia Baker.	Pupil.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	(1)
do	do	E. M. Boyle.	do.	Yes	Decid-ly clear.	Yes	Yes	Yes	Yes	Yes	No	
do	do	F. Chadwick.	do.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
do	do	N. F. Hill.	do.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
do	do	Eva B. Hunt.	do.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
do	do	Elizabeth Lindsey.	Subject.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
do	do	F. B. Norbeck.	Pupil.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
do	do	Pattie L. Parker.	do.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
do	do	Lillie Shepper-son.	do.	Yes	Yes	Yes	I don't know.				No	
do	Fowhatan.	Joan L. Clary.	Subject.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
do	do	Bessie E. Ryan.	do.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
do	do	Bessie Wells.	To both.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
do	do	Ida Woodward.	Subject.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
do	Smith.	Mary Dicker.	Pupil.	Much clearer.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
do	do	Sarah A. Forbes.	Pupil.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
do	do	E. L. Fuller.	Subject.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
do	Springfield.	J. H. Halloran.	do.	Yes	Mostly sure-ly.	Yes	(5)				No	
do	do	R. Estelle Shuckelford.	More time to pre-entation and drill, disci-pline being eliminated.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No.	No. expe-riences in de-partment work only with ex-prienced teaching.

I believe, the better we know the pupils the less capable they are of controlling them.

Lack of interest; lack of preparation; not visiting houses.

See letter.

It is possible to keep these records, but have not tried it.

States and cities from which replies were received.

State.	City or town.	Number of teachers.	Number of schools.
Florida.....	Tampa.....	5	2
Iowa.....	Cedar Falls.....	1	1
Michigan.....	Kalamazoo.....	4	5
Minnesota.....	Shelby.....	1	
Montana.....	Minneapolis.....	1	1
New Jersey.....	Bosman.....	2	2
New York.....	Bloomfield.....	1	6
North Carolina.....	Montclair.....	5	
Oklahoma.....	Syracuse.....	4	2
Pennsylvania.....	Marganton.....	1	3
Utah.....	Newbern.....	2	
Virginia.....	McA Lester.....	1	3
	Tuba.....	2	
	Duryc.....	3	4
	Harrisburg.....	4	
	Logan.....	1	1
	Portsmouth.....	1	13
	Richmond.....	58	

SUMMARY OF TEACHERS' REPLIES.

*Please give a brief account of your training and experience. Are you a graduate of a normal school or training school? Where? When?*

While twenty reply that they do not hold normal school diplomas, and fourteen make no answer in regard to this question, sixty-one, i. e., about 62 per cent of all, state that they have been graduated from normal schools or departments, although many of these received, apparently, their teacher training and normal diplomas in high schools; most of them have also taken summer courses in higher institutions, e. g., in State colleges. A few have attended Cornell, Wellesley, and Columbia.

In class-room experience they range from one year to thirty; seven have had but one year of experience; and eleven have had more than twenty; fifty-four, or 56 per cent of all, have taught in the public schools from five to fifteen years.

The average of all is eight years and eight months' class-room experience.

It would thus appear that these teachers are above the average in intelligence and professional zeal.

*How long have you had experience with the system of advancing teachers with their pupils? Where? When?*

The average experience with the plan of promotion of teachers with pupils has been three years and eight months. Thirty-three have had only one year of experience with the plan, but it must be remembered that the first year with the plan is by far the most trying, and in which the teacher is apt to give an unfavorable opinion. Those who have had but one year of experience with this system teach in schools in which semiannual promotions are made, and in which the plan has been but one year in operation as a system.

*Through what grades or cycles at the present time?*

Fifty-two, i. e., 54 per cent have had experience with but two half grades; twenty-two, i. e., 23 per cent, with two whole grades; seven, or 7 per cent, with three entire grades; five, or 5 per cent, with four whole grades; the others scattered. It must be presumed that throughout the United States there are very many other cases of promotion through at least two half grades. The absurdity of too frequent change of teachers is indeed near when such is not the case. In rural schools it is of course the rule for the same teacher to continue through all the grades of work with the same pupils. (The city is the creator of school machinery.)

*When you became used to the system, did it make the school work harder or easier?*

Three make no reply; one says, "No harder"; three reply that the plan does make the school work harder; one says, "Harder for the teacher, easier for the pupil";

another, "In some respects easier, others harder"; a third says, "It requires more preparation." Eighty-one, i. e., 84 per cent, declare that it makes the work easier; three state positively that it makes the work "much easier"; while two make qualified statements: "I think it will be easier on second round"; and "more preparation, easier in class room."

*Did it save your time in the classroom? The pupils' time?*

With regard to saving of teacher's time in classroom, six did not reply; one expressed a doubt; eighty-six, or nearly 90 per cent, said "yes" and only three replied "no."

Two were in doubt as to whether it caused a saving of time for the pupil. One said "a little"; eighty-six said "yes"; while seven did not reply.

*Does this plan save school time in other ways?*

Forty-two did not reply to this question; two said "no"; one expressed doubt; while fifty-one said "yes." *In what ways?* "In organizing and planning"; "in preparing and correcting work"; "in establishing routine"; "in preparation of lessons"; "in the manual work"; "in teaching pupils after school." *How much time is saved altogether?* Forty-six made reply; seven said they could not estimate; "very much," said one. Others estimated as follows: Ten minutes daily, ten minutes per subject, fifteen to thirty minutes a day, thirty to forty minutes a day, one-half hour daily, two hours a week, three to four weeks, about one month, six to eight weeks, one-half year, one-fourth of the time, one-third of the time, one-half of the time.

But it is to be noted that the more experienced teachers, and especially those with larger cycles, make the higher estimates.

*Did the more intimate acquaintance with the pupils make it easier to visit their homes?*

Three do not answer; five say "no; too much work to visit homes"; "not necessarily," says another; "sometimes," says a third; "somewhat," another; "always easy," says an optimist; "easier but less necessary," another; "no difference," "yes, more time for it," "much easier," "yes, pupils beg it"; eighty-two say positively "yes."

*Did you find it easier thus to win the affections of the pupils?*

Five do not reply; three say "no"; "in most cases," one; "already won," another; "pupils here affectionate anyway," a third; eighty-five replied "yes."

*Did you find it easier to exercise discipline?*

Five do not answer; one says "possibly"; another, "not always"; "yes, if the teacher keeps her dignity," says a third; "yes" and "no," say two; "yes" say eighty-five, some of whom answer it very positively.

*In this way was your attention engaged rather with the subject or with the pupil?*

Six do not reply; seven say "both"; forty-six say "subject"; and thirty-seven say "pupil."

This question, necessarily somewhat inexplicit in the questionnaire, clearly puzzled the teachers. Those who answer "subject" seem to have had in mind the thought that discipline being minimized and the qualities of the children being better understood, more attention could be given to adapting the subject matter to the individual needs of the pupils. This is indicated by such expressions as "with the subject, as discipline is established"; "with subject for sake of pupils," "the subject, as the pupil was used to my methods of teaching," "knowing children's needs, could teach subject more effectively"; "if you know the pupil, attention is on the subject." There is thus more unanimity than would appear at first sight. It would appear, too, that those who answered "both" have substantially the same thought.

*Did this system make clearer the relative value of the work in each grade and make it easier to understand what points need special emphasis in each grade?*

*Did you thus learn to appreciate better the difficulties of your fellow teachers?*

The replies to these three questions are almost unanimously in the affirmative and the more experienced teachers especially emphasize the "yes."



*Did you in this way find it possible to keep systematic records of the individual traits of your pupils?*

(a) *For vocational purposes?*

Twenty-three do not answer; thirteen reply in the negative, but they explain that their pupils are too young to consider the subject of vocations (as if, indeed, the disposition shown thus early would not be valuable in the interpretation of personal qualities later); sixty say that the method was useful to them, even when written records were not kept.

(b) *For understanding and development of character?*

Fourteen do not reply and four say "no"; but seventy-eight, or 81 per cent, say "yes." Those who say "no" admit that it was simply a case of missing an opportunity.

(c) *And, so, for a more scientific method of dealing with unruly pupils?*

Nineteen do not answer; three answer "no" and seventy-four, i. e., 77 per cent, of all write "yes"; of the three giving a negative reply, one says "it is possible to do this, but I have not tried it"; the reply of another is, "I don't know"; and only one gives a positive "no."

*Have you known teachers who have failed with the plan of advancement with pupils?*

Eleven say "yes"; sixty-seven say "no"; eighteen do not reply.

*How do you account for their failures?*

Among the reasons assigned for failure of teachers with this plan are these: "Naturally weak;" "poor discipline;" "lack of interest;" "not in sympathy with system;" "subject matter not fully in hand;" "too familiar with the pupils;" "lack of preparation;" "positively out of their sphere;" "would have failed under any plan;" "teacher and pupil knew each other too well;" "out of tune with their pupils;" "advancement through too many grades;" "the better some teachers know their pupils the less capable they are of controlling them."

#### ADDITIONAL REMARKS BY TEACHERS WHO HAVE TRIED THE ADVANCEMENT PLAN.

*Tampa, Fla., Fannie Cumming, teacher, Hyde Park School.*—I like the system very much. Of course it is much harder for the inexperienced teacher and is a failure for the weak one. The actual teaching is easier, for knowing the needs of the child already so much time is saved. And to succeed we must know the individual child. It makes more work for the teacher outside the classroom, collecting new materials, for one can not use much of the previous year's collection. But it saves the teacher from getting into that deadly route, which is so easily and unknowingly done. One can be so much more enthusiastic when teaching new material. I like very much the home atmosphere it creates. The teacher knowing the children, the children knowing each other—just one large family all working for the good of all. The teacher knows what has been actually taught and the possibilities of the child. Knowing this, greater advancement is possible than when children have a different teacher every year. Sometimes I think it is harder than we think for little children to adjust themselves to school environment. Teachers are so different and hardly has a child become accustomed to one teacher before he is thrust on to the next. The responsibility is greater also. Think of being responsible for so many years of a child's life. It makes one take teaching more seriously.

*Tampa, Fla., Agnes Everett, teacher, Michigan Avenue School.*—It affords me great pleasure in answering the questions you have presented to teachers who have been promoted with their grade.

I have delayed making a reply, in order that I might see how the pupils who had been with me three and one-half years compared with other pupils who had been taught by a different teacher each. I waited to make this test because the pupils from the different schools were sent to the high school in February. All are going under the same conditions and taking up work with the same teachers.

I am delighted to tell you that they stand with the best in the class and in several instances ahead.

The teachers and superintendent state that it is one of the finest classes that has ever gone into the high school.

For this method to be successful it is very necessary that the teacher be of a strong personal character, an original and enthusiastic teacher. She must be a firm, kind, but strong disciplinarian. She must have a disposition and character worthy of imitation, for her pupils adopt many of her ways and become molded into her ideas.

She must be firm, for as the pupils grow older they understand her better and naturally feel that she should allow them more freedom on account of their long association.

The only criticism I have to bring against the method is that the attachment between pupil and teacher, and teacher and pupil becomes so strong, that it makes the separation so very hard and it also makes it hard for the pupils to adapt themselves to the ways and methods of other teachers.

Even though I see the weaknesses of the plan I most heartily approve of it (with good teachers).

*Tampa, Fla., Mrs. Neta Fleagle, teacher, Michigan Avenue School.*—The method of promoting teacher with the class (as in my work, the primary) forces the teacher to study and become familiar with all phases of primary work; instead of knowing how to teach only first or third grade, she must know how to teach first, second, and third grades, and knowing this makes her broader and in all ways a better teacher.

The teacher, knowing that she alone is responsible for what degree of proficiency the class may possess when entering intermediate work, will give her best always to her class, and the habit of blaming the poor work of a class to the teacher of the lower grade is eliminated to a certain degree.

The list of promotions is large if the teacher has the class for more than one session. Where she would hesitate to send a pupil weak in some one subject to another teacher higher up for fear of criticism, or of having the child sent back to her, she would not hesitate to promote the child to her own grade, as she would think she could help him more than another, knowing him better. The work so far in Tampa has been a decided success.

*Tampa, Fla., Maude J. Harter, teacher, Michigan Avenue School.*—I am frank in saying that I did not approve of it at all in the beginning, but I want, most of all, to be a growing teacher, so I tried honestly to do the best I could in advancing with my grade. I watched every point that came up both for and against, and without one bit of prejudice. I think now that if the teacher is strong enough to take a class through one grade she can do better work by keeping with the same pupils. In fact, now that I have tried it, I prefer it.

