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I hereby recommend that the thesis prepared under my supervision by SAMUEL ENGLE BURR

entitled A STUDY OF A TRANSITIONAL PERIOD IN A PUBLIC SCHOOL:

A CASE STUDY OF THE INTRODUCTION OF PROGRESSIVE

PRACTICES

be accepted as fulfilling this part of the requirements for the degree of DOCTOR OF EDUCATION

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A STUDY OF A TRANSITIONAL PERIOD IN A PUBLIC SCHOOL

A Case Study of the Introduction of Progressive Practices

A dissertation submitted to

The Graduate Faculty of the Teachers College
of the University of Cincinnati

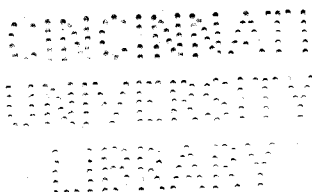
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by

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CHAPTER I

A STATEMENT OF THE PROBLEM

The Purpose of This Study.- This study has been made in order to present answers to a number of questions of interest which arise naturally when a school changes from traditional practices to the use of the activity plan of progressive education. The specific school under consideration was the Congress Avenue Public School of Glendale, Ohio. This school went through a transitional period, in matters of educational procedure, during the period from September, 1930, to July, 1933.

This is A Case Study.- This dissertation is a case study of the transition period as it developed in this one specific school. As such, it has certain values of a general nature but the fact that it tells about the changes in this one school should be kept in mind constantly. It should be understood that the account is presented as an historical and statistical study of the three year period of change in the Congress Avenue School rather than as an example to be followed exactly somewhere else. No two transitional periods can be exactly the same in all their details. Each one depends very much upon local conditions and upon other variable factors but a knowledge of what has happened in one place will be helpful to those who are planning changes of this type elsewhere.

Various writers disagree as to many of the details

of the activity plan of progressive education, and there is no absolute agreement as to some of the basic features which are involved. ¹ There is disagreement also as to the best methods to be used during the transitional period. ² There is a certain crystalization of feeling on the broad outlines of the plan, but due to the general nature of the plan and to the controversies regarding it, the writer would not expect anyone to follow the procedures presented in this report without comparing them with the recommendations of others and without evaluating them in terms of the specific situation being considered. To the writer, one of the outstanding features of the activity plan of progressive education is its flexibility and its adaptability. Those who understand the plan and who seek to use it expect to revise their ideas and their procedures in accordance with changing surroundings and varying conditions.

Eleven Questions Considered in This Study.- In

1

Lois Coffey Mossman, and Others, The Activity Movement. The Thirty-Third Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1934.

Progressive Education, XI (October, 1934)

This issue of the magazine contains a series of articles dealing with the Thirty-Third Yearbook of the National Society for the Study of Education, Part II.

2

Cyrus D. Mead and Fred W. Orth, The Transitional Public School. New York City: The Macmillan Company, 1934.

presenting the Glendale School transition, this study deals particularly with the eleven phases suggested by the following questions:

What was the local village and school situation into which the activity plan of progressive education was introduced in Glendale?

As there is no exact agreement among educators as to the meaning of the activity plan of progressive education, how was it interpreted by the staff of the Congress Avenue School in Glendale?

How did the Glendale interpretation of the activity plan of progressive education develop into actual units of work in the classrooms of the Congress Avenue School?

What was the role of administration and supervision in the development of the activity plan of progressive education for the Congress Avenue School in Glendale?

What sort of a teaching staff was available to undertake the transition to the activity plan of progressive education in the Congress Avenue School?

What types of buildings, grounds, supplies and equipment were available in Glendale, while this transition was in progress?

What steps were taken to involve the general public of the local community in the development of the activity plan of progressive education in Glendale?

What was the financial cost of the operation of the

activity plan of progressive education in the Congress Avenue School?

What program of tests and measures was used in Glendale to determine whether or not the activity plan of progressive education was securing desirable results?

What facts were collected, during the transition in Glendale, and how may these facts be interpreted in terms of the educational results secured?

What general summary can be made of the three-year program and what general suggestions may be made, in order to help others who might undertake similar transitional procedures in other school systems?

The Values of This Study.- It is intended that four distinct values may be met by the presentation of this report:

This is a case study presenting a direct first-hand account of an important transitional period in the Glendale Public Schools, and as such it has local historical value for the people of Glendale.

This is a case study equivalent in many respects to a local self-survey of the Glendale Public Schools, and as such it can be used at a later date for comparative purposes in determining the progress of the Congress Avenue School.

This is a case study presenting material which will serve to help and to guide those who wish to introduce the activity plan of progressive education into other school

systems. As such, it is a sample to study rather than a pattern to follow.

This is a case study which may be used by teachers, colleges and schools of education as a practical example of the type of change which is taking place in many public school systems today.

CHAPTER II

OTHER STUDIES IN THIS FIELD

1. Many Books and Articles Available

Voluminous Literature of Progressive Education.-

The literature dealing with progressive education and the activity plan has become very voluminous since 1899 when John Dewey's book, The School and Society, was published by the University of Chicago.¹ There had been other progressives before Dewey² but the present day movement in this country may be dated from the appearance of his first published volume. Between 1899 and 1935, perhaps a thousand books³ dealing directly or indirectly with progressive education have appeared. Three professional magazines⁴ devote their pages almost entirely to articles dealing with the progressive movement, and numerous articles dealing with it appear in

1

John Dewey, The School and Society. Chicago: The University of Chicago Press, 1899.

