

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

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PROCEEDINGS OF
THE FIFTH AND SIXTH ANNUAL
MEETINGS OF THE NATIONAL
COUNCIL OF PRIMARY
EDUCATION

CLEVELAND, OHIO
FEBRUARY 24, 1920

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, November 23, 1920.

SIR: No part of our school work is more important than that of the first three or four years, which is done in what is generally known as the primary grades. In these grades there are more children than in any other. Many children, for one reason or another, do not go beyond them. Those who do find all their later school work affected by what they have done in these grades. During the years of life covered by these grades are formed the habits which to a very large extent control the conduct and daily life of the children when they have grown to youth and to manhood and womanhood.

For the purpose of promoting more careful study of the work of the primary grades and of the fundamental principles underlying it, the National Council of Primary Education was formed nearly five years ago and has done much valuable work. From the time of its organization until now the Bureau of Education has cooperated with the council. One of the bureau's specialists has served as its secretary, and it has published the proceedings of the council's meetings and assisted in many other ways. It is, I believe, very desirable that this cooperation be continued and increased to as large an extent as the means of the bureau will permit.

I am transmitting herewith for publication as a bulletin of the Bureau of Education reports of the proceedings of the fifth and sixth annual meetings of the council. The reports have been prepared by Miss Florence C. Fox, the bureau's specialist in educational systems.

Respectfully submitted,

P. P. CLAXTON,
Commissioner.

THE SECRETARY OF THE INTERIOR.

NATIONAL COUNCIL OF PRIMARY EDUCATION.

PROCEEDINGS OF THE FIFTH ANNUAL MEETING, CLEVELAND, OHIO, FEBRUARY 24, 1920.

Chairman: Ella Victoria Dobbs, University of Missouri, Columbia, Mo.
Advisory Committee: Marion S. Hancckel, kindergarten and first-grade supervisor, Richmond, Va.; Annie E. Moore, Teachers College, Columbia University, New York, N. Y.; Theda Gildemeister, State Normal School, Winona, Minn.

OPENING REMARKS BY THE CHAIRMAN.

Miss Ella Victoria Dobbs, University of Missouri.

The Primary Council is very happy indeed to welcome so many friends to its fifth birthday party. Two years ago at Atlantic City, when we were discussing what should be done and how certain work should be carried on in the primary school, the expression, "A day's work," was used in this way: "May the time soon come when we shall measure the work of the primary school in terms of a day's work rather than in terms of 15 minutes of reading, 15 minutes of numbers, 15 minutes of writing, and so on." Then the question was asked, "What is a day's work?" and we had no answer. There was no standard to which we could turn as a measure, because in many schools there are many standards. The council, in its attempt to answer that question, appointed a committee to discover, if possible, what is accepted as a day's work in common practice in our primary schools. At the same time another committee was appointed to determine what may constitute the suitable furnishings and equipment for the primary school room.

These studies have been going on for two years. Observations have been made and reported, questionnaires sent out to many primary workers, and much correspondence has been devoted to these questions. Our annual report, soon to be distributed, will contain all of the observations made. This afternoon our program consists of the continued reports of these two committees and a consideration of the question "What are the strong and weak points in a formal and an informal type of organization in the primary school?"

REPORT OF A STUDY OF TYPICAL DAILY PROGRAMS IN USE IN- PRIMARY SCHOOLS.

ANNIE E. MOORE, Teachers' College, Columbia University, chairman.

During the second year of our work the committee has followed the same general plan that characterized the first. The study of typical daily programs and representative modes of organization of the primary school curriculum has been continued. An effort has been made, however, to secure a large number of observations in schools that are organized and equipped in a liberal way in order that more material might become available to primary workers who are looking for constructive suggestions. In a few cases where new and progressive ideas are being used to modify the formal work in a given system of schools, the supervisor has been asked to furnish descriptions of a morning spent in a classroom representing both a formal and a progressive regime.

One supervisor reports as follows:

Formal Type.—1. The entire group were taught together.

2. The activities were directed in detail by the teacher.

3. On three occasions only did a child do any act on his own initiative; one picked up a pointer, one handed a reading book to a visitor, and the children chose two out of three folk dances during the physical education period.

4. Reading was no more than word calling to the children and to the teacher.

5. The equipment consisted of seats in rows, screwed to the floor; a teacher's desk; and a table on which there were a few books for children, teacher's reference books, and a reading chart in the front of the room.

Informal Type.—1. The children were wide-awake.

2. They had a quiet confidence in their powers and respect for the powers of others.

3. Joy was manifested in doing and in achieving.

4. Resourcefulness was apparent in proposing things worth while.

5. Ability to help one another and to give and take.

6. No suggestion of ugliness or rudeness.

7. The children were happy and thoughtful.

8. Their attitude of mind and their courteous habits reflected the influence of the teacher, who is a woman with a soul and a vision.

9. She realizes that it is her great privilege to teach children to live successfully each day.

10. She sees the tool subjects as one of the means of furthering this end.

¹ The first report was published in U. S. Bu. of Educ. Bul., 1919, No. 69.

11. She subordinates her personality so that her influence dominates, not domineers over the child.

12. She is always calm and quiet, never raises her voice, talks seldom, and never loses her courteous manner.

A superintendent reports a free period in one of his primary rooms, as follows:

Two girls played with dolls all through the period. Three boys worked with building blocks. Three other boys drew on the blackboard, one of them spending the entire period drawing houses. The teacher later told me this was the fourth day on which he had thus occupied the entire time. He has very poor control in handwork, but this morning I noticed he could put the chimney on straight. Several girls went to the teacher's desk and got materials for cutting and pasting. Some of them made paper furniture, while others cut from magazine advertisements certain pictures and pasted them in a little booklet. One girl had a booklet full of food for children. One girl wanted to play school, but she could get only a single pupil, and the session did not last very long. One girl printed, and a boy made animals from plasticine. Toward the close of the period one little girl evidently thought I ought to have something to do, so she brought me a book. She said it was a funny book, and that I could read it if I wanted to. Another in a bashful way invited me to play house with her.

One thing that I noticed was that none of them proposed playing the little games they have been taught. When left to themselves they prefer playing games in which they represent real things. The teacher finds this period gives her an opportunity to learn the characteristics of the child as she never did before, which is of course a great help in all her work with the children.

With the exception of the free period, this program does not greatly differ from many other primary programs. An observer can not help but notice, however, a difference in the atmosphere of the room. There is a greater freedom at all times. The children have gained sufficient self-control during the free period so that more liberty is allowed during the quiet periods. There is consequently less restlessness; the atmosphere is more democratic, as petty troubles are referred to the children to settle. The children are more natural at all times and have a happy emotional attitude toward their school.

The common elements in these reports which have collected, and which are most frequently commended by those engaged in this study are:

First. A flexible grouping of children worked out partly by the teacher and partly dependent upon the children's own organization of their work and play.

Second: The need of a variety of material which lends itself to construction and creative work, such as blocks, textile materials, clay, wood, paper, cardboard, paint, crayons, and suitable tools, the children having access to all of these.

Third. Freedom from unnatural, unnecessary restraint, and from formal dictated teacher-control, so that pupils may carry out more individual and group projects.

Fourth. A generous collection of the best textbooks, literary wholes and picture books obtainable, to which children may have easy access, with much encouragement for liberal and independent use.

Fifth. The intelligent and determined subordination of formal drill in the mechanics of reading, arithmetic, etc., to intrinsically worth-while undertakings initiated by children or teacher, or evolved by the entire group, including the teacher.

There is another important point faintly suggested in a number of the reports and clearly indicated in a few, that units of work should frequently occur having sufficient scope to extend over more than one day and calling, therefore, for more sustained thinking, planning, and cooperation. The more sustained and persistent effort of individuals and groups seems most frequently to be called forth by building schemes, construction in wood and cardboard, making and dressing dolls and play with same, the decoration of various articles made, conducting and participating in library clubs and reading circles for voluntary reading, dramatic expression, preparation of a school assembly program, or a party to entertain another group, and making booklets of various kinds.

One unavoidable defect in the plan so far followed (that of getting accounts of a single morning) is that the children often seem to be engaged in activities of a very transitory, isolated sort which may not lead to products of any value, either concrete or intellectual. An account of one morning's work as compared to a large unit of work is very much like the single photograph as compared to moving pictures. In a single photograph we see a static thing; in moving pictures we see the beginning, the development, and the result.

This defect in a brief observation is expressed in a letter from a supervisor who sent one of the best reports:

One of the weaknesses of the report, I think, lies in the fact that it seems to provide very little opportunity for the clinching of good habits. As natural habit formation is not a question of one day's procedure but must be followed up day after day in a happy, incidental and yet strictly conscientious way, I think that you will agree with me that it is not possible to show this phase of the procedure in adequate measure. In this particular room, however, there are fixed some of the best habits in relation to the very free activities that continue from day to day.

Further on she says:

The strength of the usual everyday work is its close adaptation to the particular needs of these children. I fear that this report can not show the points that make the work particularly strong, the spirit of service and cooperation among the children. I find, too, that in trying to avoid taking too many notes it is not possible to give the voluntary contributions of the children. They talked quite freely.

In closing, your committee makes the following recommendations:

First. That we select from our descriptive accounts of classrooms visited five which seemed clearly to present as many different types of practice. Submit these to a large number of school men and women in both teaching and supervisory positions and ask them to grade the work described in the order of preference, calling the example liked best 1. and that liked least 5; and that we tabulate these records and give wide circulation to the results.

Second. Try to discover whether the very formal organization and the mechanical work still very prevalent are due to overpressure in the matter of skill in the formal subjects. To secure data on this, send out a questionnaire aimed to show the requirements for promotion for the first three years. If we find requirements for promotion in schools conducted in a formal way no greater than in those having an informal organization, a partial answer will be obtained.

Third. Secure descriptions of large units of subject matter, projects, undertakings, as actually carried out in schools, and use these to convey more clearly the idea we are working on to those endeavoring to reorganize courses of study and daily programs.

Lastly. Since we have been greatly handicapped by the long delays in getting printed matter into the hands of members, we recommend that the council find ways and means to publish its own reports of studies made by committees doing research or constructive work.

THE WEAK POINTS IN INFORMAL ORGANIZATION.

DR. ERNEST HORN, University of Iowa.