*Tampa, Fla., Ethel A. Morse, teacher, Michigan Avenue School.*—My experience has been that in beginning the second year with the same class the pupils lost no time in learning the methods and requirements of the teacher, the teacher no time in learning the characteristics, idiosyncrasies, capacities, and deficiencies of the pupils. The work was a real continuation of that of the previous year, the teacher knowing exactly what review and drill were needed, and not wasting time on unnecessary repetition. I find my familiarity with the textbooks used previously by pupils, as well as with their stock of knowledge very useful in presenting new matter. Moreover, if the teacher stands "in loco parentis," is it not rather hard on the children to accept a new parent every year?

*Tampa, Fla., Daisy Smith, teacher, Michigan Avenue School.*—My more thorough acquaintance with the children has made the work very pleasant. I think a teacher takes greater pride in a class that she is with for so long and that she also feels

her responsibility more keenly and will therefore put forth her best efforts and I most heartily approve of the method.

*Kalamazoo, Mich., Bernice A. Perry, teacher, Lovell Street School.*—I found that advancing with my pupils was very helpful for three years, then I decided that a change would be better for them and for me, too. We knew each other altogether too well.

*Kalamazoo, Mich., Blanche C. Kiltz, teacher, Lake Street School.*—The promotion of a teacher with her pupils is more satisfactory to me; first, in that it gives a wider range of material in which to work, hence a broader and fuller view; second, in that it enables the teacher to see the results of her expended efforts.

*Kalamazoo, Mich., Edith A. Lent, teacher, North West Street School.*—My experience, it seems to me, is scarcely fair to this plan. My experience has been only when going on from one class to another with pupils, never in a school where the teacher continued with pupils for more than one year's work.

However, when I have had pupils for more than one semester's work, I found that in knowing the child and in their knowing my methods, we saved much time and work. The time spent in organization, in discipline, to a great extent was eliminated. If a child is under a difficulty or is an unusual child, the teacher understands him and can deal with him understandingly and eliminate the waste of time and effort for both teacher and pupil.

*Shelby, Mich., Florence Wylie, teacher, Shelby Public Schools.*—In our experience with the system of promoting teachers with pupils, the chief objection came from the teachers, who disliked to return to lower grade work after having taught a higher grade. It seems to me that this difficulty might be removed if the teaching force were a more permanent body. If teachers were employed for a cycle instead of for a single year, I think it would be a desirable system.

*Minneapolis, Minn., Jane S. Miller, teacher, Simmons School.*—The teacher must grow and study to do this work so she can not get into the rut of doing the same thing over and over.

*Bozeman, Mont., Emma Sparring, teacher, Hawthorne School.*—In order for a teacher to advance with pupils she must win their love and esteem. She can best do this by being one of them, not only in schoolroom but out on the playground. The teacher then can go on each year with the children and have no difficulty with discipline, if she still retains the respect and love of pupils.

A teacher should have no difficulty with work of each new grade if she has had proper training and experience in work with all the grades. If not, she should be so interested in children as to go on with them and surmount the obstacles.

I did not go on with my class last September as I felt they needed a change. I have realized every week since school began where I have made a big mistake. I hope to have them next year.

*Montclair, N. J., Alice E. Chandler, teacher, Hillside School.*—Only twice have I moved ahead with my class. When I came here I taught third grade. After two years an extra teacher was needed in the fourth grade and I accepted the chance to move along. It was a joyous experience.

Last year an unusually bright class came to my lot. I soon saw that a large majority of them could work ahead faster than an ordinary class. I talked the matter over with my principal and superintendent, and they approved of my trying to accomplish three years' work in two. Of course this possibility fired the ambition of the children and they started in this September as though work was the greatest joy of their lives. They understood me and my ways and much time was saved.

I rather think that occasional promotion of teachers with pupils is a good idea, but I doubt whether I should care for it as a regular system. Many times I think that a child needs to begin all over again with somebody new. Moreover some teachers are much better adapted to one grade of work than another.

*Montclair, N. J., Edna H. Jones, teacher, Watchung School.*—Every pupil has saved one year and without exception they are doing well in the sixth and seventh grades, where they now are. There is some question as to whether their immaturity will prevent them from keeping up in eighth and ninth grade work though.

*Montclair, N. J., Alfreda M. Miller, teacher, Maple Avenue School.*—I believe a teacher might advance too far with her class. For example, a teacher who is an excellent first-grade teacher and a natural first-grade teacher would, I believe, be in very much the wrong place if she were to continue going up much beyond the fourth grade.

Some teachers seem made for primary work and some for grammar work; such teachers, I think, should be careful not to get out of their proper sphere.

*Montclair, N. J., B. H. Wetherby, teacher, Maple Avenue School.*—It seems to me that in cases where a teacher is particularly fitted for first-grade work she would lose by advancing to the upper grades. The same would hold true of grammar-grade teachers who may not be in sympathy with the younger children.

This system has been especially advantageous in our school as the majority of the children are foreign. To advance with them means a helpful acquaintance, for they are usually reticent and most individual. It is, therefore, a great saving of time, and means a better understanding of each child.

*Syracuse, N. Y., Helen Curtin, teacher, Croton School.*—Many times within the last few weeks I have heard teachers say many pleasant things about being able to go on with their grades. It is very necessary that the teacher be pleased with her work.

This plan gives the teacher an opportunity to know the child. She can not deal with him intelligently unless she knows how to approach him.

The child is given an opportunity to know the teacher. Unhappiness in teaching, as in many other things, often results from a lack of understanding on the part of both teacher and pupil.

Much more freedom can be allowed. Children will realize that we are social beings after all and not "just school-teachers."

More guidance for their reading, and outside interests can be given.

A teacher said to me a few weeks ago at the beginning of this term, "I can not understand what it is that makes me so fond of my class this term. They are so much better than they were last term." Still they are about the same children. Now she knows them.

*Syracuse, N. Y., Matilda Miller, teacher, Prescott School.*—Pupils become so well acquainted with the teachers that the second term they feel free to ask questions concerning their work which they would not do the first term. In the seventh grade the individual work becomes easier, for the teacher knows just which pupils require special help along certain lines.

I am heartily in favor of this plan of promotion, for it makes both teacher and pupil happy in the work.

*Syracuse, N. Y., M. E. Whan, teacher, Prescott School.*—At first I did not like it, but now I would feel lost if the system were changed. Time is surely saved, and there is no question in the mind of the teacher about the ability of each pupil. She knows the unruly ones and they know where the line is over which they dare not step. They give up the idea of trying to fool the teacher for they know her as she also knows them.

*Morganton, N. C., Mrs. W. R. Marbut, teacher, Morganton Grade School.*—Whenever I have entered a room full of children that were strangers to me, I have found that I lost a good deal of time in finding out the exact needs, difficulties, and characteristics of each child. Without this knowledge, I felt that I could not do my best work and might fail to really reach the child at all.

The children must become well acquainted with the teacher and her methods before they can do their best work.

An atmosphere of sympathy and understanding must be established and it takes some time to accomplish all this. Once well done, however, this understanding lasts as long as the relations of teacher and pupil continue.

*Newbern, N. C., Mollie H. Heath, teacher, Newbern Graded School.*—I think the plan of semiannual promotions especially good for the backward pupils, as it gives them an opportunity for promotion in four months, if they can remain with the teacher who has learned their limitations. There are advantages and disadvantages in semiannual promotions. The teacher can not be with both classes, but I think the backward pupils would suffer most if she should leave them.

*Newbern, N. C., Eleanor E. Marshall, teacher, Newbern City School.*—As almost all teachers are more interested and successful with children of certain ages, I think that a continuous promotion of the teacher with the pupils for a time longer than two years might prove hurtful to both pupils and teacher.

*McAlester, Okla., Mary White, teacher, Second-Ward School.*—With a strong teacher adapted to her work it is a most excellent plan, but with a weak teacher I think a change might be better, certainly for the children.

*Tulsa, Okla., Gail D. Swarts, teacher, River View School.*—I might say, if the teacher should be all that is desirable, the affection and respect which increase each semester for "his ideal" would tend to mold the child much more firmly in proper habits than should his teacher change and thus give him new phases to look at. I approve of both methods, but I'd want the teacher to be almost perfect should he have charge of children for consecutive years.

*Harrisburg, Pa., L. LaVene Grove, teacher, Camp Curtin School.*—Personally I feel that the method of advancing teachers with pupils is a good one providing a teacher is many sided in her teaching and does not produce a pupil who gained power in one or two subjects or whatever subjects the teacher considered most essential.

Again, from year to year the same crowd of pupils would not care to hear the same illustrations, would not enjoy the monotonous voice or peculiar mannerisms or worn-out methods of a teacher.

In other words, this method is good only when a teacher is a real teacher in every sense of the word, when she has exactly the right attitude and viewpoint of her pupils and of her subjects, when she is a well-balanced, broad-minded, progressive, young-spirited person; otherwise, if I were a parent myself, I should prefer my child to have the education in which a number of amateurs had a hand rather than one.

*Harrisburg, Pa., Ruth K. Wells, teacher.*—If a teacher loses dignity as she becomes more intimately acquainted with her pupils, then discipline is hard. But if, on the other hand, she has dignity, with intimate acquaintance, she has solved the problem of discipline. The child obeys not only from love of the teacher, but out of a desire to stand well in her opinion.

The attention is given to the child rather than the subject. The child and his needs become uppermost in the teacher's mind and she considers the subject as related to him.

With this system you very readily recognize difficulties of other teachers. I am thinking especially of the beginning of the year. Children forget a great deal during vacation and a teacher is so apt to blame this lack of knowledge on the former teacher. This is not so when a teacher rises with her school. She discovers to her horror that they know just as little when she herself has been the previous teacher.

When you have become intimately acquainted with a pupil, he becomes freer in his conversation with you. He speaks of his desires and likes and dislikes. These little conversations aid you in understanding the child and his motives for doing many things. With this understanding you are more able to develop his character.

By acquaintance and understanding of individual traits of each pupil, you gradually begin to punish unruly pupils according to their individual traits. When you punish

in this manner you have reduced to a scientific plan the management of unruly children.

I think the system is excellent for the teacher. There is, nevertheless, another side to it. If a teacher goes the entire course with her school, the pupil may become one-sided. I mean by this that a teacher may emphasize one branch of study, while another teacher would emphasize some other branch. A child who was placed under one and then the other would see the difference. A child who had remained under one teacher would be developed in one branch only.

There is another feature that appeals to me and which is due to the grouping of grades as is done in Harrisburg. The second grade runs into the third, the fourth into the fifth, and sixth into the seventh. It makes it possible to take a bright class of pupils through two grades in one year. I have done a great deal of this work and my ideas are formed accordingly. Last year from a class of 45, 17 skipped a grade.

*Logan, Utah, Ethel Hill, teacher, Woodruff School.*—Too many backward pupils might discourage a teacher.

*Portsmouth, Va., Mrs. L. M. Weaver, teacher, High Street School.*—During the 20 years I taught four different schools, some of my advanced pupils following me from school to school. In those schools I did not have just one or two exercises each day, but from 20 to 25 classes comprising all the studies in the curriculum from the first to the eighth grades.

Promoting teachers with pupils prevents experimenting upon pupils. It helps to avoid injustice in discipline. It prevents loss of time and opportunity. The teacher's moral influence is better felt. The teacher can set up for the pupils a reasonable and consistent standard. It gives skill in managing children.

No teacher can thoroughly become acquainted with her pupils in five months. Having the same pupils makes clearer the relative value of the work in each grade and makes it much easier to understand the weak points that need special emphasis in each grade.

*Richmond, Va., S. B. Robinson, teacher, Baker School.*—With the promotion-of-teacher plan the bright pupil has the advantage of being advanced into the next grade's work as far as the teacher thinks he is capable of going. The average pupil has a chance to at least complete course. The bright pupil having been taught to work independently, and with skillful guidance of the average pupil, the teacher can find more time for individual work with dull pupils. A pupil deficient on one subject but "up" on the general work of the grade may be allowed at the end of the term to pass to the next grade if he is to have same teacher in next grade.

*Richmond, Va., Irene E. Walton, teacher, John B. Cary School.*—Often a weak pupil who would otherwise be retarded may be advanced with the teacher because she understands his weak points and the method of dealing with him and is so enabled to give him special attention in the next grade.