2

Sister Leonita Mulhall, "The Genesis and Growth of the Progressive Movement in Education." Unpublished Doctor of Philosophy dissertation, Teachers College, University of Cincinnati, 1931.

3

Samuel Engle Burr, What is the Activity Plan of Progressive Education? Chapter XXIII. Cincinnati: The C. A. Gregory Company, 1935.

4

Progressive Education, 310 West 90th Street, New York City. Educational Method, Teachers College, Columbia University, New York City. Childhood Education, 1201 Sixteenth Street Northwest, Washington, D. C.

other magazines from time to time. Even the newspapers⁵ help to swell the amount of space and the number of references which might be cited.

2. A Case Study by Ellsworth Collings

One Complete Case Study Available.- A careful survey of this literature reveals the surprising fact that there are hardly any complete case studies depicting the change from traditional to progressive practices in a public school situation. In fact, the writer has located only one complete account which endeavors to cover practically the same field as that to be considered in this report. It is by Ellsworth Collings.⁶

An Experiment With A Project Curriculum is an account of the introduction of project work (the activity plan) into a small rural public school in McDonald County, Missouri, during the four year period from September, 1917, to June, 1921.

An "Experimental School" Designated for Study.-

During this period, Collings served as the County Superintendent of Schools in McDonald County. Within the district which

5

J. Wayne Wrightstone, "Old Vs. New In Teaching," Section X, p. 11. New York Times, March 24, 1935.

6

Ellsworth Collings, An Experiment With A Project Curriculum. New York City: The Macmillan Company, 1923.

Note: The Macmillan Company has granted special permission for the quotation of certain sections of Collings' book in this study.

he supervised were a number of one-room rural schools. He chose one of these as an "Experimental School" in which the project method was to be tried. Two similar one-room rural schools served as "controls" in the operation of the four year experiment which he conducted.

Innovations in the Experimental School.- In the experimental school, the usual grade divisions were discarded and the usual subject matter compartments were abandoned. The pupils included in the usual eight elementary grades were grouped into three divisions based upon age, needs, abilities, and previous accomplishments. The curriculum was left absolutely free to develop naturally. Formal requirements were disregarded. Textbooks were not used as such but many reference books, library books and pamphlets were furnished.

Four Types of Projects Used.- Four types of projects developed in the experimental school: excursion projects, hand projects, play projects, and story projects. Excursion projects grew out of problems which could be solved by trips. Such trips were well planned in advance and were followed by class discussions and by the preparation of reports. Usually, they led naturally into other related projects. Hand projects grew out of a need for some specific object which could be made by the pupils themselves. Carpenter tools, sewing equipment, garden tools, laundry materials and other common tools, equipment, and apparatus were used in these projects. Play projects usually consisted of learning new games, playing them,

keeping score, interesting other people in games, and organizing leagues for games. Story projects consisted of selecting suitable stories, telling them to the group, preparing resumes of stories, and building up a catalogue of story titles, with their sources. These stories included songs and stories that were told by pictures as well as the stories found written in books.

Examples of Projects Presented by Collings.- Many actual examples of these four types of projects are described in the study. The ways in which they were conceived, developed, and summarized are set forth at length. It is possible, in reading the book, to visualize almost exactly what must have taken place in the experimental school. Practically nothing is said regarding the details of the formal program used in the control schools. These were used merely as bases upon which to measure the results obtained in the experimental school.

Measurements Used By Collings.- At the end of the four year experimental period, Collings applied three types of measurements to determine the outcomes of the contrasting curriculums used in the experimental school and in the control schools. These were a battery of standardized tests to measure accomplishment in the common facts and skills; a statistical study of changes in the attitudes of parents and pupils toward the school and toward education; and a statistical study of certain changes in the community life of the districts served by the experimental school and the control schools.

Results Favored the Experimental School.- The results of these measurements were overwhelmingly in favor of the experimental program (the activity program). In all of the elements which were tested, the experimental school which used the project method was able to show better results than was the formal school program which was used in the control schools. In many cases, the superiority of the project method was tremendous. In almost all cases, the superiority of the project method was significant.

Important Conclusions Reached by Collings.- Collings closes his study by contending that the project plan used in the experimental school is desirable, that it is practicable, and that it can be applied to other public schools. He presents a set of Curriculum Principles for use in other schools which wish to use project work. They are as follows:

1. The school should further the continuous growing of boys and girls. ⁷
2. The teacher should guide boys and girls in the selection of purposes in real life. ⁸
 - a. Guidance of boys and girls includes a school environment, suggestive of numerous and varied purposes. ⁹

⁷
Ellsworth Collings, An Experiment With A Project Curriculum, p. 317. New York City: The Macmillan Company, 1923.

⁸
Ibid., p. 321.

⁹
Ibid., p. 322.