I should like to say at the outset that I am heartily in favor of the substitution of these more informal, worth-while activities for some of the more mechanical and formal activities which have been so overemphasized. I have been absolutely won over to this point of view through being in contact with primary teachers in such schools as Horace Mann, and Speyer School at Teachers' College, Columbia; in the training school at Greeley, Colo.; in the Scarborough School in New York; and in the University Elementary School at the State University of Iowa. All of these schools have shown excellent results from a substitution of these more vital activities for the more mechanical exercises. However, it seems clear that if we expect to succeed ultimately in the complete substitution of these activities for the more formal sort, we must keep in mind certain criteria which must guide us in the selection of the activities which are to be substituted. We can not introduce exercises which teach the child nothing, and expect to hold the support of the public which pays for

the schools. The measure of the worth of any exercise is the amount of value in terms of habits, skills, tastes, and ideals which the child learns as the result of that exercise. Let me illustrate.

A so-called "project" which is sometimes found in the primary grades is that of making a paper wagon. As this paper wagon is ordinarily constructed, it is hard to see what a child would learn through making it. It is not made of the materials of which wagons are made; it doesn't look like a wagon; its parts are not like the parts of a wagon; it can not be used as a wagon is used. By such a "project" a child might get a very concrete idea of how wagons are *not* made.

Contrast this with projects which duplicate activities in life outside the school. I have in mind such a project as that of making a bird box. The materials used here are those of which bird boxes are usually constructed; the methods of making the box are the same as those which would be used by anybody; and as a result of the child's efforts a bird box is made in which birds will actually live. Such a project is real and affords a check upon the child's thinking which can not be obtained through so-called "projects" of the paper-wagon type.

It is, of course, not necessary that the children actually construct something. One of the most successful examples that I have seen of good teaching through children's activities was that in a city school where the primary children set a hen and took care of her until the chickens were hatched. Many of these children had never seen a chicken, but through this project they learned quite accurately the lesson of how chickens are hatched.

At this point I should like to warn, particularly, against the tendency to justify make-believe projects by claiming that they develop some general quality such as initiative, observation, or what not. It seems to me that we have here a very bad form of the old-style doctrine of formal discipline, a doctrine which has always been called forth whenever a teacher failed to find real reasons for teaching any subject. Particularly we should scrutinize very carefully any type of activity which is said to develop initiative. We should remember that there are certain initiatives that we want, and certain other initiatives that we do not want. Some of the gravest problems in the education of young people grow out of the possession on the part of certain pupils of highly undesirable initiatives. Such initiatives, of course, must be broken down.

It would be better, it seems to me, for teachers to avoid for the most part, the use of these general aims and to make certain that the projects and free-play activities used in the primary grades are of a sort that seem likely to teach the children important truths in an accurate way. The contributions which these less formal activities

can make are too important to be endangered by lack of critical evaluation.

If primary teachers will limit these informal activities to those which are clearly educational, there is no doubt that they will win the support of superintendents and supervisors and of the patrons as well.

STRONG POINTS IN FORMAL ORGANIZATION.

MISS CATHERINE WADKINS, Washington, D. C.

I feel that kindergarten and grade teachers are facing exactly the same problems to-day, and I am glad that this is so, because it shows that we are drawing together upon the same big basic principles.

In discussing formal and informal organization I feel that the question should not be presented so as to suggest irreconcilable opposition, for, while I hold to the necessity for a certain degree of formal organization, I also believe firmly that this is not contrary to or destructive of the type of organization which arises out of or is grouped around children's purposes. The child's experience contains within it the same element as that of the race; therefore there can be no conflict in kind. As Prof. Kilpatrick states, "since the whole fabric of institutional life grew out of human interests the path of the race becomes the possible path for the individual."

I hold that it is the special office of the teacher to see that this path which the race has followed, which to-day is differentiated and classified as subject matter—this racial heritage which belongs by right to every child—is presented to him and presented in such a way that it may become his possession. This is my first point, therefore, in defense of the organization of subject matter—that it *provides equal opportunity for every child* to enter into the best which the race has thought, felt, or achieved. It is the first and most important duty of the schools to see that this heritage is passed on to the new generation and is not left to chance, to incidental, casual choice on the part of either child or teacher.

If organization were of the informal type only, growing always out of the child's purposes, development might reach a high level in schools where the teacher knew how to lead on, where she understood just when to present the necessary subject matter in relation to the children's interest. In other schools, where the children would have an equal right to demand the same enriched experience, their own limited outlook and the lack of power and insight on the part of the teacher would defraud them of their heritage. Organization of subject matter would make this state of things less possible, for it *conserves values and passes them on*. Again, organization preserves balance; it prevents the teacher who can do one

thing exceptionally well, or who sees one subject as especially important, from overemphasizing that particular subject or activity to the neglect of others equally important. In subject matter itself organization tends to assure a better scale of values, the less important subjects being subordinated to those demanding more time. The danger of informal organization is to accept all purposes as of equal value and to allow the immediate interests of the child to determine his selection, even on planes where his limited experience makes profitable choice impossible. The maintenance of balance insures for the child a more all-sided development and growth.

Third, *Organization helps the children to see "scattered facts in significant relations,"* and thus leads to a *more logical type of thinking.* Little children flit from one purpose to another, and they need the more mature mind to guide them into larger units of thought and wider, more far-reaching relationships. The teacher is also helped to see the child's isolated acts in relation to the whole process of growth and thus to evaluate them wisely. By seeking the whole she would know how to suggest the next progressive step.

Fourth, Subject matter which is organized on the basis of the child's interests and needs *gives the proper direction to these interests* by furnishing appropriate stimuli to call out certain approved responses. This presupposes that the organization has made provision for avenues of expression other than the traditional three R's, lines of activity natural to little children; for example, every child loves to talk and to listen to stories; to dance and to sing; to imitate; to construct; to paint and to draw; to ask questions. Now an organized curriculum should guide these activities and instincts into right channels by extending the child's knowledge of things already in his experience, by giving new experiences to stimulate and enrich his original purposes, and by suggesting social aims.

We can not expect to secure the highest type of growth or of development if we leave the stimuli for children's purposes entirely to incidental, chance happenings, or to their own limited experience.

Fifth, Organization of procedure *prevents waste*—waste of time and effort. In the purposes of little children there is frequently much repetition. This is perfectly legitimate at first, but when it ceases to be delight in a sense of power over materials, or of mastery over previous difficulties, it becomes waste of time, because the child never really progresses. It reminds me of the story of the old, lucky riding for the first time on a merry-go-round; he became so enchanted that he continued to ride and ride until his wife, who was standing by, pulled him off, saying, "You've rid and rid, but where has you got."

Dr. Dewey says "continuous initiation, continuous starting of activities that do not arrive, is like forever tasting and never eating."

Organization; by giving definite goals, helps both the child and the teacher to *aspire*.

These are the main points which I would urge as important for us to bear in mind, and in submitting them I wish to add that I believe all organization of subject matter and procedure should be so elastic that it may be adjusted to fit individual conditions and that both teacher and child should be free to carry out self-initiated purposes. It is possible even where there is formal organization for the teacher to guide without overpowering, to present a rich variety of stimuli without insisting upon uniform response, and to hold consciously to educational standards and values without external imposition.

If we try to keep the child, his powers and his growth, in the forefront of consciousness, subject matter and procedure will necessarily be subordinated to this central thought, even where the organization is formal.

REPORT OF THE COMMITTEE ON FURNISHINGS AND EQUIPMENT FOR PRIMARY SCHOOLS.

By the chairman, ANNE LOUISE DAY, University of Nevada.

We have at last reached a stage of development where we realize that material surroundings influence our intellectual attitudes. I believe there is not a teacher in the room who does not realize that her environment determines in a great measure the character of her work.

Some two years ago when we were planning a program on "Free Work in the Primary Grades" what had seemed to be a side issue I found to be a very important factor in the realization of our ideal. How is the teacher to do all this free work? How is she to give the child an opportunity for initiative when she is provided with seats screwed to the floor in rows, with a desk having perhaps one large drawer and two smaller ones at her side, and with as much as 9 feet of shelf space to put material on, and that shelf is in a little cupboard where she keeps her hat and coat and is accessible to the teacher only? So we sent out questionnaires over the country asking teachers what they would like to have, what they needed in the way of equipment and materials in order to make the primary classroom what it should be for the fuller development of the children.

School principals, boards of education, and superintendents of schools are very much like the man in a family I once knew. The wife struggled with her husband and the plumbers for six weeks before she could get them to place the sink in the kitchen at the proper height for a woman. We are going to struggle for more than six

weeks; we are going to keep on struggling until we have classroom furnishings to fit the workers.

Mr. Cooper, the Boston architect, who is chairman of the national committee composed of many leading men in our country who are working on the standardization of school buildings, said to me, "Miss Day, we have been looking around for women who will give us information on what they want." I told him what we had gathered. "But," I said, "this is only a small report, and we want to secure the ideas of all the teachers in this country that we can possibly reach."

We sent out more questionnaires, a complete report of which we made at Chicago last February. There are 10 items in this questionnaire which were practically unanimously agreed upon by people throughout the country, not only by classroom teachers, but by men in colleges of education who have come in contact with the classroom teacher and realize what she most needs. We are hoping that you will ask your superintendents and school boards that they provide at least these 10 important necessities.

QUESTIONNAIRE ON FURNISHINGS.

Primary classrooms should be furnished with at least the following equipment within the room: (This list is merely to stimulate ideas.)

1. Cupboard shelf space (below 4 feet) 36 inches by 18 inches by 9 inches, for each child in the class.
2. Additional shelf space for general materials, 30 feet by 18 inches.
3. Work tables or drop-leaf work shelves.
4. Two sand trays (12 by 36 by 6 inches each) on one rolling base.
5. Movable furniture:
 - (a) Chairs and tables.
 - (b) Movable desks.
6. Toilet, lavatory, soap, and towels.
7. At least 96 square feet of swinging display boards.
8. Library bookshelves and a good collection of story and picture books.
9. Materials and tools to work with building blocks, rubber type, etc.
10. Free floor space at one side of room for constructed projects.

I should like to know how many State chairmen there are present in this meeting. If you are a State chairman, will you please stand? (State chairmen from Indiana, Rhode Island, Michigan, and Minnesota responded.)

I am glad to know that we have at least four present. Will each of you here present go back and work with your State chairman on this matter? One woman said to me, "Why! We sent out these questionnaires, they have been published, they have gone all over the country, what more is there to do?" How many of you have noticed any change in the classrooms since the meeting in Chicago? Now, this is where you must help. We must keep on "struggling," and I want you to know that superintendents throughout this country

are most eager to receive from you your suggestions as to what is needed. Letters come to my office day after day saying they are to put up new buildings and asking us to give them suggestions. They are just like the good husbands who find out what their wives want. If it does not cost too much (we have to be careful of that) the wife usually has it, if she really needs it, if it is important. We stand in that relation to the public schools. The superintendent and the school boards are the fathers of the schools and we are the mothers. It is for us to suggest the needs to be met on the house-keeping side, the things that are most essential, shelf space, where children can put materials, where they can go and get materials without disturbing each other, without getting in the way of each other. An abundance of material is needed with which to construct something besides paper wagons, with which the children can continue their activities, and above all a free space in which to move about and work.