*Richmond, Va., Mabel Ginn, teacher, Fairmount School.*—If a teacher is advanced with her pupils she is bound to find her work easier the last half-term; time is saved for both pupils and teacher by this more intimate acquaintance which can not be gained during a single half-term; the teacher is compelled to be a stronger, broader, more alert teacher by this method than by the old method which allowed four and one-half months in which she was to labor with a class and then to begin with an entirely new class for another four and one-half months of the same work.

*Richmond, Va., Ola Lee Abbott, teacher, Oltner Park School.*—The system is praiseworthy in that it enables the teacher to get a better understanding of the child's strong and weak points, both mental and moral, and in so doing help the child to the best possible advantage.

On the other hand the system may prove narrowing to the child even though the teacher be of the best. The child is being governed by one individual opinion and ways of looking at every thing.

*Richmond, Va., Mamie L. Daggett, teacher, George Mason School.*—The children know just what and how the teacher wants them to do their work and they will go right on with the work without having the teacher to stop and tell them how to do the little every-day problems of school.

*Richmond, Va., E. M. Boyle, teacher, Nicholson School.*—The best feature of this work is the aid given to children who are physically defective. After they are once understood there is more sympathy and assistance rendered by the teacher who has learned to appreciate the difficulties under which they labor.

*Richmond, Va., Mary Dickerson, teacher, John Smith School.*—Although I wish to continue teaching 1A (6-year-old pupils) I must acknowledge that advancing with the class for one session (not more) saves time for the pupil (probably one year in the district school) and also saves time for the teacher. In visiting homes I hear the cry that I wish the teacher could go up with the class.

*Richmond, Va., Sarah A. Forbes, teacher, John Smith School.*—I have had pupils in my grade in the first part of the term that would not have been promoted had they been sent to another teacher, but as I was to take the class through the next grade and knew the weak points of these pupils I have carried them along and they have done excellent work.

*Richmond, Va., J. H. Halloran, teacher, Springfield School.*—The ability of very good students can be developed to a greater extent by this system than by any other method that has come under my observation. I do not believe in "slipping" a child over a grade unless he is an exceptionally bright one, as the skipped student usually shows weakness later on. But I do believe that if classes were so arranged that all bright or very good pupils rather, could be in the hands of one teacher in one year, she could accomplish work that would otherwise take a year and a half, and no grade be skipped.

*Richmond, Va., R. Estelle Shackelford, teacher, Springfield School.*—I am not familiar with plan of teacher keeping a class throughout a year only. In my own experience of handling a class through two entire years the greatest pleasure is in learning to really know the children, which I can never do in the first grade or half term. Almost all misunderstandings occur there and the friendship of parents won there means support and confidence through the rest of my dealings with that class through two years.

#### ADVANCEMENT OF TEACHER IN FOREIGN SCHOOLS.

It seemed best to study foreign school procedure also with reference to this plan, and a considerable body of information was obtained, for the most part through the courtesy of the State Department and its representatives in foreign countries, who, during the pressure of an unusual period have found time to give painstaking effort in behalf of this educational problem.

These foreign reports indicate that the advancement plan has been more extensively applied in foreign countries than in the United States. The opinions of many leading foreign educators are clear-cut and positive in its favor, and in the principal countries of the Old World it would appear that school authorities recognize that the plan is formed on the deepest educational principle and apply it wherever conditions permit. France is a notable exception.<sup>1</sup>

<sup>1</sup> See letter and note, p. 61.

*Brief tabulation of the foreign reports.*

[The "Yes" and "No" statements indicate the attitude, favorable or unfavorable, of the school authorities in regard to this plan.]

Countries.		Towns of same.	
Belgium.....	Yes..	Brussels.....	Yes.
Central America:			
Costa Rica.....	No....	San José.....	No.
Panama.....	No....	Panama.....	No.
Salvador.....	Yes..	San Salvador.....	Yes.
Denmark.....	Yes..	Copenhagen.....	Yes.
France.....	No....	Paris.....	No.
Germany.....	Yes..	Hamburg.....	Yes.
Great Britain and colonies:			
England.....	Yes..	Birmingham.....	Yes.
Do.....		Bradford.....	Yes.
Do.....		County Borough Halifax.....	Yes.
Do.....		Second Branch, Wakefield.....	No.
Do.....		Huddersfield.....	Yes.
Do.....		Leeds.....	Yes.
Do.....		Liverpool.....	Yes.
Do.....		London.....	Yes.
Do.....		Manchester.....	Yes.
Do.....		Nottingham.....	Yes.
Scotland.....	Yes..	Edinburgh.....	Yes.
Do.....		Glasgow.....	Yes.
British Columbia.....	Yes..	Victoria.....	Yes.
Manitoba.....	Yes..	Winnipeg.....	Yes.
New Brunswick.....	No....	Frederickton.....	No.
Ontario.....	No....	Toronto.....	No.
Saskatchewan.....	Yes..	Moose Jaw.....	Yes.
Do.....		Prince Albert.....	No.
Do.....		Regina.....	Yes.
Do.....		Saskatoon.....	Yes.
Queensland.....	Yes..	Brisbane.....	Yes.
Tasmania.....	Yes..	Hobart.....	Yes.
West Australia.....	Yes..	Perth.....	Yes.
Greece.....	Yes..	Athens.....	Yes.
Norway.....	Yes..	Christiania.....	Yes.
Portugal.....	Yes..	Lisbon.....	Yes.
Spain.....	Yes..	Madrid.....	Yes.
Switzerland.....	Yes..	Berne.....	Yes.
Do.....		Zurich.....	Yes.

Countries.....	22	Cities.....	26
Yes.....	17	Yes.....	20
No.....	5	No.....	7

Inasmuch as the above tabulation is very inadequate, and as a more minute summary would be unsatisfactory on account of the great variety in the replies, it seems best to give the letters themselves as far as they refer to this topic.

It should be stated that only a few foreign correspondents received copies of the questionnaire.

LETTERS CONCERNING THE ADVANCEMENT OF TEACHER WITH CLASS IN FOREIGN COUNTRIES.<sup>1</sup>

BRUSSELS, BELGIUM.

The primary studies are divided into three grades and two years of study are necessary for each grade. When a young teacher enters into one of the schools, he is put in charge of the first year. He keeps his pupils two years, that is, during the first elementary grade. If the circumstances allow it and if he shows that he has the true qualities of a teacher and if he has been able to win over entirely his little pupils and if the results obtained justify it, he continues on with the same pupils for the next elementary grade and is their teacher for the third and fourth years. After this period of four years he starts back again at the first year and does the same thing with another group of pupils.

<sup>1</sup> For other letters, see Addenda, p. 79 et seq.



After eight years or more of service he is put in charge of classes of the fifth and sixth years which make up the third elementary grade.

Generally the young teacher after two years of teaching with the same pupils begins the first year again and advances with the same pupils up to the end of the fourth year. Then he starts back again and goes with the same pupils to the end of the sixth year if he is deemed sufficiently qualified.

It results often from this organization that the child does not have the same teacher during the six years of his primary studies, but generally during two years, or three or four years, but it is rare that the pupils have a different teacher each year.

This method of the advancement of the teacher with the pupil has given good results and it will be continued.

If, on the other hand, the teacher keeps the same year of studies, it is thought that teaching the same thing during 5, 6, and 10 years with the pupils of the same age, his work would become like a machine. This system exists in certain communes and it has been proved that the teacher pays no attention to the other classes, loses the true idea of teaching, and confines himself to the narrow program of his class. He does not keep himself up to date in the methods practiced in the other classes and becomes fit for no other class.

As regards the pupils also, it is very important for them that the teacher who has been able to penetrate their mind and understand them continue with them for two or three years, at least. The formation of the character of the child is a thing to which the greatest importance is attached. In order to know a child well, it is necessary to observe him thoroughly for months and it is only then that the teacher can perform a useful work from the point of view of education.

For the fourth grade, that is the seventh and eighth years of study, the system of the graded schools has been adopted, that is, each separate branch is taught by a different teacher. Each teacher teaches a few branches only, for which he is best fitted and which he prefers. He teaches them in this way with more conviction and greater success.

In the Commune of Schaerbeek, Brussels, the elementary schools are divided into four grades and the pupil remains in each grade two years under the same teacher, but on going into a new grade there is a new teacher; therefore the teachers are not promoted with the pupils.

The *Echevin de l'Instruction Publique* of Schaerbeek, who corresponds to the superintendent of schools, is of the opinion that the pupil should not remain under the same teacher more than two years. Each teacher has his qualities and his faults and a special talent for certain branches of education and a lack in other branches, and therefore a pupil remaining under the same teachers too long a time would not develop nearly as much either morally or intellectually.

The schools in the Commune of St. Gilles pursue the same policy.

#### SAN JOSÉ, COSTA RICA.

Throughout Costa Rica teachers remain at work in one grade from year to year, and are not promoted with the children. Conversation with Costa Rican educational authorities indicates that generally they do not look with favor upon the idea of assigning the same teacher to the same set of pupils for more than one year.

#### PANAMA.

At present teachers are appointed by the Minister of Public Instruction to fixed grades or sections, where they remain during satisfactory service, the pupils thus passing under different teachers as they are promoted from year to year.

The Minister of Foreign Affairs adds, however, that the Minister of Public Instruction is contemplating a reform in the appointment of teachers, whereby they will not be named for specific grades in the school in which they are to teach, but that it will

be left to the inspector of schools, or the director of each school, to decide upon the advantage or disadvantage of having the same teacher for the same pupils from year to year, a principle the Minister of Public Instruction considers ideal, provided certain inconveniences offered in practice can be overcome.

## SAN SALVADOR.

The same professors give instruction for the three years in kindergarten and also the same professors give instruction in the three grades of the elementary schools, others in the three grades of the grammar school, and others in the two of the high school without advancing with the students.

The result which has been obtained from this system is sufficiently satisfactory so that there is no thought of modifying it.

## COPENHAGEN, DENMARK.

Teachers, as far as it is possible, and whenever it can be done, are promoted with the children, so that the children, as a general rule, have the same teacher until the elementary grades are finished and until they are ready for the high school.

The policy of the public school boards in Copenhagen and all the larger cities is to continue a teacher in the elementary schools with the same pupils until they have finished the seven grades.

PARIS, FRANCE.<sup>1</sup>

In the French elementary schools, known as "écoles communales," the teachers are always assigned to one class, and are not moved up with the pupils. In this way, in a school of six classes, the pupils come under the supervision of six different teachers during the period that they attend school.

## GERMANY.

[Information from Imperial German Embassy, Washington.]

The system of advancing teachers with their classes is—as far as it is known at this embassy—partially followed in some of the German States, so that the classes have approximately the same teachers during a certain period.

[Information from William T. Learned.]

Concerning the practice in Germany in regard to the progress of teacher and class, I understood in several schools that it was a point on which practice differed, but I found it so general that I came to the conclusion that this injunction in the official instructions had not been without effect. Of the conditions in the elementary schools I am unable to speak. My observation was, of course, confined entirely to the Gymnasias.

## HAMBURG, GERMANY.

*Questionnaire and answers.*

1. (a) Do any of your teachers remain in charge of a given set of pupils for more than one year?

In higher Stâte schools and in public schools they do, as a rule.

In country schools, with several classes of different grades, the teachers, as a rule, advance with the pupils, but sometimes only to a certain extent. In lower class

<sup>1</sup> While the practice of France confines itself, at least so far as écoles communales are concerned, to the retention of teachers in grades, M. Ribot, chairman of the famous French Educational Survey Commission, in his report strongly recommended the advancement plan, and cited the opinions of other distinguished Frenchmen in support of his view that the lack of this system was one of the main causes of the backward condition of education in France. On account of the present difficulty of obtaining information on educational topics from abroad, it has been found impossible to ascertain to what extent M. Ribot's view has influenced French thought and custom.

village schools the children remain two to four years under the supervision of the same teacher. A further advancing of the teacher must be restricted to a certain kind of lessons.

(b) If so, how many teachers?

Impossible to state; the distribution of the different lessons takes place a few weeks before the beginning of the new semester. It is placed before the supervising official, who has to give his consent.

(c) Through what grades, or years, do they advance with the same pupils?

In higher State schools and in public schools nearly always during the first three years. In country schools, as stated under (a).

2. Does the better acquaintance of the teachers with their pupils, thus secured, result in a saving of school time? How much time?