- b. Guidance of boys and girls includes providing freedom in selecting purposes.¹⁰
- c. Guidance of boys and girls necessitates clearly recognized criteria for selecting purposes.¹¹
- d. The criteria proposed for the use of the teacher in guiding pupils in the selection of purposes are:
 - 1. Does the proposed purpose genuinely grip boys and girls?
 - 2. Does the proposed purpose lend itself to successful realization on the part of boys and girls?
 - 3. Does the proposed purpose prospectively lead to other and different lines of purposes in the process of its realization?¹²

Relation of Collings' Work to This Study.- This present study is similar to that conducted by Collings in that it is an account of the introduction of the activity plan of progressive education into a public school. This present study differs from that of Collings in that it deals with the introduction of the plan into a graded school, while he was dealing with a one-room rural school. Collings had other schools which remained quite traditional and which served as "controls" in his experiment. The Glendale work was not undertaken as an experiment and no control schools were used. When the decision

¹⁰ Ellsworth Collings, op. cit., p. 323.

¹¹ Ibid., p. 324.

¹² Ibid., p. 329.

was made by the Glendale Board of Education to introduce the activity plan of progressive education into the Glendale Public Schools, it was understood and accepted that the plan had proven its value. The problem in Glendale was not to prove the desirability of the activity plan of progressive education. The problems in Glendale were: to decide upon the details of the plan to be used; to work out ways and means for making the change from somewhat traditional methods to the activity plan of progressive education; to measure some of the results in order to furnish information as to the effectiveness of instruction on the new basis. Consequently, this is not an experimental study as was Collings' dissertation; it is a case study of a transitional period.

3. A Study of Public School Problems

Adams' Study of Transitional Problems.- If one were justified in drawing conclusions based upon a title alone, then the study made by Fay Adams ¹³ should be reviewed here. This is called The Initiation of an Activity Program Into a Public School. This does not prove to be a parallel study, when it is considered carefully.

13

Fay Adams, The Initiation of an Activity Program Into a Public School. New York City: The Bureau of Publications, Teachers College, Columbia University, 1934.

Note: The Bureau of Publications at Teachers College, Columbia University, has granted special permission for the quotation of certain sections of Adams' book in this study.

It is not a case study by Adams of the introduction of the activity plan into a public school, as is this present study of the Glendale situation, nor is it a report upon a controlled experiment as was the study by Collings. It is a summary of difficulties connected with the introduction of the activity plan of progressive education and a proposed set of solutions for these difficulties. The solutions were secured from four sources: teachers were asked; books and magazine articles were reviewed; the writer's experience was utilized; specialists were consulted. After this, the relative values of the solutions were secured by means of a questionnaire answered by nine hundred forty-nine teachers and other workers in the field of education.

4. Materials Related to Case Studies

Other Accounts of Certain Phases of Activity Work.-

Although the book by Collings seems to be the only complete case study in the field, many accounts of certain phases of the activity plan are available. Numerous writers have presented units of work, more or less complete, sometimes with comments and criticisms. Studies of the results secured in activity schools, while not so numerous as might be expected, are beginning to accumulate. The transitional period itself is receiving increased attention. Looking forward, across the educational frontier, continues to challenge certain leaders in the movement.

4a. Units of Work as Examples

Sample Units of Work.- Perhaps the most helpful writings on isolated phases of the activity plan, in terms of this present study, are accounts of actual units of work. They are increasing in number and in interest.

One whole set of such sample units has been edited by William A. McCall.¹⁴ These units have been written up by teachers in various schools throughout the country and published in a standardized form. At present,¹⁵ they number eighty-seven titles and average about thirty pages each.

Much more complete accounts of several units of work have been prepared by certain members of the staff of the Lincoln School of Teachers College, Columbia University, in New York City.¹⁶ These accounts are of book length. They describe the classroom situations, the settings in which the units developed, and some of the results secured. In the writer's opinion, they are the best accounts of activity units now available.

14

William A. McCall, (Editor), Teachers' Lesson Unit Series. New York City: Bureau of Publications, Teachers College, Columbia University, Published at intervals since 1930.

15

Ibid., (December, 1935).

16

Alice Carey, Paul R. Hanna, and J. L. Meriam, Catalogue of Units of Work, Activities, Projects, Themes. (The Lincoln School Series.) New York City: Bureau of Publications, Teachers College, Columbia University, 1932.

(Footnote 16 continued on following page)

A book by Waddell, Seeds, and White ¹⁷ presents an account of major units in the social studies. The units under consideration in this case were developed in certain schools in and near Los Angeles, California.

16 (Continued)

Katharine L. Keelor and Mayme Sweet, Indian Life and The Dutch Colonial Settlement. New York City: Bureau of Publications, Teachers College, Columbia University, 1931.

Lula E. Wright, A First Grade at Work. New York City: Bureau of Publications, Teachers College, Columbia University, 1932.

Tompsie Baxter and Bess M. Young, Ships and Navigation. New York City: Bureau of Publications, Teachers College, Columbia University, 1933.

Avah W. Hughes, Carrying The Mail. New York City: Bureau of Publications, Teachers College, Columbia University, 1933.

Jessie B. Eakright and Bess M. Young, Adventuring with Toys. New York City: Bureau of Publications, Teachers College, Columbia University, 1933.

Emily Ann Barnes and Bess M. Young, Children and Architecture. New York City: Bureau of Publications, Teachers College, Columbia University, 1932.