• Little children do not flit in interest from one thing to another if they have anything worth while to do. They will work upon one project for a week at a time if the thing is of interest to them, and they will grow and learn from that continued activity. But what fun is it to start building, get half through, and the day ends? They have to muss the structure all up and stack it into boxes or put it into the cloakroom where all the children trample over it. Next morning it is not in fit condition to continue work upon.

Recently I talked with one teacher who is trying to do something for the children besides putting them into their seats, thrusting a book into their hands, or compelling them to sit with hands folded. She had quantities of material stacked on the shelves and floor of the girls' cloakroom so that when the children went home at noon and at night she had to hand out their wraps. She was working under difficulties, but she was succeeding to a remarkable degree. At the front of the room six seats had been removed and the children had space in which to construct and to play free educative games.

I have come to you asking you to work throughout your State. Some of the State chairmen have written to me asking what they can do. Get teachers to suggest what they would like to have, what seems absolutely essential for a classroom. Send out your questionnaires, send out your suggestions, and we of the general committee will be most happy to help you in whatever way we can to collect the data of the work done in different States and distribute it from one State to another, if you will but send it in.

Last June we felt that this work was greater than just the first three grades, that it needed to reach from the kindergarten through the universities. So we asked the department of elementary educa-

tion of the National Education Association to appoint a committee to work in conjunction with our committee to determine what should be the equipment and the furnishings for the four upper-grade classrooms. Their aim will be to bring about those changes which the classroom teacher feels absolutely essential. We also requested at that time that the kindergarten department do a like work. Miss Lovett, of the Milwaukee Normal, who is chairman of the kindergarten committee, has sent out a number of questionnaires, and the committee is compiling suggestions on what should constitute standardized equipment and furnishings. I will read some of the suggestions of her committee:

First. Number of children for two teachers, 30 to 40; that is the maximum.

Second. Space, two rooms, with accordion doors.

Third. Location and equipment: They ask for porch, windows, cupboards not higher than 5 feet that the children can reach easily, and storeroom. Rooms lined with shelves, blackboards in the kindergarten, display boards, shelves for books and treasures—all of you know of the treasures the children bring to us and which we surreptitiously put into the waste basket the next day or two, hoping the children have forgotten—cloakrooms; toilet and lavatory.

STATEMENT BY THE COMMITTEE ON ELEMENTARY EDUCATION.

By the chairman, Miss THEDA GILDEMEISTER, of Minnesota.

The members of our committee were called together at the close of the July meeting. Miss George represented the western coast and Miss Payne of New York City, and I represent the middle section. Our report will be ready at the next meeting of the superintendents, and I can make a partial report only at this time.

Miss Payne is collecting photographs of elementary school equipment and furnishings from different schools in New York City. She is also collecting data from teachers in regard to the things they most need in their schoolrooms.

In Minnesota I am also collecting photographs and blue prints, with descriptions of various new school buildings being erected there. The teachers in Minnesota have a voice in the matter of buildings and equipment for the schools in that State, and we expect to submit a full report at the end of the year.

SPECIAL REPORTS ON DAILY PROGRAMS IN VARIOUS LOCALITIES.

The following report by the research committee of the kindergarten-primary section of the Michigan State Teachers' Association gives observations in the first grade in a city public school.

REPORT X.

EQUIPMENT.

Flag (4 by 6 hunting).
 Folding table (brown).
 Chairs (rubber tips) brown.
 Large light room, 7 windows (4 north, 3 west).
 Ample blackboard space, low boards, picture rail.
 Thirty framed pictures—(change 3 times a year, 10 up at a time).
 Building blocks (aeroplane, wood, stone).
 Work bench, movable (36 by 24), with vise, saws, hammers, wood, nails.
 Toy box (large)—large printing set (inch type), scissors, water colors, paints, brushes; colored crayons, paste, pins, tag board, milk bottle tops, clay; spool, large, small; collar buttons; colored paper, large, small; colored mounting paper, paper dolls, dolls to dress, cloth for dresses, needles, thimbles, 2 balls, 12 bean bags, 2 tinkler toy sets, dominoes.
 Seesaw.
 Desk with bench at back of room for children.
 Wardrobe cupboard, low shelves.
 Twenty-five books—primer and first reader.
 Low table—sewing, parties, lessons in placing a table.
 Shelves for material and books.
 Window box.
 Doll house (6 rooms).
 Flagpole (8 feet) on block, movable, raise a small silk flag at opening of each day; also used for May pole in spring.
 Manicure set.
 Musical instruments, Victor machine (20 records), clappers, 3 sets of bells, triangle, xylophone.

ENROLLMENT 29, AVERAGE ATTENDANCE 24.

Percentage of time given to undertakings which initiate 62 per cent.

First bell, 8.10 a. m.—Children came in, looked about, found things cared for—plants and garden watered, window sills, desk, and bookshelves dusted, books rearranged on shelves, flagpole arranged for flag salute, etc. They visited with each other over happenings of the night before. Some selected materials and placed them at their tables. Some practiced new songs on xylophone. Some read what was on board and played school with word cards and books. Two girls unpacked their sewing bags and threaded needles ready for sewing.

Last bell, 8.30 a. m.—A boy scout raised the flag on the pole in front yard, a child raised our flag in our room. We all stood at "attention" while the "Star-Spangled Banner" was played and then gave the flag salute.

Children gathered together in a group on the floor. Roll was taken. (Children answered in various ways, by giving father's or mother's full name, their street and number, name and street of school, etc.). We talked about absent ones; if ill, what could be done for them; if away, they might see. Talked about the weather, and how it differed from previous months. Marked off the day on calendar. Children discussed plans for the day, at school and at home, what they intended to construct, etc. Some asked for materials which they had not found. Three boys were told by children that their feet were muddy; they left the room. (At least once a week we have a lesson on care of finger nails, when each child cares for his own nails, a splendid opportunity for talks along many health lines. Each child used his nail stick (skewers from the meat shop), which he had sandpapered, and his own nail board of fine sandpaper. We helped each other with the cutting of right-hand nails. (Time, about 20 minutes.)

B Group—

Phonic and reading preparation (primer). Children brought their chairs to the place they preferred (sometimes they prefer the cloakroom).

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A Group—

- 3 boys worked on bird houses in hall.
- 2 girls sewed on dresses for dolls.
- 1 boy took nailbrush and soap to basement. When he returned he cut, filed, and polished his nails.
- 1 boy built an airplane with Tinker Toys.
- 1 boy built barn and a fence with wooden blocks.
- 2 girls read from new books.
- 1 girl dressed and undressed our dolls, trying on all the clean clothes.
- 2 girls furnished a "shoe-box" room for paper dolls they had made the day before.

(Time, about 20 minutes.)

Each child found something to do. He was drawn into some kind of group project, usually by its attractiveness if he had no plan of his own.

A Group—

Phone and reading preparation.

B Group—

- 3 boys worked on furniture in hall. (They had separate places on shelves for work not complete.)
- 4 children drew with colored crayons.
- 2 girls sewed on bags they were making for their sewing materials.
- 1 boy sat on floor and listened to A Group reading.
- 2 boys built houses with stone blocks.
- In different places on the floor children arranged the furniture which they had previously made in rooms. Finally they came together, each with his own contribution, placing the rugs and furniture together for one complete house, thus bringing the "whole family home to live together."

(Time, about 20 minutes.)

B Group wrote on board.

A Group sat on floor, observed, and suggested.

A Group wrote on board.

B Group observed and suggested.

(Time, about 15 minutes for each group.)

Recess and physical training.—About 5 minutes for new directed games.

Children asked for Maypole dance for several records. Each worked out his own free rhythm. Band director and children to play in band were chosen—3 sets of bells, clappers, triangle, drum being used. Band played with Victor machine. A march was asked for, a leader chosen, formed in single file, then in 2's, 4's, and 8's, pivoting in center of room. (This was suggested because of pageant work of upper grades.)

Children asked to rest, each took his own comfortable position, some lay or sat on floor, some took chairs.

(Time, about 20 minutes.)

B Group—

Reading.

Chose to read in cloakroom.

A Group—

- Same 3 boys continued work on bird houses.
- Same 2 girls continued sewing on dresses for dolls.
- 3 boys drew pictures on board.
- 2 girls continued work on "shoe-box" house. (They asked a boy to help them cut windows and doors.)
- 1 girl worked on her nails.
- 2 came to the B Group and enjoyed reading.

(Time, about 15 minutes.)

A Group—Reading.

B Group—Same 3 boys worked on furniture in hall.

2 girls continued their sewing on bags.

3 children wrote on boards.

1 boy bounded ball in wardrobe.

2 read books from shelf.

1 child listened to the A Group story of "The Three Bears."

(Time, about 15 minutes.)

Children recited "The Swing"; also requested the reading of the Garden Poem by the teacher.

DISMISSAL 11 A. M.

First bell, 12:55 p. m.—Many of the children were quiet at this time, some sleepy—seemed to be a rest period with most of the children, and yet "house" and "school" were played by some. Many were content to watch.

Last bell 1:15 p. m.—Children gathered together for music and chose their own songs.

R Group—Reading.

A Group—

Part of group continued work of morning; others began new projects. (There are always leaders among the children, and while work is not really copied, good things come through suggestions.)
(Time, about 20 minutes.)

A short period of rest on the floor.

A Group—Reading.

B Group—

Now that the children have some power to read by themselves, the book shelves are much used, with noticeable results in class. Many of the children have learned to knit. Chains made of coarse yarn, knitted with the fingers, were used to play horse.
(Time, about 15 minutes.)

Recess. Games. Rhythm. Out Door.

Drawing—Here I find my greatest problems. The outline is very helpful, but sometimes too difficult, not functioning in the children's projects. (There will be no drawing outlines in this grade next year.) (Time, 20 minutes.)

Story time—Bird stories were told and retold.

Dismissed at 3 p. m.

DISCUSSION OF THE REPORT.

Mrs. DUDLEY. Three years ago the executive board of the Michigan State Teachers' Association suggested that the future activities and programs of the various sections of the State organization follow some line of research work. In accordance with this suggestion the kindergarten-primary section appointed a research committee.

It so happened that several members of this kindergarten-primary committee were also members of the National Primary Council. We came back from last year's meeting in Chicago inspired by the work being carried on by the National Primary Council, and inspired with a great desire to get this good work over to every primary teacher in Michigan. We had in mind not alone the teachers in the larger centers whose supervisors could carry it to them, but the teachers in the smaller towns as well and the teachers in the rural schools.