Under normal conditions it results in saving time. How much time it is difficult to state.

3. Do the teachers, from the practical knowledge of what precedes and what follows a particular grade, get a stronger grasp of the work of any given grade?

Yes; the teacher becomes more familiar with the work.

4. Does the teacher, from the deeper knowledge of the pupils thus acquired, treat her pupils more considerately, and win their affections better, than if she is confined to one grade?

Yes; this may be expected in all cases where the work is performed by zealous teachers who are performing their duties to perfection.

5. Does it tend to increase the professional zeal of the teacher and help to keep her "out of ruts"?

Yes; it increases the professional zeal.

6. Does it enable the inspector to locate more definitely the blame of poor teaching?

Yes; it enables the inspector to find out more easily where the fault lies.

7. Nothing further can be stated.

BIRMINGHAM, ENGLAND.

1. Do any of your teachers remain in charge of a given set of pupils for more than one year? If so, how many teachers? Through what grades, or years, do they advance with the same pupils?

In few cases, generally in upper grades; two or three years.

2. Does the better acquaintance of the teachers with their pupils thus secured result in a saving of school time? How much time?

No.

3. Do the teachers, from the practical knowledge of what precedes and what follows a particular grade, get a stronger grasp of the work of any given grade?

Yes.

4. Does the teacher, from the deeper knowledge of the pupils thus acquired, treat her pupils more considerately and win their affections better than if she is confined to one grade?

Yes.

5. Does it tend to increase the professional zeal of the teacher and help her "out of ruts"?

Yes.

6. Does it enable the inspector to locate more definitely the blame for poor teaching?

Yes.

7. Will you write at length about any other feature of this plan that may appeal to you?

The plan is not usually adopted in the Birmingham schools, in all of which the head teachers are allowed to organize and allocate their staff as they think fit; and to make it compulsory might be prejudicial to scholars and teachers. The staff of a school

ADVANCEMENT OF TEACHER IN FOREIGN SCHOOLS.

61

generally includes one or more teachers who have faults of temperament or are weak in disciplinary power or in teaching ability; to keep a grade of scholars for a considerable period under the influence of such a teacher would be harmful. The plan works successfully occasionally, but everything depends upon the conditions holding at the time; what might prove beneficial one year might be disastrous the next.

BRADFORD, ENGLAND.

1. (a) Do any of your teachers remain in charge of a given set of pupils for more than one year?

Yes.

(b) If so, how many teachers?

Forty or fifty per cent.

(c) Through what grades, or years, do they advance with the same pupils?

(c1) From babies' class to second class and then to first class in infants' schools.

(c2) From Standards I to VII in elementary departments.

2. (a) Does the better acquaintance of the teachers with their pupils thus secured result in a saving of school time?

Yes, if the teacher is really first rate.

(b) How much time?

Can not say.

3. Do the teachers, from the practical knowledge of what precedes and what follows a particular grade, get a stronger grasp of the work of any given grade?

Yes.

4. Does the teacher, from the deeper knowledge of the pupils thus acquired, treat her pupils more considerably and win their affections better than if she is confined to one grade?

Yes, if the teacher is really first rate.

5. Does it tend to increase the professional zeal of the teacher and help to keep her "out of ruts"?

Yes, most decidedly.

6. Does it enable the inspector to locate more definitely the blame for poor teaching?

Yes, but a moderate teacher would not be allowed to remain with the same children for more than one year, for the sake of the children.

7. Will you write at length about any feature of this plan that may appeal to you?

Head teachers are beginning to adopt "Subject classification" with Standards IV to VII, but this is as yet only in the experimental stage.

HALIFAX, YORKSHIRE.

It is the policy of this education committee to leave as much freedom as possible to the head teachers in the organization of their schools. Consequently one or two may arrange for their assistants to move from class to class with the scholars, while others (and I believe the great majority) prefer to keep the assistant more or less permanently to one class. The schools are reorganized twice at least in the year; that is, children are moved forward to a higher class every half year if qualified. It frequently happens that a teacher may do quite excellent work with children of 7 or 8 years of age and be utterly incompetent to teach children of 12 or 13, and a regulation that a teacher should remain in charge of a class of children of 7 years old until they become 14 or left the school would evidently break down. In Halifax there is no inspector employed by the committee, because it is believed to be better to give the teachers liberty to take the fullest interest in their work.

WAKEFIELD.

These questions hardly apply to secondary education as organized in my committee's area, since it is almost invariably the practice for an assistant master or mistress

to be responsible for a subject or group of subjects in more than one or two classes and often throughout the school. The cases in which an assistant master or mistress is responsible for all or even most of the subjects of a form are very rare and are confined to the lower classes. The plan now being considered in the United States that a teacher should be advanced from grade to grade with her pupils would thus not be feasible in the secondary schools in my committee's area as at present organized.

HUDDERSFIELD, ENGLAND.

1. Do any of your teachers remain in charge of a given set of pupils for more than one year? If so, how many teachers? Through what grades, or years, do they advance with the same pupils?

A very small number of our teachers remain in charge of a given set of pupils for more than one year. As a general rule, at the end of each year the pupils move up to another standard, but the teacher does not accompany them.

2. Does the better acquaintance of the teachers with their pupils thus secured result in a saving of school time? How much time?

Where the teacher does accompany the scholars some time is saved.

3. Do the teachers, from the practical knowledge of what precedes and what follows a particular grade, get a stronger grasp of the work of any given grade?

In such cases the teacher will have a stronger grasp of the work.

4. Does the teacher, from the deeper knowledge of the pupils thus acquired, treat her pupils more considerately and win their affections better than if she is confined to one grade?

No.

5. Does it tend to increase the professional zeal of the teacher and help to keep her "out of futs"?

No.

6. Does it enable the inspector to locate more definitely the blame for poor teaching?

No.

7. Will you write at length about any other feature of this plan that may appeal to you?

With an exceptionally good teacher, we are of opinion that it is better for all the children in the school to go through his or her hands. If the scholars remain with one teacher throughout their school career, only one set of children receives the benefit of a superior teacher.

CITY OF LEEDS.

The head teacher places each teacher in that part of the school to which he or she is most adapted and where he or she is likely to do the best work. In many cases teachers pass forward year by year with their pupils, but this process is naturally limited by the qualifications and adaptability of the particular teacher. The better acquainted teachers become with their pupils, the greater the saving of school time; and it is a distinct advantage to the teacher to have a knowledge of the work preceding and following the particular grade in which he or she is for the time being engaged.

The way in which the teacher treats her pupils depends naturally upon the personality and disposition of the teacher. The closer knowledge the teacher has of her pupils the greater is the likelihood that she will win the pupil's affections.

It is certainly undesirable that any one teacher should keep to a particular grade in the school for an undue length of time, as such constant repetition of the same work would naturally have a deadening effect on initiative and originality.

So much depends upon the qualifications, disposition, and capacity of the individual teachers that it would be extremely bad policy to introduce any rigid system

with regard to the placing of the staff in the various schools. Elasticity is essential; each school should be dealt with on its merits, and the teachers attached to any one school should be allocated to that part of the school to which they may be reasonably expected to do the most efficient work.

LIVERPOOL.

1. Do any of your teachers remain in charge of a given set of pupils for more than one year? If so, how many teachers?

This depends on the internal organization of the department, which, within reasonable limits, is left in the hands of the managers and head teacher. In some departments it is the custom for the teachers to serve in rota—i. e., they begin with the bottom class and move upward with the class until the children in their charge pass out at the top of the school, when the procedure is repeated.

2. Does the better acquaintance of the teachers with their pupils thus secured result in a saving of school time? How much time?

Here the premise tends to beg the question. The committee's inspectors consider that this is very much a matter of opinion, as so much depends on the staff and the capability of the particular teachers.

3. Do the teachers, from the practical knowledge of what preceded and what follows a particular grade, get a stronger grasp of the work of any given grade?

Here again the premise tends to beg the question. Each class or grade is expected not only to go forward with the work of that class but to keep up the work of preceding classes; hence, the teacher of a particular class must necessarily have a strong grasp of the work of previous classes, and his teaching is expected to lead up to the work of the class above.

4. Does the teacher, from the deeper knowledge of the pupils thus acquired, treat her pupils more considerately and win their affections better than if she is confined to one grade?

Here yet again the premise tends to beg the question. Speaking in general terms, the answer to this question is in the negative. We expect all teachers to treat the pupils with extreme consideration and to win their affections.

5. Does it tend to increase the professional zeal of the teacher and help to keep her out of ruts?

We have not found this to be so; we neither expect nor permit our teachers to fall into set grooves.

6. Does it enable the inspector to locate more definitely the blame for poor teaching?

Not if he is a competent inspector; if he is not, he will not be a safe judge as to what is good or bad teaching.

7. Will you write at length about any other feature of this plan that may appeal to you?

On the whole our senior inspector is not inclined to recommend the plan of keeping one teacher with the same children. We prefer to assume that a child, like his elders, profits "by the multitude of counselors."

This matter, like the more general matter of classification, is in England left entirely to the discretion of the head teacher of a school, and there is no uniformity of practice in English schools in regard to it. The board has no exact statistics on the subject, but probably in a considerable majority of English schools the same practice exists as in America. On the other hand, there are a fair number of schools where a teacher goes up with the same set of children from grade to grade.

There is a good deal of division of opinion among English teachers and inspectors as to the advantages and disadvantages of this system of letting the teacher go up with the children. It may, however, be said that in schools where it is practiced it is very unusual for a teacher to pass with the children through every grade from the lowest

to the highest, and it is believed that the great majority of teachers and inspectors would deprecate this extreme form of the system on the ground that the qualities required for teaching young children and older children are very seldom united in the same person. A more common practice is for teachers to go up two or three grades with the same set of children. The head teachers who adopt this plan urge (1) that if the teacher has to cover the same ground in his lessons year after year he becomes stale; (2) that he obtains a much better knowledge of the individual children under his charge when he retains them in his class for two or three years. On the other hand, many head teachers hold that a change of teachers after a year is frequently beneficial to the children, who are stimulated by the different methods and fresh outlook which a new teacher is sure to bring. They would add that in any case a change of teacher at the end of a year is clearly desirable if, as must often be the case, it results in transferring the children from a teacher of inferior to one of superior ability. The practice of keeping children under the same teacher for two or three years presses hardly on the children who happen originally to fall under the charge of a weak member of the staff.

It can hardly be denied that these conflicting arguments all have some force; the general result is to confirm the view that the matter is not one for any rigid regulation, but is best left to be dealt with by each head teacher in view of the special circumstances of his school and the character of his staff.

MANCHESTER, ENGLAND.

1. Do any of your teachers remain in charge of a given set of pupils for more than one year? If so, how many teachers? Through what grades or years do they advance with the same pupils?

Yes, but the number of teachers is not definitely known and varies from year to year. Frequently teachers remain in charge of pupils for two years or through two grades; occasionally for five years or through five grades.

2. Does the better acquaintance of the teachers with their pupils thus secured result in a saving of school time? How much time?

Yes, in many but not in all cases. Given a teacher considerably above the average and a class of intelligent, persevering pupils, the saving of time might be from 12 to 18 months.

3. Do the teachers, from the practical knowledge of what precedes and what follows a particular grade, get a stronger grasp of the work of any given grade?

Yes; teachers get a stronger grasp of the work of a given grade from their practical knowledge of what precedes and follows it. They also obtain a more intimate acquaintance with the aim and scope of the whole school curriculum.

4. Does the teacher, from the deeper knowledge of the pupils thus acquired, treat her pupils more considerately and win their affections better than if she is confined to one grade?

Yes, this generally follows; but the amount of affection won depends to a great extent upon the personal character of the teacher. It is easy to imagine a class leaving a teacher with feelings of keen regret and, on the other hand, with feelings of considerable relief.

5. Does it tend to increase the professional zeal of the teacher and help to keep her "out of ruts"?

Yes; if a teacher be left in charge of the same grade for several years the tendency to become stale is great; there is also the tendency to lose sight of ambition and to desire to be considered as a teacher of a certain grade only.

6. Does it enable the inspector to locate more definitely the blame for poor teaching?

Yes, in some degree; but, as a rule, the inspector does not need a series of years to locate the blame for poor teaching.