Frances G. Sweeney, Emily Fanning Barry, Alice E. Schoelkopf, Western Youth Meets Eastern Culture. New York City: Bureau of Publications, Teachers College, Columbia University, 1932.

17

C. W. Waddell, Corrine Seeds, and Natalie White, Major Units in the Social Studies. New York City: The John Day Company, 1932.

Four units of work, developed in the public schools of Glendale, Ohio, during the period covered by the present case study, have been presented by the writer in a book dealing with his interpretation of the activity plan of progressive education.¹⁸

Several units developed on the junior high school level in the demonstration school at the University of Oklahoma are appended to a later book by Ellsworth Collings.¹⁹

Four very interesting units which were developed by the City and Country School in New York City under the direction of Caroline Pratt and two of the teachers are described in a series of three books which were published between the years 1926 and 1928.²⁰ These four units deal with work among children of the four year old, six year old, eight year old, and twelve year old groups.

A number of valuable units are described rather completely in a book called Activities in the Public School,

18

Samuel Engle Burr, What is the Activity Plan of Progressive Education? Cincinnati: The C. A. Gregory Company, 1935.

19

Ellsworth Collings, Progressive Teaching in Secondary Schools. Indianapolis: The Bobbs Merrill Company, 1931.

20

Caroline Pratt and Jessie Stanton, Before Books. New York City: Greenberg, 1926.

Caroline Pratt and Leila Stott, Eight Year Old Merchants. New York City: Greenberg, 1928.

Caroline Pratt and Leila Stott, Adventuring with Twelve Year Olds. New York City: Greenberg, 1927.

by Margaret Gustin and Margaret L. Hayes.²¹ This book contains valuable suggestions for the teacher who expects to use activities in the classroom.

Another book which is somewhat more general in its nature but which includes several valuable units has been written by Marian Paine Stevens.²²

4b. Results of Activity Programs

Some Results Secured in Activity Schools.- It would appear from the literature which is available that many progressives are very much interested in the theories upon which they are working, that some progressives are interested in the classroom procedures which grow out of these theories, but that only a few progressives have been interested in measuring the results secured when the theories have been put into practice. in actual classroom situations.²³

21

Margaret Gustin and Margaret L. Hayes, Activities in the Public School. Chapel Hill: The University of North Carolina Press, 1934.

22

Marian Paine Stevens, An Activities Curriculum in the Primary Grades. Boston: D. C. Heath and Company, 1931.

23

Frederick G. Bonser, "Ten Years of Progress in Elementary Education," Progressive Education, VI(January, 1929), 11-16.

Results Presented by Mead and Orth.- A recent book by Mead and Orth ²⁴ contains a valuable statistical study summarizing the academic accomplishment on standardized tests of children in the University Elementary School at Berkeley, California. This study indicates that children using the activity plan of progressive education in this particular school made considerably more than the normal amount of progress which is expected, in terms of standardized test results, for the period of a school year.

Measurements Reported by Collings.- Perhaps the most original set of measurements was that presented by Collings in the book which has been reviewed in this chapter. ²⁵

The Lincoln School Test Results.- The books of the Lincoln School Series which have been mentioned previously also contain certain measurements indicating the results secured. ²⁶

Self-Measurement Program Recommended.- Robert Hill Lane of Los Angeles in his guide book ²⁷ devotes a chapter to the title, The Teacher Checks Herself. In this, he presents

²⁴ Cyrus D. Mead and Fred W. Orth, op. cit.

²⁵ Ellsworth Collings, op. cit.

²⁶ Lincoln School Series, op. cit.

²⁷ Robert Hill Lane, A Teacher's Guide Book to the Activity Program. New York City: The Macmillan Company, 1932.

methods by which the teacher can determine the progress being made by the pupils, but no actual situation is mentioned and no actual test results are presented.

Test Results Presented by Frederick Pistor.- In an unpublished dissertation available at the Library of the New York University in New York City, Frederick Pistor has presented a series of test results indicating that progressive schools do secure desirable results.²⁸ This is shown by the following quotations:

The purpose of this study was to analyze and to measure the growth in personality of fifth and sixth grade children working under experimental conditions, (in activity schools).²⁹

This purpose was carried out by comparing the growth of two equated groups. In addition to studying the growth in personality, a study was made incidentally, of subject matter achievement, a criterion for school success as commonly employed in the science of traditional education.³⁰

It was shown that group two, the group with progressive school experience in grades three and four, was superior in almost all of the trait-actions listed. Group two manifested more positive trait-actions than group one, the group which came from the traditional school at the beginning of grade five. Group two manifested fewer negative trait-actions than group one during the two-year period of measurement.

28

Frederick Pistor, "A Comparative Study of the Growth of Children Under Traditional and Progressive Practices." Unpublished Doctor of Philosophy dissertation, School of Education, New York University, 1933.

29

Ibid., p. 5.

30

Ibid., p. 6.

Group two was more often superior to group one, but at no time was group two proven inferior to group one in the number of trait-actions manifested during the first measuring period at the beginning of the fifth grade.