The research committee undertook to find out the conditions existing in primary and kindergarten schools of our own State with the purpose in mind of assisting in any way possible to remedy conditions where they needed to be remedied.

In accordance with this purpose, the first questionnaire sent out had to do with number enrolled, equipment, the content of a day's work, and the problems in connection with supervision of special subjects, such as drawing and music. We have been especially interested in the last-mentioned phase of the primary school problem.

We are certain that in our smaller towns, and larger towns, too, there are many teachers who are unable to carry out the most desirable types of work because of unrelated problems imposed upon the groups by special teachers; also because of the lack of assistance from special teachers in carrying out problems growing out of the child's own interests.

Reports came in from all over Michigan. The committee selected five which they thought would be most helpful and suggestive to the teachers of the State. Report X, which we are happy to learn the Primary Council considers a helpful one, is one of the reports obtained by this committee. It, with three others, was published and distributed at the 1919 meeting of the Michigan State Teachers' Association in order that every primary teacher who came to that meeting might have some of these things in tangible form to carry back, not only for her own benefit but for her superintendent also.

Report X we felt to be a significant report because of two features. First, the part of the day's procedure which the average teacher is most inclined to emphasize is the so-called recitation time. You will notice that the teacher of Report X in several cases merely mentions her reading class, while she spends a paragraph in discussion of what the children were doing out of recitation time, what they were doing when they had opportunity to initiate their own activities. We were happy to know that many teachers of Michigan were realizing the value of that side of their work.

There is another significant feature in the report. The teacher, because of supervisory influence, or because of her own feeling that it must be so, had devoted a regular period to reading, reading which came through a formal textbook. She said, "Spent about 15 minutes reading" (reading from a certain text). She still found opportunity for children to engage in projects of their own planning. The significant point there was the fact that even though a teacher had a certain amount of subject matter which she must cover, even though she must devote certain time to subject matter which was definitely assigned to be covered, it was still possible for the children to be engaged in a great many other activities; worthwhile activities of their own choosing and planning. I believe all of us have met the teacher who excuses a cut and dried, teacher-directed program with "I can't do any of the project work because I have so much reading to accomplish." I know personally the work of the Report X teacher. This last fall her reading, too, has become an activity.

One of the features worth mentioning in connection with this bit of research work is that our Michigan State Teachers' Association furnished the money to carry it on. After a number of committee

meetings we realized keenly that we were hampered because of the lack of money—money for the publication of reports, means of financing meetings, and so on. We simply wrote to the executive board of our State association, outlined to them what we were trying to accomplish, and asked for a start of \$100 for the work. They gave it to us. The work of this committee is being continued this year, and it is being continued under the financial support of the Michigan State Teachers' Association.

Miss GAGE. The inspiration that was the outgrowth of the meeting at Chicago last year, the inspiration and help that came at that time was carried back and this fall approximately 19 first grades have been assigned, as an experiment, and are to have a public school superintendent and public school supervisor. This seems to me to be a compliment to the National Primary Council.

Miss Shaw, at present assistant superintendent of Kalamazoo schools, could tell you further of this.

Miss SHAW. The inspiration, I think, for this work came from two sources. The National Council has probably done a large share, and we have had wonderful cooperation from the general supervisor in our city, who understands what should be done and what equipment we should have in our first grades. What we call our "cradle roll" has been turned over to the supervision of a competent kindergarten teacher, Miss Raymond, and the work there is of the informal sort.

We were at first given only a half year for this work; that is all the superintendent of all schools was willing to allow. Reading is coming along in spite of it, no formal work at all, but they read and read and read. In as much as we got that half year, we are going to prove that we can do in three semesters what was done formerly in four.

Supt. PERRY, of Massachusetts. Two years ago this spring I had a conference with one of our progressive primary teachers on this very subject, and the outcome of the conference was that she agreed to go to Teachers' College, New York City, for the summer, and I agreed to equip the room. I agreed to do more than I thought. I did unanchor some of those seats you have told about that are screwed to the floor. I purchased some linoleum, to make a play-room, and I had to pay \$100 for the linoleum we put down. I say this as a warning to the rest of your gullible superintendents.

The program that we put into effect did not vary much from the regular school program, something like the one that was read here. We did have a period from 11 to 11.30 on the program as a free period, where the children took the initiative and did what they had a mind to do. They did not set any hens as I recall. If they had I am not sure where the initiative would have been. I am

sure the initiative would have been outside the teacher, and some outside the pupils in that particular project.

Did that amount to anything as far as the whole day's work went, just half an hour? Was that worth while? Did it make much difference? It did. It changed the whole day. The whole spirit, the national spirit of that room was changed on account of that one half hour of freedom, you might say. In the first place, it gave the room a more natural environment for the child. The teacher told me, when the children came to school in the fall, it was the first time in her experience no child cried the first day. These children had not had any kindergarten experience previous to coming to this school. The same thing happened last fall. That gave the teacher a splendid opportunity to protect the children's natural impulses, and, to some extent, to build upon them. She did not get much chance when teaching 40 children all in one group, all doing the same thing at the same time under her direction. Then it gave a chance for the development of the social instincts of the children. You would find children helping each other, a thing frowned upon in the formal school, but there they could do it in a legitimate fashion.

Now I get down to the main point. There is a general freedom allowed in the primary department. If they don't want to read, they are not compelled to read. That seems very radical. Some superintendents say, "How far are you going to carry that?"

We had in February two children who had not yet begun to read, and the teacher tells me she had never promoted a child in other years unless they have gotten a pretty good start by January; if, for instance, they are out on account of sickness or for other reasons and have not got started. These two children had not begun to read in February, yet they had no trouble when they got to a point where they wanted to read, and read enough so they were promoted without any difficulty at the end of the year.

Another striking case: A little boy, the youngest in the room, an immature child, did not want to read until April, and in April he "felt the need" for reading and asked the teacher to allow him to take his book home and read to his people, and that child is in the second grade this year and doing the work there.

I think the matter of school discipline should be made more democratic. I heard Thomas Mott Osborne, the prison reformer, say that when his boys got large enough to go to school he could find but one school in the whole country which would tend to prepare them for their duties as citizens, and that was the George Junior Republic. When he mentioned they were going there, their grandmother held up her hands in horror. There the discipline is more democratic, for they allow the children to settle their own petty troubles.

This morning the speaker said that the best way to secure discipline was to stop disorder before it occurred. I have thought that was a very good way myself. It seems to me we should let crises occur in school and teach children how to meet crises. Better let a crisis occur where it can be settled under the guidance of the teacher, rather than be settled by the children alone, and perhaps often in the wrong way.

Those are some of the things we have found in that room as the outgrowth of this experiment.

REPORT C-2.

Supplementing Report C, 1919, on "A Day's Work in a Primary Room,"
H. C. P. E.

This summarizes briefly the purposes and results of a year's work by a group of children in the room observed in Report C, 1919.

A STUDY OF THE FIRST GRADE.

The year's work herein outlined was a study made to determine to what extent and with what results the newer educational theories as they affect the organization of the curriculum and the daily program can be successfully applied and practiced in a typical primary class in a city system. The individuals making the study accepted the usual conditions existing throughout the system, i. e., (1) responsibility for definite accomplishment in subject matter, (2) schoolroom equipment, (3) number of pupils in class, (4) mentality of pupils in class, (5) general school organization. Those making the study were left entirely free in the matter of time allotment on the daily program and methods of procedure.

The group at work was observed at intervals during the year by a committee composed of six elementary school principals, each with his primary teacher, the primary supervisor, and the district superintendent. This observation was made at these intervals: First visit the first week, second visit the ninth week, third visit the nineteenth week, fourth visit the thirty-ninth week.

CONDITIONS ACCEPTED.

Composition of the class group.—The usual promotions throughout the school occurred in January, 1919. The 56 pupils recommended for promotion from the kindergarten to first grade were divided into two groups; 23 formed a beginner's class in another primary room, and 33 formed the group for this study. To these 33 were added 4 first-grade nonpromotions. During the year additional pupils entered this group: 1 from a parochial school, 1 from a private school, 1 from another public school of the city, 6 from the group of 23 mentioned above. The total number of the group for study was 46.

Withdrawals during the year occurred as follows: 5 left the city in June, 1919; 1 left city in October, 1919; 1 was sent to private school upon the advice of teacher and principal; 1 entered an orphanage.

Nationality of group.—All American born, 39 born in the city, 7 in other States.

Attendance.—Normal.

Community.—One of comfortable apartments and small homes, and small retail shops. A community better than the average in material opportunities.

Physical equipment.—Room 31 by 24, lighting of unilateral type. Blackboard on three sides of the room.

Seating.—Moulthrop chairs, 2 school-yard benches used for work benches.

Bulletin boards.—Home made, a type adjustable to any height, and sufficient to display class exercises for class criticism.

Reading chart. Price marker with large and small alphabet and figures. Tools—saws and hammers. Paste and scissors. Rulers. Printing set, rubber type. Balls—large and small. Mother Goose games. Punch. Dinner gong. Hill floor blocks.

Accidental equipment of toys, games, books, etc., loaned at intervals by pupils of the group.

School supplies—paper, pencils, colored crayon, clay, etc.

Wood—discarded fruit crates and boxes donated by shopkeepers. Nails, stains, paints furnished by the children who used them.

Text—Primers and First Readers.

Supplementary—Miscellaneous supply.

School sessions—A. M. 8.45 to 12, with one 15-minute intermission; p. M. 1 to 3.20, with one 10-minute intermission.

School subjects—Reading, writing, spelling, phonics, language, music, drawing, numbers, physical training.

SOME FUNDAMENTAL PRINCIPLES UNDERLYING THE STUDY.

1. School Is a Miniature Society.

(a) Laws of society arise in response to a need; therefore rules for the schoolroom were made as need arose. An example: When the weather necessitated more outer clothing, an increasing confusion became noticeable when children went to the wardrobe for wraps. One child's suggestion for relief from the confusion was accepted by the class. It was to choose one of their number each week to stand at the wardrobe door as "traffic officer," whose duty consisted merely in standing there, for the rule was established that children would enter passing behind him and leave passing in front of him. After several weeks of such practice one child suggested that as every child knew which way to go there was no further need for the officer, and the office was discontinued.

(b) Interdependence and not independence is the proper relation to exist among the members of any society. Numerous occasions gave opportunity to develop an appreciation of this principle.