7. Will you write at length about any other features of this plan that may appeal to you?

The opinion is held that to make the system of universal application would not be wise. Its success would largely depend upon the personal character of the teacher. One of high aim and character, gifted with enthusiasm, resourcefulness, and the power of adaptability, would succeed beyond question. On the other hand, a weak teacher would fail, and the consequences to the children would be serious. It must also be borne in mind that certain teachers are particularly successful with younger children only, while others who are capable of really excellent work with older children almost fail when placed in charge of younger ones. Changes in the personnel of the staff and the success of the school as a whole have to be considered. The percentage of teachers well suited for all grades would not be great.

## NOTTINGHAM, ENGLAND.

1. Do any of your teachers remain in charge of a given set of pupils for more than one year? If so, how many teachers? Through what grades, or years, do they advance with the same pupils?

Yes; but the practice varies in different schools. In some instances the teacher proceeds with the scholars from the lowest class in the school to the highest, while in others the more highly qualified teachers proceed with their scholars through the three or four higher classes, while the lesser qualified do not proceed beyond the lower two or three classes.

2. Does the better acquaintance of the teachers with their pupils, thus secured, result in a saving of school time? How much time?

Time is certainly saved by this arrangement, as the necessity for devoting the early part of the educational year to ascertaining exactly what the children have previously learned does not arise.

3. Do the teachers, from the practical knowledge of what precedes and what follows a particular grade, get a stronger grasp of the work of any given grade?

In my opinion, "Yes"; certainly.

4. Does the teacher, from the deeper knowledge of the pupils, thus acquired, treat her pupils more considerately, and win their affections better, than if she is confined to one grade?

Yes; wherever the teacher is naturally sympathetic.

5. Does it tend to increase the professional zeal of the teacher and help to keep her "out of ruts"?

Yes.

6. Does it enable the inspector to locate more definitely the blame for poor teaching?

Yes.

7. Will you write at length about any other feature of this plan that may appeal to you?

These remarks, of course, apply to men as well as women.

## GLASGOW, SCOTLAND.

1. Do any of your teachers remain in charge of a given set of pupils for more than one year? If so, how many teachers? Through what grades, or years, do they advance with the same pupils?

Yes; in 88 schools the teachers remain in charge of a given set of pupils for more than one year. In 43 schools all the teachers remain in charge longer than one year; in 5 schools, half the teachers, and in 35 schools the number varies. Sixty-seven advance with the inferior grades, 80 with the junior grades, 70 with the senior, 24 with the supplemental, and 4 with the higher grades.



2. Does the better acquaintance of the teachers with their pupils, thus secured, result in a saving of school time? How much time?

In 80 schools it does result in a saving of time, in 2 schools it does not, and in 1 it is doubtful. The average opinion is that from four to six weeks' time is saved per session.

3. Do the teachers, from the practical knowledge of what precedes and what follows a particular grade, get a stronger grasp of the work of any given grade?

In 80 schools they do get a stronger grasp of the work, in 2 they do not, and 1 school was doubtful.

4. Does the teacher, from the deeper knowledge of the pupils, thus acquired, treat her pupils more considerately, and win their affections better, than if she is confined to one grade?

Seventy-five schools report that the teacher does treat her pupils more considerately and win their affections better, 2 schools report that she does not, and 6 schools were doubtful.

5. Does it tend to increase the professional zeal of the teacher and help to keep her "out of ruts"?

In 79 schools it does increase the professional zeal of the teacher, in 1 it does not, and 3 schools were doubtful.

6. Does it enable the inspector to locate more definitely the blame for poor teaching? Sixty-five schools report that it does, 5 report that it does not, and 13 are doubtful.

7. Will you write at length about any other feature of this plan that may appeal to you?

*Summary.*—The general consensus of opinion is favorable to teachers taking their pupils through the different stages of each course; but the time a teacher should spend with pupils should not be more than two and one-half to three years. Few teachers are strong enough in all subjects to go forward from one course to another, and children are better to meet a fresh mind and new methods. In some cases a change each session is desirable, as different methods and ways of presenting subjects appeal to and stimulate certain types of children. Should a class be made up of dull pupils, a teacher, if long retained, is apt to become discouraged. A young teacher should be given the same grade for perhaps two years in order to become familiar with the work.

The arrangement can only be satisfactorily carried out if all the teaching members are "strong." If a class is under the charge of a "weak" teacher for more than six months or a year, the results are disastrous. A "weak" teacher may be sandwiched between two "strong" ones, or a "strong" one between two "weak" ones.

In the hands of a good teacher the "cycle" system saves time. A longer period being available, the teacher can arrange her work on a bolder scale. She is enabled to see the completed results of the methods she has employed and can modify and correct them. A feeling of responsibility is increased and greater satisfaction experienced in seeing a larger section of work accomplished. The wider variety keeps alive her interest and provides a stimulus to exertion. She is enabled to view the work of the school from a higher standpoint, and her efforts should be directed toward securing such efficiency and intelligent grasp of the work as will enable the child to go forward to the succeeding stages with interest, confidence, and understanding. The teacher becomes thoroughly acquainted with the individual characteristics and varying capacities of the pupils, and their difficulties are better realized and anticipated. Pupils of slow mental development are under observation for a longer period and progress is more quickly observed. The teacher and pupils being familiar with each other, discipline is more easily secured and cases of friction are of comparatively rare occurrence. The system has more readily the cooperation of the parents, which is most helpful in the child's education.

In poor and migratory districts the system is unworkable, because the children come and go to such an extent.

The "fixed" system has the great advantage of making good teachers specially expert in their own particular division of the work. Through constant practice they acquire an accurate knowledge of the requirements of the grade.

Character and efficiency of the teacher are the factors which bring success or failure in the system.

## EDINBURGH, SCOTLAND.

Considerable freedom is left to the headmasters in the organization of the schools.

In the elementary schools, however, the general practice is that in the infant departments, in which normal pupils' age is from 5 to 7 years, the teachers do not advance with the pupils beyond that department; in the junior and senior divisions, in which normal pupils' age is from 7 to 12 years, the teachers advance with their pupils, while in the supplementary classes, restricted to pupils over 12 years, the boys and girls are taught in separate classes and remain under their particular teachers until they leave school.

In higher grade and secondary schools the organization is necessarily very different, as specialist teachers are employed and the pupils are in charge of different teachers for each subject of the curriculum.

## VICTORIA, NEW SOUTH WALES.

Some 12 or 13 years ago this department became convinced that the lock-step system of grading pupils of our public schools was inadequate to meet the needs of any but the duller members of the class. Personally, I have for years been convinced that the proper model for our large graded schools is the ungraded rural school, where a child is allowed to pass from one grade to another as often during the year or term as his qualifications demand.

In this Province our course of study is divided into three grades and teachers are encouraged to keep the same class of children through the whole length of time which such children pass in any single grade. For example, a teacher who takes the receiving class in August is expected to keep the same class through the first and second primer, the first and second reader, or for a period of about three and one-half years. The same holds good with classes in the intermediate and the senior grades, although this department thinks it advisable at present to restrict primary teachers to the junior grade, intermediate teachers to the intermediate grade, and senior teachers to the senior grade. In no school in the Province does a teacher begin with the beginners' class and after seven or eight years promote that class under her personal supervision into the high school. Even in the matter of carrying on a class under the same teacher in each grade this department through its inspectors meets a great deal of difficulty through the disinclination of teachers to attempt other than the work for which they consider themselves specially adapted. In fact the more stereotyped a teacher's work becomes the fonder such teacher appears to become of this work.

This department was induced some 12 or 13 years ago to make this far-reaching change for the reason that I found many children from 12 to 16 years of age floating about in an educational back eddy, so to speak. This had been brought about by the rigidity with which these children were promoted. For example, if in any specific year a certain school had eight teachers, each child was required to pass under each of these eight teachers before he could enter the high school. If in three or four years from the first date this school became a school of 15 teachers, a child attending that school was compelled to pass through the hands of 15 individual teachers before entering the high school.

I am extremely interested in learning that your bureau is beginning to give some attention to the subject of grading. It is in my opinion the great outstanding blot

on the whole educational system in the United States, giving as it does no opportunity for the clever pupil to exercise his talents, but reducing all members of the class to a uniform standard and that standard is necessarily the rate of progress of the slowest pupil. The experiments which we have made in this Province will, I am sure, have your careful attention and consideration.

## WINNIPEG, CANADA.

Under the system in vogue in the matter of promotion of teachers in our Winnipeg city schools it may happen that a teacher will remain with the same class for three or four years. One of my own boys spent three years with the same teacher, who was promoted each year with her class; and in this particular case I considered it a disadvantage in many ways for the boy, as she was not a strong teacher, but under the by-laws of the board she was entitled to be moved up a grade each year. The superintendent thought it better to leave her in the same school rather than to transfer her.

Many arguments may be urged in favor of the teacher remaining with her class from year to year.

I have on several occasions tried the experiment of having a teacher remain for two or three years with the same set of children, advancing the teacher as the children were promoted. The circumstances for such an experiment were perhaps not very favorable, as Winnipeg has been for years a rapidly growing city, the population of which changes quite frequently, and I have found that at the end of three years the class remaining with a teacher consists of a comparatively small proportion of those who had begun with her in the first grade. I am unable to say that the class that was for the three years with the one teacher was in any better position than children of the same age who had been for three years in the hands of three equally competent teachers for one year each. It seems to me that in the case of a good teacher the loss incurred through taking a teacher from the grade for which she has special aptitude counterbalances the gain that would come through having children continuously with the one teacher for a longer period than the year. In the case of the teacher whose work is not quite up to the standard, it would be manifestly a disadvantage to have children remain longer than the usual term.

## FREDERICTON, NEW BRUNSWICK.

While the matter has been frequently discussed here, we can furnish no complete example of the same.

It has generally been thought that the qualifications of a primary teacher are so vastly different from those required of a teacher of grade 8 that it would scarcely be consistent to follow this plan.

I do not refer to scholastic qualifications, but to the peculiar professional qualifications required in primary work.

## TORONTO, CANADA.

So far as this department is aware, the practice in urban municipalities in Ontario is for a board to appoint, for each grade or form, teachers who continue as instructors on such forms, the pupils only being promoted. The boards, of course, occasionally change the teachers from one form to another.

## MOOSEJAW, SASKATCHEWAN.

In several isolated cases for different reasons teachers have been changed from one trade to the other, and I find that it takes some months for the teacher to become familiar with the work of the new grade. This, I think, would far outweigh the reason that teachers might be promoted, namely, in order that pupils would be familiar with their teacher.

## PRINCE ALBERT, SASKATCHEWAN.

This plan has not been followed here to a sufficient extent to indicate whether the plan would be a wise one or not.

I think of trying out the plan in the case of one or more classes during the coming year and will be glad to let you know the result of the experiment.

## REGINA, SASKATCHEWAN.

Grade 1 teachers take their classes through to the end of grade 2, which takes from one to one and a half years. This is a comparatively new policy here, but so far it has proved highly satisfactory.

## SASKATOON, SASKATCHEWAN.

I can not say that we have had very much experience, but we do make it a rule, wherever possible, to keep a teacher with a class for a full year. A number of years ago it was the custom here to change the classes after every term, making two changes each year. I decided that there was too great a loss of energy and time, and made the alteration two or three years ago.

Sometimes it occurs, of course, that it is impossible to keep a class with the teacher for the full year, and I have had one or two cases where the teacher has remained with her class for a year and a half.

There is, possibly, one objection to having the teachers advance with the pupils from year to year. Very frequently in class rooms you will find antagonism arising between one or more pupils and the teacher, through incompatibility of temperament. In such cases it would clearly be a mistake to have the pupils remain with the same teacher for a number of years.

Of course, some method might easily be devised to overcome this difficulty where you have a large school with a good many teachers.

There are a number of things to be said, however, in favor of moving the teacher along with the class, because there will not be the loss of time that is ordinarily taken for a teacher to get acquainted with her pupils and the time that is required for the pupils to get adjusted to a new teacher.

On the whole, it would appear to me to be rather a difficult matter to maintain this arrangement in our schools in Saskatoon as they are organized at the present time.

## BRISBANE, QUEENSLAND.

With us there is no hard and fast rule in this matter and our head teachers have a free hand in assigning duties to their assistants. Our schools are divided into six classes, and, as a general rule, the teachers of the fifth and sixth and of the infants (class 1) remain in their positions more or less permanently, because they are supposed to possess special qualifications for the higher or lower work, respectively. For classes 2, 3, and 4 teachers are often interchanged, and sometimes the principle is adopted of letting the same teacher carry forward the same children through all these classes. In the secondary schools, where specialists are often employed for languages, English, mathematics, or history, it often happens that the child has the same teacher for a single subject throughout his school life.