Both groups showed improvement in the number of positive trait-actions manifested during fifth and sixth grades. This improvement was not gradual. It reveals the principle of specificity in operation. Group two showed an entirely higher level of performance of positive trait-actions in most cases. Group one showed improvement in negative trait-actions manifested during fifth and sixth grades. Group two could show little or no improvement in the negative trait-actions used, because it was almost excellent through the two-year period, and the instrument used did not measure any further growth of this group. The improvement of group one in negative trait-actions was also not gradual and reveals the principle of specificity in operation. Group two showed an entirely different level of performance of negative trait-actions in most cases.

Group two showed growth in a greater number of positive trait-actions during fifth and sixth grades, while no comparison can be made for the negative trait-actions because group two was not adequately measured.

Summary. The tabulated trait-actions were analyzed for the purpose of determining which group was superior in general performance for the two-year period in fifth and sixth grades, in initial ability at the beginning of fifth grade, in the progress of growing during fifth and sixth grades, and in the achievement of growth at the end of the sixth grade. In general, it was found that group two, the group with two previous years of experience in the experimental school, was superior in almost all of the aspects of personality growth measured. 31

Pearl M. Wright's Investigation of Activity Work.-

Another unpublished thesis dealing with this problem was

31

Frederick Pistor, op. cit., pp. 80 and 81.

prepared by Pearl M. Wright ³² and is available in the Library of the University of Cincinnati. This is an account of the comparative effectiveness of the activity program and the traditional program in a primary school situation. In summarizing her study, Wright gives the following statement:

The activity program as defined in this study is an effective method of primary-school procedure. The three classes measured compare favorably with, and frequently exceed, the grade norms. The pupils of the activity rooms far surpass those of the traditional rooms in their achievements in the formal subjects. In the eight weeks of the experiment the children of the activity rooms show much greater gains than those of the traditional rooms. The scale for social attitudes and habits indicates a marked lack in the pupils of the traditional rooms. Teachers of the activity program checked and scored pupils on many traits not discernible in pupils of the traditional classes.

Measurement Study Reported by Wrightstone.- One of the most comprehensive and ambitious testing programs designed to determine the results secured in progressive schools has been reported by J. Wayne Wrightstone. ³³ This study was made in order to provide a scientific answer to the question,

32

Pearl M. Wright, "Comparative Effectiveness of the Activity Program and Traditional Program as Methods of Primary-School Procedure." Unpublished Master's Thesis, Teachers College, University of Cincinnati, 1929.

33

J. Wayne Wrightstone, "Old Vs. New In Teaching". Section X, p. 11. New York Times, Sunday, March 24, 1935.

J. Wayne Wrightstone, Appraisal of Newer Practices in Selected Public Schools. New York City: Bureau of Publications, Teachers College, Columbia University, 1935.

How Effective is "Progressive Education"? It presented the results of an intensive two year study conducted with children trained under the two systems (traditional and progressive) in ten public elementary and eight high schools in three communities of New York State and one in New Jersey. This investigation was conducted under the auspices of the Institute of School Experimentation of Teachers College, Columbia University. A special advisory committee of well-known educators in public and private schools and universities in various sections of the country aided throughout the survey. The following material is quoted, by permission, from the newspaper account prepared by the author:

The aim of the survey was to measure clearly the results of the two different types of schools, upon the pupils both in scholastic achievement and in personality. As representatives of the old-type schools were taken those emphasizing memory and recitation of textbook information. The progressive schools chosen were those whose class work centres about "projects" or investigations undertaken as free enterprises by the pupils.

Thus in the old-type elementary schools the pupils' activities are practically limited to a prescribed course of study based on reading and arithmetic textbooks, formal word drills, phonetic exercises, spelling, and writing. Lessons are assigned by the teacher, and all pupils recite on identical assignments. In the progressive elementary schools classroom work centers about projects and problems of living, such as city transportation or the milk supply. Reading, arithmetic and spelling evolve from these pupil activities. Democratic discipline is provided by allowing the pupils to assist in planning the daily class program.

So, too, in the progressive high school the course of study itself is reconstructed. In the social studies, for example, a central course unifies history and civics, and current social and economic problems receive major emphasis.

What the Pupils Do.- In the natural sciences there is a trend toward stressing problems whose solution may demand materials from several branches -- physics, chemistry, biology, geology, or astronomy. In their investigations pupils visit museums, botanical gardens, industrial plants, and utilize reports on science topics in current periodicals and newspapers. In languages the progressive schools stress (1) ability to read books, newspapers and magazines within the scope of the students' interests and intellectual powers; (2) such grammar of the language as is demonstrated to be necessary for reading the language; and (3) ability to pronounce, understand and use the language orally within the limits of class materials. Thus the new methods minimize the formal acquisition of grammatical rules and stress wide, easy reading and oral use of the language. The stress in the progressive school also is placed upon reading Latin as Latin, not upon translations.

Standard Tests Used.- To discover the differences between results of the old and the new methods, pupils equal in age, intelligence and social and economic status from the "progressive" and the older type schools were subjected to the same standard tests. They were measured not only in scholastic achievement but in personal and social adjustment, in honesty and in their attitudes toward various civic questions and certain scientific facts. In reading, language and arithmetic, the Metropolitan and the New Stanford tests were used to measure academic achievement. In American and European history, French, Latin, algebra, geometry and the sciences the Cooperative tests were used. Personality and attitudes were measured by newly constructed tests in civic beliefs and science beliefs, by character sketches, a student questionnaire and a self-marking test.