Example. The teacher and children went to see men at work building a house in the neighborhood. The teacher called attention to the fact that each man had his own work to do, inasmuch as some dug the cellar, some carried bricks and mortar, some laid bricks, etc. In using the Hill floor blocks, later there was evidence of greater cooperation among the builders, some children showing a greater willingness than they had shown before to fetch and carry, or to give up an individual project in favor of a larger class project.

(c) A democratic society should recognize superior ability among its members and acknowledge such by conferring leadership. The leaders should realize and accept the responsibility that superior ability entails. The children of this group showed a developing of the powers of discrimination by seeking help when in need of it from those who had established themselves as proficient in the various activities of the room.

2. The Whole-Hearted Purposeful Act is the Most Effective Unit of the Educative Experience. This Implies That the Purpose Must be Defined and Recognized Before the Activity is Entered Upon.

There was a definite daily period when children chose their tasks, made and executed their own plans, and judged of the excellence of the product; this was the only guaranty that activities engaged in were really whole-hearted and purposeful. In the first few weeks there was a daily getting together after this period for the purpose of giving to each child an opportunity to show what he had done, how he had done it, and whether or not it worked. The teacher's purpose here was to crystallize public opinion in favor of worthwhile activities as opposed to dawdling. The fruit of this "get together" procedure was made apparent by the fact that soon no individual, or group of individuals, would pursue an unworthy activity without encountering adverse criticism from his mates during the period. Therefore the daily getting together was discontinued, but later whenever the teacher saw in any activity entered upon by the children an opportunity to aid the children to see more clearly what constituted worthwhile and truly purposeful work, she called the group together in order that the class individually and collectively might have the experience of weighing and determining to what extent this activity under consideration furthered

a worthy purpose. In order to enable the children to form correct and definite standards of "worthwhileness," it was necessary to bring before them for their consideration both purposeful and purposeless activities. No activity was held to be worthy that did not serve an educative purpose in the broadest sense of that term. The welfare of the group as a whole was a basic factor in weighing the worth of any activity undertaken.

The values of the free period were incorporated in other work of the day. Conscious effort was made to extract from every interest which arose among the children all the leverage which that interest would afford in promoting progress in the regular school subject; for example, parties undertaken by the class necessitated writing and sending letters of invitation; preparation of the entertainment involved reading, language, dramatization, numbers, music, drawing, construction work, etc.

3. Individual Differences Must be Recognized in the Educative Procedure.

All encouragement was given each child to progress at his best pace in the school subjects. An example taken from spelling: Each child was given a blank book in which he inserted all the words which he had learned to spell. Results showed every degree of attainment, the most marked contrast being between the child who learned only the words assigned for the year and two children who learned four times that number.

4. Activity, Not Passivity, is the Keynote of Child Development.

Activity is both mental and physical. The mental aspect of activity is prominent in learning to read. The teacher's obligation and responsibility, it must be remembered, was to achieve results in ability to read. To do this with the least friction and waste, it was necessary to create and to stimulate the desire to read. All legitimate means were used to lead the children to recognize that reading was both pleasurable and useful. These are some of the means employed: Teacher read stories aloud, children from other rooms and higher grades were invited to read, the best texts were provided, technique was subordinated to thought getting, wide latitude was given in children's choice of texts that were furnished. An opportunity to work with children of like ability, which small grouping allowed, constantly stimulated the reading interest. As the desire to read was awakened, it was apparent that the children looked upon the teacher as their ally in furthering this aroused purpose.

The recognition of this principle of activity versus passivity gave the schoolroom the sound and appearance of a busy workshop, in contrast to the traditional schoolroom with its "set task sit alone at your own desk" procedure.

5. The School is Responsible for Desirable Character Formation.

Character is manifested by one's reaction to life situations. The citizen of desirable character is one who can face a situation and react properly to that situation—that is to say, he has full command of himself; he must have the ability to survey a situation, to determine the proper course of action. A course of action having been decided upon, he must have the disposition to act in accordance with his decision. The school environment furnishes, through the apparently insignificant happenings of its routine, a rich field from which we can provide opportunity for the children to face real life situations and under the teacher's guidance to react properly to such situations. Example: In the middle of the year a boy who had frequent conflicts on the playground came into the group. Following these conflicts complaints were brought to the group either by the boy or by others against him. These complaints opened the way to direct the attention of the class to their responsibility for seeing that children on the playground met with fair play. Under the teacher's stimulus the children undertook to investigate the cause of the frequent quarrels and to bring the offender to justice. Inasmuch as the quarrelsome boy was not always the offender, these occasions were excellent opportunities for demonstrating the necessity of going deep to get at the cause of trouble. Therefore, instead of being a drawback to the discipline of the school, this boy was the means of unifying and clarifying public opinion on matters of such a nature.

RESULTS.

The achievements of this group were entirely satisfactory. The obligation to cover the ground prescribed as the year's work was more than met. Evidence of this accomplishment was more convincing during the latter half of the year than during the first half, for in the early weeks accomplishment in subject

matter was held subordinate to the establishment of such fundamental virtues as habits and attitudes; once established, these habits and attitudes minimized the effort necessary to accomplish the subject matter. Growth in habits and attitudes was slow but sure. For example, the teacher, in order to give opportunity for the development of responsibility, occasionally left the group alone in the classroom. At first there was abundant evidence that behavior was affected by the teacher's presence and influence. Later, growth in this respect had reached a point where the teacher's influence and presence were less felt, and work progressed under the influence of a conscious recognition of responsibility. During the last half of the year there was unmistakable evidence that the class was indifferent to any influence except that of worthwhile purposes that gripped each individual. There is not the slightest doubt but that this manner of handling the beginners has established habits of self-control, self-reliance, self-respect, and courtesy more strongly and with greater genuineness than any other method of procedure heretofore followed.

DISCUSSION OF THE REPORT.

Miss BRADY. Madam Chairman, it seems to me there is very little needed to be said, as this leaflet practically tells the story. It was not possible, however, to put into the leaflet in detail the gain made by the group of children in their formal school work, the regular school studies. It was the consensus of opinion, however, of the members of the committee who observed this work throughout the year that these children had done a great deal more than the course of study called for in the regular school work. In the growth of right social relations we felt there was the greatest and most important gain. The attitude of these children toward the work, toward each other, and toward the children in the schools with whom they came in contact seemed to us to be the thing most worth while.

The gain which the children made in the regular school subjects might have been made under the direction of any primary teacher in the ordinary primary school way, but the habits and mental attitudes of these children we were sure were the result of this kind of procedure. They were the outcome of a very definite condition in the mind of the teacher. An essential part of her purpose was the purpose of the children, and an essential part of her purpose was to develop just these habits and attitudes that we talk about here as being the things that after all were most worth while.

Miss ERNST. I would like to call the attention of those interested in change of procedure, from the standpoint of teachers and standpoint of superintendents, to what the conditions were that were observed by the people in this work. We come from St. Louis, where "organized" is printed in big capitals. We had to cover the ground, and we had to do it with the equipment of the room as it was. It happened to be a number of chairs, a wooden bench, and the ordinary school supplies. The youngsters supplied the needs. They had five or six Moulthrop chairs; so those youngsters, realizing they could not entertain a lot of people and use Moulthrop chairs, made some chairs out of soap boxes. I have sat on the chairs they made.

The first chair made in that room was made with the back built out of a piece of stuff. I don't know where they got it, but it had an oblique nail sticking out just in the middle of the back, and all who sat on it—it was particularly the teacher's chair—did so very gingerly, but nobody said a word about that nail. That nail stayed there a couple of days without anybody speaking of it. Finally, a child noticed that the teacher might tear her dress on the nail. But the head was slightly embedded, and the job of getting it out lasted several days. Finally they got it out, and nobody gave the slightest suggestion as to how to do it. But that isn't what I want to talk about.

The conditions were exactly those of the ordinary school in a normal town like ours, 46 children taken care of in the ordinary schoolroom, and 2,000 of us have such schoolrooms. The teacher, and here's the important point, was a first-grade teacher, and she had been a teacher years before when the program called for formal organization and had made the work go. Something happened to her: I think it was Primary Council probably indirectly applied. She got a new purpose and she did what thousands of school-teachers in this country can do. She discovered the new purpose was worth while and found her footing in it, using whatever material she had. She got busy on it and has done the old job in a new way.

May I call attention to the report in another particular? It is implied that propositions must be planned before activities are entered upon.

I think you will recognize the possibilities that are there suggested, how in the ordinary schoolrooms, in the ordinary course of study, or rather demands of the course of study, the teacher can find her footing; she will find adjustments can be made perfectly well. She won't need \$100 for linoleum. She won't even need \$50 for Patty Hill blocks. We do need a teacher who is sure that there is something behind the new procedure.

It all depends upon the viewpoint of the scrutineer. Watching it constantly, we could not pick a flaw, and some of us were hunting for the flaws. We could not pick a flaw in the ordinary subjects. Those youngsters can read, can spell, can write, can do numbers. And they can keep their accounts perfectly straight on thrift stamps, picnic tickets, entertainment tickets; anything that needs to be done those 6-year-olds are perfectly able to do, and they keep the accounts from day to day.

The most remarkable thing in my judgment about this experiment which we were watching for a year was the social result. I never expected to see such perfect social adjustment in a group of 46 children as I have seen in this group. There was not a single child at

the end of the term who was unfairly individualistic, who was selfish, who was unable to sit down with his fellows in the planning of a proposition and take the subordinate part if that was what fell to his lot. It was the most remarkable example of a year's work in social adjustment that I have ever seen or hope to see.

Mr. PERRY. I want to say that if the children had sat down on our floor before I had it covered with linoleum, there would be other projects in that room besides getting nails out of something.

A MEMBER. What time of dismissal is generally accepted by the council for primary children? How many hours a day should they work?

Miss CALMERTON. Madam Chairman, I should like to answer that. We have a good plan. Our children are divided into two divisions. One division works from 9 until 11 and is then dismissed, and the other division remains until 11.30. In the afternoon we have one division from 1 to 3, and those who remain until 11.30 are dismissed; and those who go home at 11 stay until 3.30; that leaves the teacher alone with that division.

CONSTITUTION AND BY-LAWS OF THE NATIONAL COUNCIL OF PRIMARY EDUCATION.

CONSTITUTION—AS AMENDED FEBRUARY 24, 1920.

I. Name. This organization shall be known as the National Council of Primary Education.

II. Purposes. Its purpose shall be to secure the cooperation of all those interested in primary schools for their betterment, through (1) greater use of the activities, (2) greater freedom of method, (3) a closer relationship with the kindergarten and the grades above.