The advantages and disadvantages of the two principles may be summed up as follows:

(a) For the teacher: Change of work tends to reduce the amount of mechanical teaching, and has a quickening and refreshing effect. On the other hand, it undoubtedly adds to the teacher's labors in the matter of preparation of new material for varying courses. Many teachers are quite unfitted by nature for infant work, others are without the knowledge necessary for the higher classes, others are incapable of maintaining discipline among the older children. In secondary school work specialization

greatly reduces the burden of teachers in the preparation of their lessons, and it leads to greater thoroughness, while the retention of the pupil in the hands of the same teacher for the one subject in different years prevents overlapping of the teaching in that subject and makes the whole course more systematic and progressive. At the same time specialization tends to narrow the range of a teacher's knowledge and to render the teacher each year less fitted to take general charge as head teacher in a large school.

(b) For the pupil: The pupil, if working year after year with the same teacher, is more likely to become attached to him and to work willingly for him, and the teacher, knowing the nature of each pupil more intimately, is able to direct his growth of knowledge and character more effectually. On the other hand, antagonisms frequently arise between pupil and teacher, for whom a change is of great mutual benefit. Different teachers also have individual characteristics and individual methods of teaching, and a child who has been through the hands of several teachers has often gained a wider and better moral training and a more general knowledge than a child who has been kept in the hands of one teacher through the greater part of his school life. Teachers are not all of one and the same value; there are some in every school who stand out above the rest in moral influence and power of exposition. The child who was fortunate enough to spend the whole of his school life under one of these would have a very unfair advantage over the one who by the same principle was condemned to serve all his school days under the same inferior master. Under the system of changing teachers the influence of a good man is more widely distributed and the deficiencies of an inferior man are minimized.

It seems to be established that it is undesirable to have any hard and fast rule in the matter. If, however, a rule had to be adopted, we should regard it as the lesser evil to keep the teachers in the same grade and to promote the children through the hands of the successive teachers.

HOBART, TASMANIA.

In a few schools the practice of continuing a teacher through three or even four of these grades has been successfully carried out, but success has only been met with in the case of competent and popular teachers. As a general rule teachers are confined to one or two grades.

The large majority of our schools, however, consist of 80 pupils or less and are taught by two or, more often, by one teacher. In such cases the children continue their work under the same teacher for from three to seven years.

PERTH, WESTERN AUSTRALIA

We have no general rule on the subject. It has, however, received attention with us, as with you, though mainly from a rather different standpoint. There has not been any general expression of opinion to the effect that the annual change of teachers does any harm to the child. But it has been felt that injustice is done to a teacher who is kept for many years in charge of the same class. If a teacher succeeds in class 3, is retained there, gets the reputation of being a good teacher of class 3, and is never given the opportunity of taking the work of a higher class, his experience is very limited. This must tell against him if he receives promotion to a headmastership. We are therefore urging our headmasters to see that the assistants with higher qualifications are given the opportunity of working with different classes, and especially to see that they have, in turn, the opportunity of showing their fitness for dealing with the higher classes. The inspectors are also asked to insure that this arrangement is carried out.

In a few cases the experiment has been made of promoting a teacher with a class for several years in succession. With a very good teacher I think that the results are likely to be satisfactory; but I believe that there are very grave objections to a general adoption of the scheme. The members of a staff are never all of equal excellence. Under the usual arrangement a child in passing through the school comes under the stronger as well as weaker assistants. To keep one group of children for three or four years under the weakest of the staff, while another group is for three or four years under the strongest, may do a serious injustice to the former. Even if all the assistants are

on a high level of competence, each is likely to possess some individual characteristic which may exert a great influence upon the pupils, and which may make an appeal or provide an inspiration that differs from those made or provided by the other assistants. It seems to me that the balance of advantage for the child lies in the system which brings him into close contact with several distinct personalities.

I recognize, of course, that much can be said on the other side in connection with the superior insight into the individual characters that can be obtained by a teacher who is in charge of children for several years in succession. I am, however, inclined to the opinion that the general adoption of a system of promoting teachers with their classes for several years in succession will have more disadvantages than advantages. At the same time I think that, as far as possible, teachers should have the opportunity, within a reasonable period, of acquiring experience with lower, middle, and upper classes.

ATHENS, GREECE.

There is no law providing for the advancement of teachers from grade to grade with the scholars, although it not infrequently happens that school inspectors recommend in special cases that such promotion be made. This, however, is a matter entirely within the pleasure of the inspecting officer.

The consensus of opinion of teachers interviewed was that efficiency would be increased by the promotion of the teacher with the scholars.

CHRISTIANIA, NORWAY.

It is the custom in Norway for the principal teacher of a grade to keep with her or his grade, although with certain modifications.

The Norwegian public school has seven grades of promotion, each of one year; boys and girls are taught separately; in the three lower grades only lady teachers are employed, and the lady teacher in every instance keeps with her grade for those three years. From the fourth year on the instruction is generally transferred to a man teacher; and the principal teacher, who instructs his grade in the main branches of knowledge, such as the native language, religion, and arithmetic, continues with his grade to the end of the school.

A lady teacher who is the principal teacher in a girls' school will as a rule always keep with her grade for the seven years.

In certain branches of knowledge the teacher will change from year to year.

LISBON, PORTUGAL.

The system of promoting scholar and teacher is not uniform throughout the country, but wherever possible it is provided that the same teacher should accompany the pupil at least through a grade, or for three years. Some elementary schools exist where the child has the same teacher for four, five, and six years, and others where a change is made each year. The general impression among the Lisbon educators seems to be that better results are obtained in the schools where the teacher accompanies the pupil for at least three years than in those where the pupils have a new instructor each year.

MADRID, SPAIN.

Teachers are not advanced from grade to grade as the pupils are, but after a stated term of service they may be advanced without examination to a higher grade upon the occurrence of a vacancy. Some educators in Madrid have expressed themselves as of the belief that, as far as Spain is concerned, there might be danger of favoritism if teachers continued to instruct the same class throughout the four-year course; others advocate that one teacher instruct two grades simultaneously to the end that pupils of the lower grade, when advanced to the upper, will have become accustomed to the personality and methods of the teacher, so that better results will be attained on the part of pupils as well as on the part of teachers.

## BERNE, SWITZERLAND.

There are in Switzerland many sorts and classes of schools, such as the small country schools, where one or two teachers have charge of the entire number of pupils and give the instruction prescribed in all the eight or nine grades.

The city schools are divided into primary and secondary schools. These have four grades of primary classes and five secondary, one year's instruction being given in each grade. In the primary grades the instruction is given by two or three teachers, and in the secondary grades by six or seven. The aim is to have the pupils continue with the same teachers for two, three, or four years when possible. This rule is strictly adhered to in the first and second school years, when the teachers are promoted with their pupils from the first to the second grade. In the main branches, and especially in mathematics, the plan is to have the pupils continue with the same teachers for two or three years in both the primary and secondary schools.

With the exception of gymnastics, singing, etc., where the pupils go to special classrooms equipped for instruction in these branches, they remain in one room, which is visited by the different teachers. The average number of pupils to a class is from 30 to 35.

It may be stated that in modern-language instruction it is considered well for the pupils to have several teachers during the four or five years' course. In this way their ear becomes accustomed to the different voices and pronunciations of their instructors.

## ZURICH, SWITZERLAND.

The plan of advancing the teachers from grade to grade with their pupils has been in vogue from time immemorial in the cantonal schools here and they consider that the plan brings the most excellent results in every way. This plan is, of course, applied only in the elementary schools, so-called Primarschulen, which cover a period of six years, and during the first four years of this period the plan is obligatory, and it is also practically always applied during the remaining two years' work.

With regard to the other questions of your questionnaire, the directors of education are inclined to answer them all in the affirmative, with the reservation that they have always used this plan and therefore can not make comparisons. They, however, consider the plan especially valuable because it enables the teachers—who are practically all men—to gain a deeper knowledge and insight into the character of the pupils and thus better win their respect and affections.

## SUMMARY OF ARGUMENTS FOR AND AGAINST THE PLAN.

It now seems appropriate, with this testimony, domestic and foreign, from teachers as well as from superintendents, to summarize the objections, in all their various shades and phases, to the advancement of teachers with classes, as gleaned from the answers of superintendents, and to try to evaluate these objections in the light of this evidence:

## REASONS FOR NOT ADVANCING TEACHERS WITH CLASS.

(Summarized answers of superintendents.)

## A. With special reference to the teacher:

## 1. Preparation of teacher—

Many teachers either new or poorly trained; these need to be a long time in one grade to learn the routine; if they remain in it, they acquire some efficiency, they have more time to study the subjects of the grade and methods of presenting them. Normal course too short to prepare for plan of advancement.

## A. With special reference to the teacher—Continued.

## 2. Natural ability and tastes—

Many teachers are naturally weak or mediocre in sympathy for children, in talent to impart knowledge and to develop initiative, and in capacity to secure discipline. Their inability becomes more pronounced if they are advanced.

Many strong teachers adapted to pupils of a particular age—e. g., certain primary and some high-school teachers—would fail partially or entirely with pupils of another age.

## 3. Preference of teachers—

Advancement means "more labor" and "wearing out of teachers"; many have "fixed ideas"; "unwilling to change"; "would resign if required"; "more enthusiasm with new classes"; "normal graduates prefer specific grades."

## 4. Tenure of office too insecure—

Too much labor involved for the prospects offered.

## B. With special reference to the pupil:

## 1. Fairness in treatment of pupils—

All have equal opportunities as far as weak and strong teachers are concerned.

## 2. Preference of pupils—

Children like frequent changes; pupils and teachers get tired of each other in one year.

## 3. Advantage of several personalities—

Pupils do not become dependent on viewpoint of one teacher.

## 4. Saving of time, etc.

## C. With special reference to administration:

## 1. Too many changes in teaching force—

The plan of advancement implies stability of corps; hard to keep such at salaries of \$500-\$600.

## 2. Salary schedule (made out on other grounds) forbids.

## 3. Too many changes of pupils—

The advancement plan implies continuance of individual pupils of classes.

## 4. Higher percentage of attendance of children under present plan.

## 5. Prevents gaps between the grades—

Under advancement plan teachers too anxious to promote pupils.

## 6. Present plan simpler and more convenient.

## 7. Opposition of school board—

Community too conservative.

## 8. Inertia, custom, inheritance "sicut erat in principio," etc.

## 9. Not convinced that any other system is better; lack of investigation; sure of results of present plan; "when a teacher is doing strong work let her alone"; no experience with any other plan.

## AFFIRMATIVE ARGUMENTS.

A. As far as the argument in the negative concerns itself with the need of greater general preparation, more secure tenure, and higher salaries, it may be admitted at once that the evidence in general indicates that this need is genuine; but it does not follow that poor training, low-salaries, and short tenure tend to produce greater proficiency under the plan of retention of teachers in grade than would



be the case under the advancement plan. In fact, it would appear from the bulk of positive evidence that the latter plan so stimulates the teacher that she may in part, at least, overcome her deficiencies. It is true that the "weak" teacher problem is difficult of solution under any system, but the facts obtained show that the advancement method within certain just limitations tends to strengthen the weak teacher and to make strong the mediocre. It also makes so manifest the bad effects of poor teaching that it becomes easier for school authorities to remove those without natural ability or acquired skill to some other kind of service for which the persons in question may be better adapted or where, in any case, bad work will be less harmful.

There is a basis of fact for the opinion that certain types of teachers, particularly those whose nature would find greatest happiness and success in dealing with young children, should progress through a narrow range. Yet even here the range may, in fact, be greater than one's preconceived notions would have admitted.

But the statements that teachers for various reasons are hostile to the plan are not well supported by the evidence as given in the summaries of the teachers' and superintendents' lists.

B. As for the negative arguments that refer specially to the advantage of the child, it may be said:

1. Touching fairness of treatment: Inasmuch as the progressive plan tends to the removal of "weak" teachers and for the increased efficiency of all others, the general result must be favorable to the child.

2. Furthermore, except in a small percentage of cases (presumably cases of "weak" teaching), the children are glad to have the teacher go up with them.