The schools themselves were also examined to determine the relative amounts of opportunity offered pupils to exercise initiative, responsibility, curiosity, criticism and memory. These were gauged by repeated daily samples of class discussions and recitations in the social studies and natural sciences. Initiative was defined as a voluntary contribution, suggestion, or report by a pupil. Responsibility was defined as the preparation of assignments. Asking questions and seeking information was termed curiosity. Praise or challenge of a statement was called criticism. Memory was defined as the traditional question-and-answer on a prescribed textbook assignment.

On the basis of such tests in the first three primary grades, progressive school pupils, who had been expected to show up badly on account of their lack of textbook drill, were distinctly superior in reading, spelling, language and arithmetic. They scored six points higher than those in the old-type schools in reading, four in spelling, seven in language and three in arithmetic. In the upper elementary grades the progressive school children still maintained their lead.

In honesty they showed a quite remarkable superiority, scoring 49.35 as against a rating of 37.04 made by the children in the old-type schools. The implication was that the lack of a keenly competitive system in the progressive schools had lessened the incentives for deceit.

Results of Tests.- In the high schools the tests showed pupils taught by the "Progressive" methods equal or superior in information and skill in all subjects except intermediate algebra.

Pupils in the new schools possessed more liberal, scientific attitudes and beliefs on such problems as race relations, international affairs, national politics and national cultural achievements. In natural science attitudes and beliefs the pupils of the new schools were superior. In the tests of personal and social adjustment there is little difference between the schools, but in a self-marking test the pupils in the new schools proved more honest in scoring their papers.

In social studies and natural sciences the tests showed that pupils in the progressive high school are allowed more opportunities for exercising initiative, responsibility, curiosity and criticism. Initiative is the outstanding item, and comprises forty to fifty per cent of the total for the new schools as compared with fourteen to twenty per cent for the old schools. In contrast, memorizing of prescribed subject matter in a textbook comprises only one-third of the activities in the traditional school.

Such evidence may be interpreted as tentative proof of the validity of the progressive educational theory and principles.

4c. The Period of Transition

The Period of Change in Procedures.- From the standpoint of the purpose of this case study, the period of change from traditional to activity methods is of paramount importance. The administrative methods used during this period are likely to determine the success or failure of the new plan. Unless the administrator can use the activity method himself with the members of the staff and with the pupils it is not likely that the teachers will be able to use it to advantage in their classroom situations. To the writer, it seems important that the philosophy of the activity program should be understood and should be used by the superintendent or the principal of a school as well as by the classroom teachers and all the other school employees.

Descriptions of the Period of Change.- The outstanding contribution which has been made to date concerning the transitional period is a book by Mead and Orth.³⁴ This book discusses activities and experiences. It contrasts the two opposing points of view. It indicates how activities can be started. It provides sample schedules and programs for various grades. It discusses various kinds of activities and the ways in which they can develop in various types of schools. It shows how the school and life outside of school can be linked up with one another. It discusses accomplishments which may be expected. Throughout the book, methods of procedure are an important part of each chapter.

³⁴ Cyrus D. Mead and Fred W. Orth, The Transitional Public School. New York City: The Macmillan Company, 1934.

Specific Changes for a Third Grade.- Another book somewhat more limited in its scope is by Martha Peck Porter.³⁵ This book discusses the methods used by teachers who are starting to put the activity plan into practice. It deals particularly with third grade situations. Occasional references show how these situations can be applied to the work of other grades.

Melvin's Writings.- Two books by A. Gordon Melvin³⁶ are devoted entirely to techniques of teaching in progressive schools. These have valuable suggestions for principals and teachers who are going through the transitional period.

4d. The Educational Frontier

Looking Forward.- By his survey of the literature of progressive education and by his experience in carrying a school system through a transitional period from traditional to progressive methods, the writer has formed a very definite impression that the activity plan of progressive education is not static and that any definition which may apply to it today may be outmoded tomorrow.

35

Martha Peck Porter, The Teacher in the New School.
Yonkers-on-Hudson: World Book Company, 1930.

36

A. Gordon Melvin, Progressive Teaching. New York
City: D. Appleton and Company, 1929.

A. Gordon Melvin, The Technique of Progressive
Teaching. New York City: The John Day Company, 1932.

Progressive Education is Progressing.- Laura Zirbes,³⁷

in a speech at the department of Superintendence meeting in Atlantic City on February 26, 1935, stated that "progressive education is not progressive unless it is progressing."

Consequently, this chapter, reviewing certain phases of other studies, would be incomplete if it did not conclude by calling attention to the fact that several studies very definitely look forward to new developments in the progressive field.

Within limits, this was true of the change which took place in Glendale. The goals which were in view in the Glendale situation changed as the transitional period progressed.

Frontier Leadership by Teachers.- Two outstanding booklets call attention to present advances in the progressive field. George S. Counts served as chairman of the committee which prepared one of the booklets and as the editor of the other one.³⁸ These books raise the question as to the advisability and possibility of the schools instituting a program of social change which will revamp the framework of our

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Laura Zirbes, Speech at a Sectional meeting of The Department of Superintendence Convention, Atlantic City, 1935.

³⁸

George S. Counts, Dare the School Build a New Social Order? New York City: The John Day Company, 1932.