III. Policy. Its policy shall include (a) informal gatherings of primary workers in connection with all the great meetings of teachers, (b) informal discussions of problems of immediate interest rather than papers and set programs, (c) influence brought to bear to have the problems of primary education receive due attention on the general and sectional programs of teachers' meetings, (d) to encourage local groups of teachers to study and discuss their immediate problems and to cooperate for their solution.

IV. Membership. SECTION 1. Membership shall be open to teachers, supervisors, principals, and all persons interested in the educational problems of the first four school years.

SEC. 2. Members shall be of three classes: Active, Associate, and Contributing.

Active members shall pay national dues, shall be entitled to vote on national questions, shall receive all reports and bulletins.

Associate members shall pay State and local dues only, have a vote on local questions only, shall not receive reports and bulletins.

Contributing members shall be active members who contribute more than annual dues to the support of the council.

V. Dues. Annual dues for active members, 50 cents paid into national fund.

For associate members, 10 cents paid into the State fund.

For contributing members, \$1 or more paid into the national fund.

All dues shall be payable January 1 of each year.

VI. Meetings. Annual—with the Department of Superintendence of the National Education Association.

Summer—with the general meeting of the National Education Association.

Local—with any general meeting attended by groups interested in the problems of this organization.

VII. Officers. SECTION 1. The officers shall consist of a chairman, elected for a term of three years, who shall serve as executive secretary, and an advisory committee of three members, one member to be elected at each annual meeting.

SEC. 2. *Duties of officers.*—The chairman shall arrange for and preside over the regular meetings of the council and maintain a central office of communication between the various members and local branches.

SEC. 3. *Duties of the advisory committee.*—The advisory committee shall assist the chairman in dealing with matters which require prompt attention. The senior member of the advisory committee shall serve as chairman in the absence or disability of the chairman.

SEC. 4. *Election of officers.*—A nominating committee of three shall be appointed by the chairman to suggest not more than two names for each office to be filled at the annual meeting. One additional name for each office may be nominated from the floor. Election shall be by written ballot. The name receiving the highest number of votes shall be declared elected.

VIII. Legislation. Recommendation of both annual and summer meetings shall be submitted to a vote of the entire membership by mail. Matters of minor detail may be settled by a majority vote of members present at either annual or summer meetings.

IX. Standing committees. 1. Standing or research committees composed of experts actively engaged in given fields of primary education shall be appointed by the advisory committee. Each committee shall undertake research in its respective field, with a definite view to raising the standards of efficiency in primary schools, and shall report to the annual meeting at least once in two years. Such reports shall be published and distributed to the entire membership of the council. Report of progress shall be made to the advisory committee at least twice each year.

2. Standing committees shall consist of three or more members appointed for a term of two years.

3. Standing committees shall be appointed in the following fields:

1. Organization of subject matter and method.
2. Books, including texts, supplementary readers, teachers' helps.
3. Furnishings and equipment.
4. Tests and measurements.
5. Publications and publicity.

X. Local groups. Each member shall be considered a committee of one to organize her community as suggested in item (d), Article III. Local groups shall arrange officers, dues, etc., in accordance with local needs. Local groups shall report to the central office resolutions and recommendations for discussion in the general meetings.

XI. This constitution may be amended by a majority vote of the members present at any annual meeting. Such amendments shall be effective 30 days after they have been submitted to the membership for ratification by mail.

BY-LAWS GOVERNING STATE BRANCHES.

I. SECTION 1. A State branch shall be organized in harmony with the plans and purposes governing the national body.

Sec. 2. A State branch must have at least 25 active members.

II. SECTION 1. The officers of a State branch shall be a chairman, and advisory committee, and such additional officers as local conditions demand.

Sec. 2. In States having less than 25 active members the national chairman shall appoint one or more organizers to represent the council and extend its influence.

III. SECTION 1. The officers of a State branch shall be charged with the extension and organization of the National Council of Primary Education within the State.

Sec. 2. Each State branch shall be encouraged to undertake some specific study of the educational problems of the State as related to the problems under consideration by the National Council and shall report on same to the National Council.

IV. Before January 15 of each year, the State chairman shall report to the national chairman the progress of the organization within the State, including the number of local groups, with their membership, and any special accomplishments worthy of note.

V. SECTION 1. Each local group shall contribute annually to the support of the State office a sum equal to 10 cents per member.

Sec. 2. Each State office may retain for State use 10 per cent of all national dues collected through the State office and forwarded to the national office.

Sec. 3. State branches shall secure Primary Council literature through the national office at cost.

BY-LAWS GOVERNING LOCAL BRANCHES.

I. SECTION 1. Local groups may be organized in harmony with the general purposes of the National Council with such officers as local conditions demand.

Sec. 2. It shall be the purpose of each local group to foster the development of professional interest among its members through the study of the local significance of the problems studied by the National Council, and to extend the active membership of the council.

Sec. 3. The officers of a local group shall include one member whose duty it shall be to keep the public acquainted through the press and otherwise with the work of the group and with general progress in the field of primary education.

II. The officers of a local group shall be active members of the National Council.

III. When a local group is formed the local chairman shall send to the State chairman, or if there be no State organization to the national chairman, the names of the members of the group, and shall report annually, not later than December 15th, the progress of the group, including membership and any accomplishments worthy of note.

IV. In States having a State organization each local group shall contribute to the support of the State office a sum equal to 10 cents per member.

V. SECTION 1. National dues shall be paid by active members individually.

SEC. 2. Active members not affiliated with a State or local branch may pay dues directly to the national organization.

VI. Each local group shall arrange for its local expense by vote of the group.

VII. Affiliated bodies: Groups of teachers already organized under another name but for purposes identical with the purposes of the National Council of Primary Education may become affiliated with this body upon payment of \$5 annually. In return the officers of the affiliated body shall have the standing of contributing members and receive all reports and bulletins of the council.

REPORT OF THE SIXTH ANNUAL MEETING, AT DES MOINES, IOWA, MARCH 3, 1921.

PROGRAM.

Rating School Programs. Mary Brady, Training Supervisor, St. Louis, Mo.
The Training of Primary Teachers in the Use of Free Activities. Marion
Haukel, Supervisor of Kindergarten and Primary Grades, Richmond, Va.
The Primary School as the Kindergarten Sees It. Mary Davis, Kindergarten
Supervisor, Duluth, Minn.

Discussion.

INTRODUCTION.

By the Chairman, ELLA VICTORIA DOOMS, Assistant Professor of Manual Arts,
University of Missouri.

For two years we have discussed the question, "What is an acceptable day's work?" and to-day we have come to the second stage in the discussion.

Another committee, with Miss Mary Brady, of St. Louis, as its chairman, has been going over the reports on this question. It has selected some of the observations as typical and has submitted them to a number of people, asking them to grade them in order of their preference.

RATING SCHOOL PROGRAMS.

By MARY BRADY, Training Supervisor, St. Louis, Mo.

Our report is not so full as we hoped it would be. However, this is only a beginning. We hope to go on with this investigation, and this is just a suggestion as to how it may be continued and how the data should be prepared during the coming year.

It is to be regretted that a larger number of ballots were not returned. The 23 that came in showed very conclusively, however, that the trend of thought to-day is toward a more flexible program and greater opportunity for the exercise of freedom, choice of work, initiative, and self-activity on the part of children in primary classes.

The six programs selected by the committee do not represent six different types of program. While distinctly different types would have been desirable, they were not found among those received by the Primary Council. In the programs that represent modern pro-

gressive procedure many of the strong features overlap; while between these and the formal, conservative types in which most of the work is teacher-dictated, there are very wide gaps.

Program F scores the lowest. It outlines the work in a city public school with 43 first-grade children present. The entire class was handled as one group. There was no "between-recitation" period. There was not a moment in the day when the children might initiate anything or direct themselves in any way. A 40-minute period was given to abstract arithmetic. This period was broken once by an exercise in arm movements that lasted less than 1 minute. An hour and 5 minutes was given to formal phonic exercises and a rapid drill on words and phrases printed on cards. This period was broken twice by exercises that lasted 2 minutes and were dictated by the teacher. A 30-minute period was given to reading. Each pupil was told just how many lines he was to read, without a question or comment on the thought of the lesson by either teacher or children. Dr. Hosie said yesterday that about 15 per cent of our teachers were faced in the right direction and were working with force and enthusiasm. I trust the other 85 per cent are not working along the lines indicated in program F.

The work of a public school with 34 first-grade children present has been outlined. They were handled in two groups. During the entire morning the "between-recitation" work consisted of two exercises dictated by the teacher. The first was the reproduction of three sentences from the board, for which the children used word cards. The same work was assigned to each group in turn. In the second exercise the children used plasticine and pegs. With the plasticine they made figures and placed the right number of pegs after each figure. All work was corrected by the teacher. In the afternoon each group was allowed to choose its work during one period, while the other group read. During this period some wrote figures on the board, some wrote words and names; others did free-hand cutting or ~~cut~~ pictures from a magazine, while a few made valentines with material they had brought from home. The teacher checked up on the work at the end of the period. Evidently members of the group were not supposed to be interested in any way in the work done by others. There was no suggestion of a free period when the teacher, too, was free to observe the children while they worked, to study their interests, and when necessary to discuss with them singly or in groups the purpose of the work being done.

The strong feature in four of the programs is the opportunity given to children for free choice of work. The value of first attempts at self-chosen activity may not be great, and there may be no definite

conscious purpose in the minds of the children, but if they are allowed to show their work at the close of the period and tell about it, they gradually develop a sense of the meaning of worthwhile activities.

TRAINING THE PRIMARY TEACHER TO USE FREE ACTIVITIES.

By MARION S. HANCKEL, Supervisor of Kindergarten and Primary Grades,
Richmond, Va.

Much is said and written about making the primary teacher free, by giving her the same equipment, furniture, and materials as are provided for kindergartners. Teachers are being gradually trained to use such equipment, but we must not forget that the greater number of primary teachers in our public schools are not so trained. They do not want, and know they can not use, this equipment educationally; so it is useless to force it on them until they are ready for it.

"Free materials and activities" hamper the old-fashioned teacher, be she young or old. They promote, she thinks, disorder and noise, which she dislikes. She wants an immovable child, immovable furniture, and a book, a pencil, and a piece of paper to work with, because she is an immovable teacher—so immovable that she must suffer a complete change before she herself will be free. When she is free, her thoughts will not be "tied to the years that are gone," but she will be "alert, imaginative, and in sympathy with the needs and opportunities of to-day."

I have no new remedy for this very old difficulty, but I have faith, "a conviction of an unseen ideal leading to the obedience of a life," which gives me hope. Just as I can remember changes in schoolroom furniture from long wooden benches, reaching to the ceiling, where 100 children were taught by one teacher and sat for hours without moving, up to the single, adjustable desk and seat, such as we use in most of our best schools now, so the day of movable furniture, free activities, and movable teachers is coming, and we are hastening that day through our work for this ideal.