3. One of the most difficult of all educational questions is undoubtedly this: How long should a child be subject to the directing influence of one teacher's personality? The presumption given by the evidence is that it should be for a considerable period during the formative stages of child growth. Just how long that guiding influence of the teacher should continue in each case must be determined with insight and by experience on the part of the immediate administrators. It is to be noted that this influence of one teacher's personality is supplemented by the personal influences of classmates and friends as well as by those of the family at home.

The saving of time, greater joy, ease and confidence in the work, the possibility of more rapid advancement in grade, as well as the greater unification of the pupil's knowledge would appear to be consequent advantages for the child from the advancement plan.

C. As for the practical difficulties from the standpoint of school administration, it is but natural that such should be found in the way of a new method, especially a method so wide-reaching in its effects.

It may be said, however, that if the method can prove its case, the opposition of school board and community would naturally cease.

With more permanent tenure, higher salaries, and elimination of poorest teachers, the greatest difficulty would gradually disappear. Should the salary schedule be made out on a basis of merit rather than of grade, a notable stumblingblock would vanish.

As for the claim of higher percentage of attendance, and fewer gaps between grades, under the present system, this claim does not seem to be well founded where a fair trial of the new plan has been given.

It may indeed be that the present plan is "simpler and more convenient," at least at the beginning; but this is not a strong consideration, provided the newer plan offers greater benefits for the children for whom alone the schools are maintained.

As far as the changing of pupils from one district to another is concerned, it must be said that this must be expected in the case of a certain percentage of the children, particularly in the sections where the newer immigrants dwell. But the cases are rare indeed where the changes would equal 50 per cent of the class enrollment, and if the plan has distinct merit it might be tried with 50 per cent.

It need hardly be said that the advocates of this plan regard it not as a panacea, but as a principle, rather, whose application tends toward proficiency.

It must be clearly noted that the objections urged against the plan do not even touch many of the strongest points of advantage claimed for it, particularly the advantages which accrue from deeper knowledge of the pupil, with the correlative knowledge of the home, the community, the industries, and civic life.

The objectors overlook, too, the need of keeping the teacher personally and professionally alive in order that she may be vitally strong for the performance of these newly discovered duties. They overlook also the fact that of all the rewards the genuine teacher can receive, the greatest is to have the privilege of seeing the fruit of her labors, in observing, assisting, and experiencing the genial growth of the pupil's powers of mind and heart and character.

## ADDENDA.<sup>1</sup>

### LETTERS CONCERNING THE ADVANCEMENT OF TEACHER WITH CLASS IN FOREIGN COUNTRIES.

#### QUITO, ECUADOR.

The policy does not exist in the schools of Ecuador, and it is the judgment of the minister of education that, until a high degree of efficiency may be attained in the corps of teachers employed, it would be a mistake to adopt that policy. However, the minister agrees that when the efficiency of the teacher is of the proper standard the policy is commendable.

#### RIO DE JANEIRO, BRAZIL.

The primary school system of the Federal District is under the jurisdiction of the municipal government of Rio de Janeiro and provides for a six-year course, usually completed by the pupil between the ages of 6 and 12 years and corresponding in a measure to the American "graded" schools. This six-year study is divided into three courses, viz. First, elementary, of three years; second, intermediary, of two years; and third, "complemental," of one year.

There are no set rules by which a class of pupils continues to have the same teacher for a period of consecutive years, although some school inspectors require the teachers under their jurisdiction to accompany a class throughout the primary course. Others, however, permit the teachers to continue teaching in the same "grade," while their pupils advance progressively to other grades and consequently come under other successive teachers.

In the majority of primary schools in this capital the pupils usually pass through the hands of three teachers during their primary course of six years, namely, for periods of three years, two years, and one year, respectively.

#### CARACAS, VENEZUELA

The process of grading in the primary school being established, there exist two equally possible methods for progressive development in the transmission of knowledge: Either the instructor is teacher of a fixed grade through which the pupils pass successively until they reach the final grade, or the teacher works with a fixed group of pupils from the first to the last year of instruction and goes, so to speak, progressing by grades with his pupils.

In Venezuela the first method is in force. The full primary course consists of six grades, completed, generally, in six years. The first four grades are of obligatory primary instruction.

In Venezuela we can not cite the results of concrete experience in either of the two processes. The grading of the schools dates from few years back, and from its beginning the system of a fixed teacher has been adopted.

The opinion of Venezuela, therefore, must be on the ground of fundamental reasons of a process which appears more in accord with the specialization of the teacher, even although a sacrifice is made of the single influence during the scholastic period.

<sup>1</sup> The statements appended were received after this matter was in type, too late for insertion in regular order.—EDITOR.

Both procedures possess their inherent advantages and disadvantages. Thus, in whichever of them is adopted, there must be sacrificed benefits which might be obtained from the other.

Unquestionably a single influence during the whole time that instruction continues appears adequate for the best adaptation of the child's mind to scholastic exercise. The teacher thus penetrates more fully the mind of the child, becomes intimate therewith and proceeds as the traditional physician of the family, who can, in each pathological manifestation, rapidly ascertain causes and deduce the procedure adequate to the concrete case, using physiological factors as active collaborators to restore organic functions to their normal working.

The teacher in this case is the physician of the mind, but such advantages have not the same value in the special case of transmission of knowledge. The function of the physician is individual and concrete; that of the teacher is general and has for its object the raising of the intellectual and moral level of society. The teacher proceeds rather as a workman of a large workshop, which the school is, where the child's mind is the raw material which is to be molded in a determined form. The fact that specialization in any kind of activity leads to efficacious results for the final and complete work is not pertinent to the discussion, and in the case under consideration the teacher specialized in the imparting of knowledge of one grade is of more importance than the specialization of his work in a series of individualities. With the system of a fixed teacher the latter acquires great ability in directing the mind in a particular grade of its development and in the transmission of a limited amount of knowledge. A succession of teachers produces, therefore, a more complete work than if each one takes a pupil for direction during his entire scholastic life. Given the invariability of principles and the regularity and perfect continuity of the programs, a succession of teachers in the six or eight grades has the effect, in the scholastic period, of a single man, of a single directive mind, and if at first such be not the case we believe that this is sooner and more fully attained by the process of the specialization of the teacher in the work of one grade than with the ascending teacher.

#### BERLIN, PRUSSIA.

The question whether a teacher be promoted from grade to grade with the pupil, or if the same teacher continue in the same grade from year to year, whereas the pupil is given a new teacher each year, is not regulated uniformly in Germany.

The organization and arrangement of an elementary school usually depend upon the size of the place and number of pupils. One must differentiate between schools with one teacher, with two teachers, or schools containing several classes with three or more teachers. In schools with one teacher, or in one-class schools, the pupils are taught throughout the whole school period by one teacher, in so far as no change was necessitated by death or promotion of the teacher. In schools with two or three teachers, teachers are promoted from grade to grade with the pupils for several years. In schools with four to six teachers, the pupils are under the direction of the same teacher during two or more years, which often occurs in several kinds of schools. Only in schools in larger cities and especially in the largest cities, where there is a special class for each of the eight grades, it occurs that a pupil has a different teacher in each class.

Furthermore, the manifold phases of this question are enhanced by the fact that for some subjects, especially technical ones, such as gymnastics, drawing, and singing, special teachers are chosen, who teach the same subject in different classes. The number of lessons to be given in the higher grades (in the subjects above mentioned) is so great that one teacher can not attend to them alone. Such special instruction necessitates a continuation of the classes upon one or several subjects by the same teacher.

While in the schools with only a few classes the question of the teacher being promoted from grade to grade with the same pupils is more or less dependent upon the organization of the school, the schoolmaster or the school board decides upon this question in schools of over seven or eight classes. But even there this matter is not uniformly arranged. The personality of the teacher is determinative whether the pupil is to change the teacher every year, or whether the teacher may continue with his class, and how long. To let a less capable or reliable teacher educate the pupils throughout several years is avoided, if possible.

Some teachers are suited for special classes, as, for instance, for the fundamental work (Grundklasse). These are conferred upon them as far as possible. Older teachers often try to keep one class for several years, whereas the younger ones prefer to continue the same work for several years.

It is regarded as an exception that in elementary schools with several classes a teacher follows his class throughout all the years. Even with especially capable teachers, this is avoided. At least during the last two or three years the children are placed under the direction of another teacher, so as to avoid the danger of one-aidedness.

In those girls' and boys' schools that go beyond the terms of an elementary school, the classes are continued by the same teacher, the same as in the elementary schools with several classes (described above).

## VIENNA, AUSTRIA.

In the general public schools and their class divisions the question whether the teachers change their pupils each year or continue to have charge of them is regulated as follows:

1. The principal, at the last teachers' conference of the school year—that is, in the first half of the month of July—assigns to each teacher, in accordance with the School and Instruction Order of September 29, 1905, the class of which he is to have charge in the ensuing school year.
2. The rule requires that in most of the public schools of Vienna, those consisting of five classes, each teacher shall keep his pupils (male or female) from the first to the fifth school year.
3. The first class (first school year) is not assigned to beginning or physically weak teachers.
4. In the five, six, and seven class public schools, the upper classes (sixth to eighth school year) are assigned to particularly efficient teachers, especially where, because of social conditions, home training is defective.
5. In class divisions in which a special want of success in instruction and school training is evident the teacher is changed, so that the new teacher may correct, as far as possible, that in which his predecessor has failed.
6. The class apportionment made by the principal at the end of the school year is examined at the beginning of the new school year, together with the order of exercises by the State school director, who is the imperial royal school inspector, and changed by him when necessary.

## ROME, ITALY.

It appears that the principle of advancing the masters in the various classes of elementary instruction in such manner that they accompany, so far as possible, from year to year, each body of their pupils has for a long time been the ideal sought in scholastic regulation in Italy; but the difficulties of varied character opposing the attainment of this ideal condition have been such that it has only been found practicable to secure partial success in this regard, and not in a uniform manner for the entire Kingdom. Success in this endeavor has been found easier of accomplishment in large

communities, where there are many schools and a large body of instructors, and less feasible in small communities, where there are but few schools with more classes united under one instructor or instructress.

Indeed, article 185 of the general regulation of February 6, 1908, provides as follows:

Teachers are required to instruct in each of the various classes of the grade (superior or inferior) for which they have been qualified (after competitive examination), and to which they have been assigned. Wherever possible and advisable, upon didactic grounds, and where municipal regulations have not already disposed of the matter, the supervisor of schools ("Provveditore"), the advice of the commune and the royal inspector having first been sought, may direct that teachers of the inferior grade (Classes I, II, and III) and those of the superior grade (Classes IV, V, and VI) proceed with their pupils in their respective grades, from Class I to Classes II and III, and from Class IV to Classes V and VI.

After the application of the law of June 4, 1911, No. 487, which decreed the transfer to the provincial scholastic council of the administration of the elementary schools, leaving that administration only to the larger communes which are chief places of the Province or district (Circondario), the problem of the advancement of the instructors in the various classes, for the purpose of having them follow from year to year their pupils, found different solutions in two separate regulations, one for the schools administered by the scholastic council and another for those left to administration of the communes.

For the schools administered by the scholastic council the regulation of April 6, 1913, No. 549, contains a very broad provision, which opens the way to more perfect advancement.

As regards the schools of the communes which remained autonomous after the law of June 4, 1911, the other regulation of April 6, 1913, provides that where there are no local opposing difficulties the teachers of the inferior grade and those of the superior grade remain in charge of their pupils from the I to the III classes, and from the IV to the VI classes, respectively.

#### ADELAIDE, SOUTH AUSTRALIA.

In the elementary schools of this State there have been very few experiments made in continuing a teacher with the same scholars for a number of years. We have no reports as to the success or otherwise of these experiments. Transfers of teachers from one school to another are not infrequent, and hence the continuous association of scholar and teacher is not always easily maintained.

In the larger schools the teachers of the junior scholars are, as a rule, specially trained for teaching junior children. In these schools also the teachers in the top classes tend to specialize for the work there. Thus they deal every year with different groups of children.

Occasionally the teachers follow the children on their promotion at the end of the year, but generally they are placed in charge of the groups with which they can do the most effective work.

The appointment of members of the school staff to the classes is left entirely in the hands of the head teacher, who is expected to give each teacher the work he or she is most fitted for.

There is little or no tendency among head teachers to the dual promotion.