Committee of the Progressive Education Association on Social and Economic Problems, A Call to the Teachers of the Nation. New York City: The John Day Company, 1933.

civilization. The second one also raises the question as to whether or not the teachers shall be leaders in such a changing scene.

Both of these thoughts did appear in the transitional period which took place in the Glendale Schools from 1930 until 1933.

Education for a New Era.- Another booklet somewhat related to these by Counts is by an author who already has been mentioned in this review. A. Gordon Melvin lines up with Counts in suggesting that teachers should be leaders in the changing American social scene in his booklet Education For A New Era. ³⁹

An Analytical Approach.- A forward looking account of progressive education and of the activity movement is to be found in Long's dissertation ⁴⁰ on physical facilities which are needed for the proper working of an activity program. Long includes in his book a chapter which he calls An Analysis of the Activity Program. The writer considers this one of the best summations of the activity idea which has been prepared up to this time.

39

A. Gordon Melvin, Education For A New Era.
New York City: The John Day Company, 1933.

40

Frank M. Long, Desirable Physical Facilities for an Activity Program. New York City: Bureau of Publications, Teachers College, Columbia University, 1933.

Trends Toward New Things.- The Association for Childhood Education, which is very progressive in its attack upon school problems, has issued a booklet called Curriculum Trends.⁴¹ This book reviews certain tendencies which have become apparent in activity schools and attempts to indicate how these tendencies may develop in the immediate future.

Work by the National Society for the Study of Education.- Part II of the Thirty-Third Yearbook of the National Society for the Study of Education⁴² not only presents present conditions but also looks forward to some extent into the future.

A Broad Look Into the Future.- Perhaps the most scholarly and the most complete attack upon this matter of how the activity program and progressive education may develop in the future is contained in a book written by a number of leaders in the field and edited by William H. Kilpatrick.⁴³

⁴¹
Laura Zirbes, Curriculum Trends. Washington, D.C.: Association for Childhood Education, 1935.

⁴²
Lois Coffey Mossman, and Others, The Activity Movement. Thirty-Third Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: The Public School Publishing Company, 1934.

⁴³
William H. Kilpatrick, and Others, The Educational Frontier. New York City: The Century Company, 1933.

CHAPTER III

THE SOURCES OF THE DATA FOR THIS CASE STUDY

Office Files and Records.- The materials for this case study have been drawn from the office record files of the Superintendent of Schools and of the Clerk of the Board of Education in Glendale and from the files of the Hamilton County Superintendent of Schools in Cincinnati.

The files of the County Superintendent contain copies of all state and county reports submitted by the Glendale school officials for the period under consideration.

The files of the Glendale Superintendent, and to a large extent, of the Clerk of the Glendale Board of Education, really date from August, 1930, since practically no records aside from a minute book of the board were kept before that time. While not yet so extensive or so complete as they should be, according to established standards, the Glendale school records since August, 1930, do compare favorably with those of an average school system and they have been drawn upon extensively for this study.

Other Materials Collected.- During the period from August, 1930, to July, 1933, a complete file of bulletins, statements, test summaries, and similar materials was kept by the local superintendent in Glendale. Opinions of visitors and patrons were secured. Copies of publicity material were filed. From time to time, statements of progress were prepared. Teachers wrote individual and group reports. Samples

of work done by pupils were preserved. All of these were utilized in the preparation of this report.

The Glendale Public School Bulletin and Magazine
Articles.- During the period, two issues of The Glendale Public School Bulletin were published at private expense for the Glendale Board of Education and these contained many useful facts about the schools. Several articles dealing with various phases of the Glendale work were published in professional magazines and these have been used as references.

Books on the Activity Plan of Progressive Education.- In addition to this material dealing with the Glendale Schools themselves, certain books dealing with the activity plan of progressive education have been drawn upon for information. Footnotes have been used in this report to acknowledge the use of these books.

CHAPTER IV

THE GLENDALE VILLAGE AND SCHOOL DISTRICT AS A SETTING FOR THE INTRODUCTION OF THE ACTIVITY PLAN

The Location of the Village.- Glendale is located in Hamilton County, Ohio, and is the most northern of the immediate circle of residential suburbs surrounding the city of Cincinnati.

Its Age and Rate of Growth.- Glendale was founded in 1852 and was known as Fosdick until 1854 when the present name was adopted. Consequently, it may be called a relatively old suburb of Cincinnati with a history extending over a period of about eighty years.

During its entire history, the growth of the village has been slow as is shown by a study of the census figures in Table I. By far the greatest growth during recent years was during the decade from 1920 to 1930.

TABLE I

UNITED STATES CENSUS FIGURES FOR GLENDALE, OHIO

Year	Total Population	Growth Since Previous Census
1900	1,545	101
1910	1,741	204
1920	1,759	18
1930	2,360	601

The Negro and Foreign Born Population.- In 1930, there was a Negro population of five hundred thirty-six out of the total population of two thousand three hundred sixty. Of the total population of the village, all were native born Americans, except for a little group of only ninety foreign born people. ¹

Population and Area Compared.- The school district was slightly larger than the village, having had about three thousand people in 1930. The census records do not indicate the exact population figures for school districts having boundary lines which do not agree exactly with the local units of civil government.