Superintendents and supervisors must change, as well as the teacher, and not require so much formal work in the course of study. The course of study must fit children, and not the reverse, which is too often the case to-day. The kindergarten should dictate to the first grade, the first to the second, the elementary school to the high school, and so on up to the university. When this is done, there will be better teaching, freer, happier teachers, and the children will learn more than they do now. The World War tried to teach us this lesson, but some of us are slow in learning.

To free the teachers even more, let us take the children into our confidence and find with them needs that they have for the formal facts which they must learn and have the power to acquire.

Coordinate the subject matter of the course of study so as to keep the so-called subjects related, as they are in life.

Reduce the number of children in a class, particularly if they are immature mentally. This reform is much needed, because our compulsory-education laws have increased the number of low-grade minds in our schools, and they are often crowded in part-time classes.

If after two terms in the same grade the children seem incapable of doing the work necessary, place them in "observation classes." This is being done successfully in Cincinnati and Richmond, Va.

Use school time for teachers' meetings and home visiting; and, as a city's industries, libraries, and museums have such important relations to every child's education, encourage excursions to give the children first-hand experiences. Any school system which does not include these in its course of study is adding to the handicaps of its future citizens.

When the above and a few other local handicaps are removed, we can begin to look for signs on the part of the immovable teacher that she has changed her attitude. She will want to study the children who have come from the grade below, and will have time, in thought and feeling, to stop and learn what they have gained which she can use in her grade.

The supervisor will then have a chance to help the teacher, through suggestion and praise, to do individual, original work, to see that she needs further training to keep up with the times, or to compete with teachers from good normal schools, so that some will ask to be trained while they are in service. The results of this training can be at once carried into their schoolrooms, and these few can do much to leaven the lump of teachers, some of whom feel too old to change. Others are young in years, but their training did not make them broad-minded or adaptable to new conditions.

Many supervisors will say, "But the remedies you suggest are mainly in the province of administration," and so they are; but there never was a time in the world's history when teachers influenced administration as they do to-day. Our part is to so guide this public opinion which is moving teachers everywhere that they will ask for and get those things which will carry our schools forward to that democratic ideal which the nations of the world are looking to us to give them now.

To bring this ideal will take time; so let us not hurry and be impatient of delays if the trend is forward, but rather let us be "tactful, gentle, patient, strong, and unswerving" for the faith that is in us.

WHAT THE PRIMARY SCHOOL NEEDS FROM THE KINDERGARTEN POINT OF VIEW:

By MARY DARNEY DAVIS, Supervisor of Kindergarten and Primary Grades,
Duluth, Minn.

The work in our schools at the time that this topic was given to me had made me feel very optimistic concerning the present good work done in our primary grades.

There is an organized system of visiting days, when the teachers visit in their own buildings as well as in other buildings in the city where various types of work are being conducted. Play periods are organized in most buildings in which the lower primary groups use the kindergarten room for self-initiated activities, while the kindergarten children have language and story work in the primary room. There is an exchange between kindergarten and lower primary rooms of equipment, such as slides, walking boards, seesaws, as well as the large Hill blocks.

The buildings and grounds committee of the board of education had invited four of us, representing the teachers, principals, and supervisors, to act in an advisory capacity on the plans for new buildings. As a result of these conferences plans had just come from the architect, which included bay windows, a playroom common to kindergarten and first grade, and floor aquaria.

I felt that my optimism, created by these activities, might need tempering; so I placed the question, "What does the primary need from the kindergarten point of view?" to a kindergartner, a primary teacher, a principal, a supervisor, and a superintendent. These were the answers:

The kindergartner said, "Allow the primary more self-initiated activities." This is a problem of time, a question of "when."

The primary teacher said, "Provide a separate room for free activities. My boys work on big construction problems and say it is no fun to do things if they can't talk." This is a problem of space, or "where."

The principal said, "The primary school needs a teacher who knows how to conduct self-initiated activities. This is an administrative problem dealing with teachers already in service as well as a training-school problem, a question of "how."

The supervisor said, "The kindergarten idea seems to me to center around child-conducted activities. Some kindergartners do not demonstrate it and some primary teachers do. My idea then is to incorporate this as a principle and let all try to demonstrate it. This means to understand what play is, and how to provide for small group work."

Analyze now some of the reasons why the kindergarten has been able to make its splendid contribution to the education of little

children. why it has been able to demonstrate the "when," "where," "how," and "what" in the education of little children. Then see what possibilities it has yet to disclose and what contributions the primary teachers are now making in the line of current educational practice.

The kindergartner has always had special training, with special emphasis upon child study and the materials helpful in the training of little children. She has always, through her work with young children and her freedom from school routine, had an opportunity to come in close connection with the home. Because of her special training, administrators have generally left her free to conduct her work with a choice of time-schedule and materials that has never fallen to the lot of a primary teacher. On this account she could lay more emphasis on health and character formation through habit development. This can answer the question of "when," "how," and "what." Because of the movable furniture and the equipment adapted to little children, room arrangements have been possible to provide for work which called for both concentration and manual activities. A recognition of this provision for different types of activities is altering the furniture and room arrangement of our primary schools. The kindergartner has been the first in the field of measurements of achievements to record the child's growth in things other than subject matter. Through record cards of daily and monthly work a change of idea in lower primary report cards is becoming prevalent.

When the kindergarten's contribution is recognized to the extent that it is placed as the beginning of the school situation, it must recognize an even added responsibility. The school subjects of the curriculum are necessary skills, just as habits and attitudes are a part of the training for citizenship. To be an integral part of the school system the kindergarten curriculum must demonstrate that it contains in solution the arithmetic, language, reading, history, and geography that are crystallized as subjects in the upper grades. Such a consciousness of purpose will add greater dignity and power to the kindergarten work. The kindergarten program provides for the strongest demonstration of correlation. This is the reason why it would be difficult for a visitor to lay his finger on any one activity and label it one of the accepted elementary school subjects.

An illustration of the correlation of the course of study:

| English. | Reading. | History and geography. | Industrial art. | Drawing. |
|--|---|---|--|---|
| Experiences of vacation, home, school, outdoors. | Pre-primer work in action sentences based on experiences. | Food supply: its relation to fall garden, grocery store, farm, etc. | Represent farm life on sand table: make a store (counters), model vegetables, fruit; construct things used in store. | Illustrate farm life with crayons (using crude symbols); drill on drawing of house, truck, animals, wagon, etc. |

An illustration of the correlation of the course of study—Continued.

| Picture study. | Music. | Physical education. |
|--|--|---|
| The Sheepfold— <i>Jacque</i> . Calling in the Herd— <i>Millet</i> . The First Step— <i>Millet</i> . Madonna of the Chair— <i>Raphael</i> . | Use the home songs, doll songs, Mother Goose melodies, songs of birds, flowers, or any subject which enters daily experiences and surroundings of child. | Dramatize Story Plays, page 77, Course of Study. Home, industrial, and season activities. |

Primary schools are now accepting the idea of units of work or projects as a guide for their daily programs. Various demonstrations of correlation are being made. Last year a course of study was introduced in our city of Duluth. The subjects of the curriculum—English, drawing and industrial art, physical education and music, geography and history, and arithmetic—were outlined for every grade from the kindergarten through the high school. To our new teachers the problem of reading five volumes of a course of study and assimilating its meaning while teaching was great. For their help particularly, we made cross sections of the course of study. For example, the correlation of the course of study in the B 1 work was written in columns headed English, History and Geography, Drawing, Industrial Art, Picture Study, Music, Nature Study, and Physical Education. Into these columns fell the high lights of the course of study. Reading down in each of these columns we could see the progress of the particular subject. Reading from left to right, one phrase or sentence at a time, the possibility of correlation of the subjects was vivid. As the teacher read under geography, "Food supplies and their relation to the grocery store and farm," she could find something in each of the other columns which would carry on the same thought in another subject. For example, under drawing, "Illustrate farm life with drawing, using crude symbols"; under picture study, "The Sheepfold"; under English, "Experiences of home, school, and outdoors," activity sentences based on these experiences for beginning reading. Under music and nature study were similar suggestions. Culling in this way from the cross section of the course of study makes a suggestive weekly program. The form of this program is at present imitating that of the correlation of the course of study. Across the top of a double page in a blank book the teacher places her time schedule with the subjects of the curriculum. She divides the rest of the page into five checks and inserts the experience from the course of study probably desirable at that time, a note of possible correlation between this particular work and the other subjects, and leaves a space for inserting such things as happen for which no plan had been made.

Besides the cross section of the course of study, showing the correlation of the subjects and the weekly lesson plans, the teachers are

beginning to see the value of taking a subject such as "Indian life" and analyzing what possible experiences in the course of study can be taught while the children are developing this topic as a unit of interest.

It is necessary to prove that skill and ability are achieved through following units of child interest. Thinking of this brought out the question of what really determines promotion in the kindergarten and lower grades. This is a common question, and many have tried various ways of solving it. In the State of Minnesota there is no law requiring children of 5 to attend a kindergarten, nor any legal ruling whereby a 6-year-old child of lower mentality can be retained in a kindergarten. Ways and means of educating the public and of educating ourselves as to the worthwhileness of the work which we are doing in the kindergarten have stimulated experiments with report cards which can be termed practical.

Last year the kindergartners experimented with a daily record sheet and a quarterly report card. After all the criticism had been considered a final sheet was printed and is being used this year. The child is rated for his English, his physical freedom, social life, habits, and industrial art abilities. The very appearance of this systematic printed daily record sheet and the summary card has been of more help to establish in parents' minds that the kindergarten is a place of definite businesslike procedure than anything heretofore.

One of the supervisors' duties is to bring this idea before the public through the parent-teachers' clubs. The very intelligibility of these report cards to the parents has made it evident that something along this line would be desirable for lower grades. There has been in use in Duluth a report card from the first grade through the eighth on which each subject of the curriculum is marked numerically. The following are specific instances of the dissatisfaction which this method creates: In a second grade a child held her card to the teacher and said, "What does 73 in language mean?" When 73 as a grade and language as a subject had been explained to her she straightened and said, "Well, if I'd known that I could have talked more than 73." In a first grade a child had been slow in all the school subjects and had made very little if any progress. To encourage her one day the teacher emphasized her helpfulness with the other children when they were putting on their wraps. After the other children had left the room this child slipped up to the teacher and said, "Please put how well I helped with the coats on my report card." To incorporate such legitimate skill into a report card is our present problem.