#### WELLINGTON, NEW ZEALAND.

In New Zealand pupils are classified in six grades or standards (known as S. I, S. II, etc.) to which are to be added two grades of a preparatory division below the first standard. In general, for the first two years of their school life, beginning at the age of 5 or 6 years, the pupils are in this preparatory division. This distribution is not to be taken as implying, however, that a pupil passes through only one standard

or only one grade of the preparatory division in a year. Teachers have entire freedom in classifying their pupils according to progress and ability, and promotion, particularly in the lower grades, is often more rapid.

At the same time the majority of pupils in the standard classes pass through only one grade in a year, and successive drafts of pupils have the same teacher in that grade. Recognizing the disadvantages of this form of organization, head masters not infrequently, however, assign to members of the staff the charge of the same pupils for two or more years in succession, and the observed results have generally been highly beneficial in the case of both the teacher and the pupil. How far the practice may extend depends largely on personal considerations, and it is felt that the matter is best left in the hands of the head master, who, with a full knowledge of the capabilities of his staff, must decide what organization is best in the interest of his pupils.

## TOKYO, JAPAN.

The length of school courses are: Primary schools, six years; grammar schools, two years (which may be extended to three). The six years of the primary school are compulsory. Every pupil who completes the requirement of a school year is promoted into the next grade. A grade may be divided into classes according to the number of pupils.

Each grade is in charge of a licensed teacher. Whether the teacher remains in one grade from year to year or is promoted with the children is not determined by law, but it is customary for the principal of the school to determine this according to the school curriculum and other considerations.

From the experiences of the primary schools in general it is asserted that in case a good teacher is in charge of a class he should accompany the children as they advance. Of this there are many instances.

## BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (\*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Numbers omitted are out of print.]

### 1906.

- \*No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

### 1908.

- No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.  
No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8.

### 1909.

- No. 2. Admission of Chinese students to American colleges. John Fryer.  
\*No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.  
No. 5. Statistics of public, society, and school libraries in 1908.  
No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.  
\*No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.  
No. 9. Bibliography of education for 1908-9. 10 cts.  
No. 10. Education for efficiency in railroad service. J. Shirley Eaton.  
\*No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

### 1910.

- \*No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott. 25 cts.  
\*No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.

### 1911.

- \*No. 1. Bibliography of science teaching. 5 cts.  
\*No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.  
\*No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.  
\*No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.  
\*No. 6. Graduate work in mathematics in universities and other institutions of like grade in the United States. 5 cts.  
No. 7. Undergraduate work in mathematics in colleges and universities.  
\*No. 9. Mathematics in the technological schools of collegiate grade in the United States. 5 cts.  
\*No. 13. Mathematics in the elementary schools of the United States. 15 cts.  
\*No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.  
\*No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.  
\*No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11. 5 cts.

### 1912.

- \*No. 1. A course of study for the preparation of rural-school teachers. F. Mutchler and W. J. Craig. 5 cts.  
No. 2. Mathematics at West Point and Annapolis.  
\*No. 2. Report of committee on uniform records and reports. 5 cts.  
\*No. 4. Mathematics in technical secondary schools in the United States. 5 cts.  
\*No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.  
\*No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.  
\*No. 9. Country schools for city boys. William S. Myers. 10 cts.  
No. 11. Current educational topics, No. I.  
\*No. 12. Influences tending to improve the work of the teacher of mathematics. 5 cts.



- \*No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
- \*No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- \*No. 18. Teaching language through agriculture and domestic science. M. A. Leiper. 5 cts.
- \*No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
- \*No. 22. Public and private high schools. 25 cts.
- \*No. 23. Special collections in libraries in the United States. W. D. Johnston and I. G. Mudge. 10 cts.
- \*No. 25. Bibliography of child study for the years 1910-11.
- \*No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- \*No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
- \*No. 29. Bibliography of the teaching of mathematics, 1900-1912. D. E. Smith and Chas. Goldsber.
- \*No. 30. Latin-American universities and special schools. Edgar E. Brandon. 30 cts.
- 1913.
- \*No. 1. Monthly record of current educational publications, January, 1913. 5 cts.
- \*No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- \*No. 3. The teaching of modern languages in the United States. Charles H. Handachin. 15 cts.
- \*No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
- \*No. 5. Monthly record of current educational publications, February, 1913. 5 cts.
- \*No. 6. Agricultural instruction in high schools. C. H. Robison and F. B. Jenks. 10 cts.
- \*No. 7. College entrance requirements. Clarence D. Kingale. 15 cts.
- \*No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
- \*No. 11. Monthly record of current educational publications, April, 1913. 5 cts.
- \*No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
- \*No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. 5 cts.
- \*No. 15. Monthly record of current educational publications, May, 1913.
- \*No. 16. Bibliography of medical inspection and health supervision. 15 cts.
- \*No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dresslar. 10 cts.
- \*No. 19. German industrial education and its lessons for the United States. Holmes Beckwith.
- \*No. 20. Illiteracy in the United States. 10 cts.
- \*No. 21. Monthly record of current educational publications, June, 1913. 5 cts.
- \*No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
- \*No. 23. The Georgia club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
- \*No. 24. A comparison of public education in Germany and in the United States. Georg Kerschenteiner. 5 cts.
- \*No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
- \*No. 26. Good roads arbor day. Susan B. Sipe. 10 cts.
- \*No. 28. Expressions on education by American statesmen and publicists. 5 cts.
- \*No. 29. Accredited secondary schools in the United States. Kendrick C. Babcock. 10 cts.
- \*No. 31. Special features in city school systems. 10 cts.
- \*No. 34. Pension systems in Great Britain. Raymond W. Stee. 10 cts.
- \*No. 35. A list of books suited to a high-school library. 15 cts.
- \*No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
- \*No. 37. Monthly record of current educational publications, October, 1913.
- \*No. 38. Economy of time in education. 10 cts.
- \*No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Hallmann. 5 cts.
- \*No. 40. The reorganized school playground. Henry B. Curtis. 10 cts.
- \*No. 41. The reorganization of secondary education. 10 cts.
- \*No. 42. An experimental rural school at Winthrop College. H. S. Browne. 10 cts.
- \*No. 43. Agriculture and rural-life day; material for its observance. Eugene C. Brooks. 10 cts.
- \*No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
- \*No. 45. Monthly record of current educational publications, November, 1913. 5 cts.
- \*No. 46. Educational directory, 1913. 15 cts.
- \*No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
- \*No. 48. School hygiene. W. Carson Ryan, Jr. 15 cts.
- \*No. 49. The Farragut School, a Tennessee country-life high school. A. C. Monahan and Adams Phillips. 10 cts.
- \*No. 50. The Fitchburg plan of cooperative industrial education. M. R. McCann. 10 cts.
- \*No. 51. Education of the immigrant. 10 cts.
- \*No. 52. Sanitary schoolhouses. Legal requirements in Indiana and Ohio. 5 cts.
- \*No. 53. Monthly record of current educational publications, December, 1913.
- \*No. 54. Consular reports on industrial education in Germany.
- \*No. 55. Legislation and judicial decisions relating to education, Oct. 1, 1909, to Oct. 1, 1912. James O. Boykin and William R. Hood.
- \*No. 56. Educational system of rural Denmark. Harold W. Fought. 15 cts.
- \*No. 59. Bibliography of education for 1910-11.

BULLETIN OF THE BUREAU OF EDUCATION.

III

No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912-13.

1914.

- \*No. 1. Monthly record of current educational publications, January, 1914. 5 cts.
- \*No. 2. Compulsory school attendance. 15 cts.
- \*No. 3. Monthly record of current educational publications, February, 1914. 5 cts.
- \*No. 4. The school and the start in life. Meyer Bloomfield. 5 cts.
- No. 5. The folk high schools of Denmark. L. L. Friend.
- \*No. 6. Kindergartens in the United States. 20 cts.
- \*No. 7. Monthly record of current educational publications, March, 1914. 5 cts.
- \*No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stimson. 15 cts.
- No. 9. Monthly record of current educational publications, April, 1914.
- No. 10. Physical growth and school progress. B. T. Baldwin.
- \*No. 11. Monthly record of current educational publications, May, 1914. 5 cts.
- No. 12. Rural schoolhouses and grounds. F. B. Dresslar.
- No. 13. Present status of drawing and art in the elementary and secondary schools of the United States. Royal B. Farnum.
- \*No. 14. Vocational guidance. 10 cts.
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- No. 16. The tangible rewards of teaching. James C. Boykin and Roberta King.
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- No. 18. The public school system of Gary, Ind. William P. Burris.
- No. 19. University extension in the United States. Louie E. Reber.
- No. 20. The rural school and hookworm disease. J. A. Ferrell.
- No. 21. Monthly record of current educational publications, September, 1914. 10 cts.
- No. 22. The Danish folk high schools. H. W. Foght.
- No. 23. Some trade schools in Europe. Frank L. Glynn.
- \*No. 24. Danish elementary rural schools. H. W. Foght. 10 cts.
- No. 25. Important features in rural school improvement. W. T. Hodges.
- No. 26. Monthly record of current educational publications, October, 1914.
- \*No. 27. Agricultural teaching. 15 cts.
- No. 28. The Montessori method and the kindergarten. Elizabeth Harrison.
- No. 29. The kindergarten in benevolent institutions.
- No. 30. Consolidation of rural schools and transportation of pupils at public expense. A. C. Monahan.
- \*No. 31. Report on the work of the Bureau of Education for the natives of Alaska. 25 cts.
- No. 32. Bibliography of the relation of secondary schools to higher education. R. I. Walkley.
- \*No. 33. Music in the public schools. Will Earhart. 10 cts.
- No. 34. Library instruction in universities, colleges, and normal schools. Henry R. Evans.
- \*No. 35. The training of teachers in England, Scotland, and Germany. Charles H. Judd. 10 cts.
- No. 36. Education for the home—Part I. General statement. B. R. Andrews.
- No. 37. Education for the home—Part II. State legislation, schools, agencies. B. R. Andrews.
- No. 38. Education for the home—Part III. Colleges and universities. Benjamin R. Andrews.
- No. 39. Education for the home—Part IV. Bibliography, list of schools. Benjamin R. Andrews.
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- \*No. 41. Monthly record of current educational publications, November, 1914. 5 cts.
- \*No. 42. Monthly record of current educational publications, December, 1914. 5 cts.
- \*No. 43. Educational directory, 1914-15. 20 cts.
- No. 44. County-unit organization for the administration of rural schools. A. C. Monahan.
- \*No. 45. Curricula in mathematics. J. C. Brown. 10 cts.
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- No. 47. City training schools for teachers. Frank A. Manny.
- No. 48. The educational museum of the St. Louis public schools. C. G. Rathman.
- No. 49. Efficiency and preparation of rural-school teachers. H. W. Foght.
- No. 50. Statistics of State universities and State colleges.

1915.

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- \*No. 3. Monthly record of current educational publications, February, 1915. 5 cts.
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- No. 5. Organization of State departments of education. A. C. Monahan.
- \*No. 6. A study of colleges and high schools in the North Central Association. 15 cts.
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- No. 9. Monthly record of current educational publications, March, 1915.
- \*No. 10. Monthly record of current educational publications, April, 1915. 15 cts.

- No. 11. A statistical study of the public school systems of the southern Appalachian Mountains. Norman Frost.
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- No. 13. The schoolhouse as the polling place. E. J. Ward.
- No. 14. Monthly record of current educational publications, May, 1915. 5 cts.
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- No. 16. Monthly record of current educational publications, June, 1915. 5 cts.
- No. 17. Civic education in elementary schools as illustrated in Indianapolis. Arthur W. Dunn.
- No. 18. Legal education in Great Britain. H. S. Richards.
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- No. 26. Secondary schools in the States of Central America, South America, and the West Indies. Anna T. Smith.
- No. 27. Opportunities for foreign students at colleges and universities in the United States. Samuel P. Copen.
- No. 28. The extension of public education. Clarence A. Perry.
- No. 29. The truant problem and the parental school. James S. Eliott.
- No. 30. Bibliography of education for 1911-12.
- No. 31. A comparative study of the salaries of teachers and school officers.
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- No. 35. Mathematics in the lower and middle commercial and industrial schools. E. H. Taylor.
- No. 36. Free textbooks and State uniformity. A. C. Monahan.
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- No. 41. Significant school-extension records. Clarence A. Perry. 5 cts.
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- No. 43. Educational directory, 1915-16.
- No. 44. School administration in the smaller cities. W. S. Deffenbaugh.
- No. 45. The Danish people's high school. Martin Hegland.
- No. 46. Monthly record of current educational publications, November, 1915.