As a guide in that direction, we sent out two questionnaires, one to the kindergartners and one to the B 1 teachers, asking for a dis-

tribution of 100 points among certain qualities of skill and behavior by which a child's promotion could be determined. A summary of the kindergarten report showed that 43.59 per cent of the counts were given to English, which included dramatization and ability to use complete sentences, a knowledge of 6 Mother Goose rhymes, 30 lines of other verse, ability to tell a story, describe a picture, or tell of an experience with a minimum use of three sentences, and the elimination of three grammatical errors tabulated by the teacher at beginning of year.

Habits received nearly 26 per cent of the counts. The habits listed as being desirable were the power to set a problem, plan and execute it, and judge the result; courtesy, using thank you, excuse me, please John; helpful initiative and self-reliance in the group; honesty and trustworthiness; health and posture; obedience; orderliness; carefulness in handling material.

Industrial arts received 17.8 per cent of the counts.— This included the following: Know six standard colors; ability to draw a house correctly, showing one end and one side at once; ability to paint within an outline; ability to cut on a line; ability to weave simply; ability to construct from a 16-fold basis; and familiarity with pictures outlined for kindergarten.

Music received 12.63 per cent of the counts. This called for the ability to sing three simple songs with tone and word accuracy; an ability to interpret $2/4$, $3/4$, $4/4$ rhythm, skip with two feet, and catch a ball twice in succession.

Our deductions were made along these lines. Since nearly half the time in the kindergarten is devoted to developing English, are we getting in the first and upper grades proper reaction from it? If we are devoting that amount of time, are we using it to its full value?

The B-First returns were collected under two headings—one, the child's ability to read; the other, habits listed similarly to that on the kindergarten questionnaire. Reading and habit formation determine a child's promotion, while other subjects do not. A large per cent of the first-grade teachers considered reading the one essential for promotion. The others gave 69 per cent for reading and 30 per cent for habits. The interesting fact is that practically the same emphasis is given habit formation in the first grade as is given in the kindergarten. In the kindergarten and probably in the B-First this rating becomes a question of the presence or absence of the habits desirable. In the upper grades a rating of the degree to which those habits are used might be taken into consideration in the forming of a new report card.

The results of this discussion among the teachers centered around a decision to permit such teachers as desired, and who felt themselves capable, to experiment in teaching the first and second grades

to determine new standards of attainment. Accurate records will be kept and comparative results will be drawn. It also resulted in committees representing the kindergartens and first two grades, and the third and fourth grades meeting to formulate a report card intelligible to parents and a measure of a child's achievement in subjects and behavior. One other suggestion was made, and that is the possibility of trying the idea of a cycle of teachers from the kindergarten through the first grade. This would mean that a kindergarten teacher would pass through at least the first-grade experience of her group of children before returning to her work. We have a few teachers who will carry on this experiment, and the result will be an inspiration for the other teachers.

Some of the difficulties about introducing new ideas in a public-school system are the many people to consider—the superintendent; the business superintendent; the supervisor of upper grades, who will receive into his department the children now being educated or led astray; the principal, who has the orderliness of her building at heart; the teacher, who is proverbially regarded as rigid in her teaching; the janitor, who doesn't like to sweep too many times nor among irregular furniture; and the parent, who wants the three R's taught without any frills.

The kindergarten work centers around the children. The temptation in the primary school is to center its work around subject matter. But both kindergartner and primary teacher must know the interests and probable abilities of little children. They must become familiar with the subject matter and materials that will meet and further such interests and abilities. They must have an opportunity to discuss their difficulties where they will receive help. The administrators of the school system must have faith in the principle of self-activity as an educational factor. They must also have the same faith and confidence in the primary teacher as they have in the kindergartner. A situation of this sort is educational for child, teacher, administrator, and community alike. The product will prove that the principle is correct.

DISCUSSION.

Mr. Down, of Highland Park, Mich. We feel considerably indebted to this organization, and I do not mean to let pass this opportunity of telling something of the work we are undertaking in one of our schools to bring a closer relationship between the kindergarten and the first grades.

I was at the meeting of this organization in Chicago a few years ago when the matter of equipment was discussed.

We had to have an addition to one of the buildings. We planned a little different feature than is ordinary in the primary grade of the school in order to bring a closer relation between the kindergarten and the first grade, and we are working at it along this line.

The space occupied by two ordinary classrooms we divided into three parts, making two small rooms half the size of the regular classroom and a larger room between. We then divided our group of children into four parts, a group occupying each small room with two groups in the larger room. Thus the number of children in the middle room is twice the number in a small room. In this large room they carry on free activities. We have a single table, two small benches with small tools, hammer and hack saw, drills and brace and bits. We have equipment such as erector sets, dolls and sewing material, stamping outfits, and in one of the rooms we fitted up a good-sized house which the children could get inside of and use for study places. Also, we have a small sand box that the children of the first grade have an opportunity to use also. The rooms at the end are just for customary formal work. These rooms are furnished with movable desks and chairs, and the big room has chairs and a table. The groups work in the small rooms for an hour and a half and in the large room until noon.

Mr. RADEB, of St. Louis, I merely want to raise a question. I live in St. Louis, where we have a large number of teachers who have had kindergarten work now teaching in the first and the second grade. I would like to ask the gentleman how the equipment such as he has, and which I believe compares with the equipment in the kindergarten, could be supplied to our first grades in St. Louis. The plan that he has described would bankrupt the city, in the opinion of the board of education.

Mr. DOWNS. The equipment, of course, costs money. There is no question about that, and probably this equipment costs as much or more than that used in the kindergarten.

I managed to get this equipment provided for in the bond issue, and we got it through. The equipment doesn't wear out; it will last for years. There isn't anything we can put our money into that is better.

The CHAIRMAN. I think that I heard some one say yesterday that only persons of the better class could have education. Surely, we have a right to demand something more than that. Adequate education for all children is the most important problem we have to-day, and I believe that, if the Primary Council, or the Kindergarten Union, or the National Education Association, or any other organization of teachers has one big job to do, it is this job of impressing the public with the needs of the school. Our American people do appreciate the importance of education, only they have gotten into a rut with regard to the cost of the best sort of education. We can always find money for the things we really want or find desperately necessary. The war surprised us greatly as to our ability to raise money. The record of our expenditures as a nation for luxuries during the past year proves we are still far from bankrupt. The people will provide the money when they appreciate the real needs of the case, and we as teachers must take the public into our confidence and realize that it is as much our business to develop public opinion as it is to teach the children who come before us in our classes.

When we do that—when we go before them, not as agitators, but systematically in the interest of public welfare, with the same carefully prepared plans that we use in our classes—I am sure there will be other places to give such accounts as that to which we have just listened and that soon a day will come when no teacher will have to say, "I am trying to teach 62 children in the first grade." It is ~~the~~ prime; 62 children can not be taught in one first-grade class. They would be herded; nothing more.

Mr. STARKWEATHER. May I make this suggestion: In order to get the public to provide funds, you will have to agree on what you want; in the second place,

you will have to know why you want it; and in the third place, you will have to tell why it is necessary. When they have that, the public are perfectly satisfied. They want the education, they like to be educated, they enjoy it, and they have a good time at it, but somebody who knows, who knows why he knows, and who knows how to tell it, must put it up to them.

A MEMBER. I would like to ask Mr. Down the maximum number in the middle room and the number in the two end rooms.

Mr. Down. We are running about 75 pupils and 3 teachers in all. Of the 75 pupils half would be in the large room or workshop at one time, and about one-fourth in each small room. Of course, they are not always divided exactly even. All the children have been given tests, and they are separated according to their abilities, which gives us groups able to do the same work, and which allow considerable variety in the work.

A MEMBER. I would like to reply to Mr. Starkweather. He is asking how to tell the public what we have to say and why we believe in it, and, third, how to sell the public what we have to sell.

Last May, 16 people of New Jersey went to Trenton in response to an invitation by Miss Mary L. Neer, of Camden, and we formed a council. That has grown until we have about 40; we hope for 400 soon. We have on our membership two superintendents, supervisors in normal schools, teachers, and grade teachers. I think we ought to have more women. The New Jersey branch is trying to make a program for this coming spring. During the next two months we hope to hold four meetings—one in north Jersey, one in east and one in west Jersey, and at that time we wish to present what we know of the greater use of activity for the children, greater freedom of method on the part of the teacher, and the closer union of the kindergarten and the primary grades. These are our aims.

I think that there are many places in which we can educate our teachers and educate the people and show them what we are striving for. That is our hope. Referring to Mr. Down's plan, the school is the home for the little child, and the school-teacher is the home mother. For that reason I would rather feel it is better to have 25 children each for three teachers than 75 children with three teachers, one teacher perhaps directing the games and the other teachers planning other work. I feel most strongly the need for the smaller number in closer relation to the teacher. I don't know that any teacher, however immovable, would have to be immovable if she had 25 pupils. I think the average teacher has such love for the work that she would work out of being immovable if she had only 25 children. It is the impossible work she is compelled to do, with the seats fastened to the floor and the classes crowded to the edge of the room, that keeps her from growing. We have other teachers who have been in darkness who would love to do more progressive work, but they are rather timid about going away for study. I think they should be encouraged to take advanced work. I think a teacher should be encouraged to do what she understands but not forced to use new methods blindly, because a project, if enforced, can be the most formal thing—almost as formal as the old. One great danger at the present time is the tendency to force this project method too soon upon teachers who have not had the experience, and for that reason they are not working through the child's initiative, and it becomes formal. If this is done it is going to spoil all our work, and people will not appreciate its value.

I would make a plea for smaller numbers for the primary school, not more than 35. That should be the maximum number. We have schools where we have not more than that. Our day is coming, but in order to make every junior high school a success they have crowded the primary grades. This is a great

mistake, because no structure can be stronger than the foundation, which in school is the kindergarten, of course.

Miss HALL. That is just exactly what I have in my mind.

See what is happening. It is an ever-present thing, the desire to make the junior high school successful; all the kindergarten and younger children are crowded in the rooms that are left.

I am not willing to leave this afternoon with the thought that 85 per cent are below par and 15 per cent above par. I think the 15 per cent should stand out as unusual because they have greater initiative and skill in teaching. That is my experience. Our teachers will develop when they have an opportunity to find themselves, in this new work. I have in mind two schoolrooms. In one is a teacher who has been in service many, many years, and I really must say 10 years ago I thought she couldn't change. I really supposed she was beyond changing; I was in her room a week ago and I have never seen a better example of good work. She said to me, "Why didn't I know this long ago?" I didn't know children until this year, until now." There is a different relationship. I believe this new work is going to help, it is our business to make it help, our grade work.

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