The area of the village was small, also, being a little less than two square miles. The area of the school district was almost exactly three square miles. There were no local geographical features such as rivers, ravines or hills to divide the village into natural subdivisions. The land was slightly rolling or only fairly level within the district boundaries. ²

A Residential Type of Village.- The village was purely residential in character. Within its borders there was not a single factory or industrial establishment of any

¹ Figures taken from United States Census Report for 1930.

² Information taken from maps in the Hamilton County Court House, Cincinnati, Ohio.

sort. There were about a dozen stores, such as those which sold groceries, meats, drugs, notions, and hardware. There were three public garages. The public buildings, including those of a semi-public nature, were the town hall, the council chamber and jail, two public schools and a Roman Catholic parochial school, seven churches (two Negro), two of which had parish houses, a community house, a scout hall, and a fire house. There were three small parks. ³

The Children of the Village.- Among both the white and the Negro children of the village, the range in backgrounds was tremendous, at the time of this study. Among the white children were some who had every advantage that came through the combination of a fine racial heritage, unquestioned family prestige, excellent social position, good physique, decidedly aesthetic surroundings, the constant assistance of servants and plenty of wealth. On the other hand, while this study was in progress, there were a few white children of Glendale who lived in abject poverty with none of the luxuries and few of the necessities of life.

Among the Negroes, none of the children had all the advantages which many white children had but there were

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This information is based upon the observation of the author.

a few who came from comfortable homes and who did profit by many advantages. During the entire time covered by this study, there were in Glendale many Negro children whose parents were poor, unschooled, physically deficient and mentally retarded. On the whole, however, the Negro people were industrious, ambitious, well behaved, keenly interested in life, devoted to their children, to their school, and to their churches, and highly appreciative of any help that was given to them toward an improvement of their condition.⁴

Business Interests of the Residents.- Most of the men of Glendale were daily commuters to Cincinnati or to other suburban centers in the Mill Creek Valley region of the Greater Cincinnati area. During the day, most of the village population was made up of women and children.

The business and industrial interests of the people were centered in large corporations. Even those men who were lawyers, economists, sociologists, and members of other professional groups were likely to be in the employ of some well known corporation.

These same corporations employed many of the Glendale men of the other social groups, so that in a sense there was a community of interest in these business concerns.

⁴This summary of conditions is subjective, but is based upon careful observation.

The Glendale Village School District.- The Glendale Village School District included the village itself and land to the east, north, and west of the village boundaries -- chiefly to the east and west.⁵ As a result of this, the school district included a roughly rectangular area lying between Sharonville on the east and Springdale on the west.

Enrollment in the Public Schools.- The public school enrollment for this area totaled four hundred eighty-four pupils in the school year 1930-1931, forty being tuition pupils (mostly in the ninth to twelfth grades) from other districts and forty-nine being boys from St. Edmund's Home which is located just outside the village limits. Of these four hundred eighty-four pupils, three hundred fifty-five were enrolled in the Congress Avenue School and one hundred twenty-nine in the Eckstein Elementary School (for Negroes).

Enrollment in Other Schools.- The local public schools did not enroll all the pupils living in the district, however. Some attended the St. Gabriel's School, maintained by the local Roman Catholic Church, which served a parish still larger than the Glendale School District. Also about

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The official map showing exact boundaries is kept in the office of the County Superintendent of Schools, in the Hamilton County Court House, Cincinnati, Ohio.

forty Glendale children attended various public and private schools in and about Cincinnati. ⁶

The Congress Avenue School Building.- The Congress Avenue Public School was located near the center of the village on a desirable site, but one which was too small to provide ample play area. In it were housed the elementary school for white children (grades one to six inclusive, with one class to each grade) and the Junior-Senior High School (grades seven to twelve inclusive). It was an expensively built brick structure with an ornamental tile roof. Placed among beautiful homes with spacious lawns, it was planned to harmonize with its setting rather than to serve educational needs. ⁷ This case study deals with the transitional program which developed in this building.

The Eckstein School Building.- The Eckstein Public School was located in the middle of the larger of the two Negro sections of the village. It, too, presented a very pleasing appearance, but it was cramped for space. It housed an elementary school of eight grades arranged with two

⁶From the annual school enumeration reports, prepared by the Community Nurse.

⁷This building has been enlarged since 1933. The plans for the addition were made while this transitional period was in progress. See Chapter IX, pp. 75-82, for further comments regarding this building.

grades in each of four classrooms. It was the most pretentious and best looking building in the Negro section. The work of the school is not included in this case study, but an occasional reference to it has been thought desirable.

Other School Properties.- In addition to the two school buildings, there was a ten acre play field with a field house, near the Congress Avenue building. During the period covered by this study, the schools were given partial use of the town hall and of the scout house for certain physical education work, and the play space at the Eckstein building was increased by leasing an adjoining lot containing about three acres of land.

The Interest of People in the Public Schools.- It appears that for a long period of years, certain groups of Glendale parents have taken a keen interest in the work of the local public schools. As some families of children have grown beyond public school age and as other families of children have taken their places in the schools, the particular group of parents most concerned at any one time has changed gradually.

A Major Change Planned.- By 1930, the group of Glendale people who had become very much interested in the general problem of public education as it related to the development of their own children began to study a number of the newer educational developments. ⁸

⁸The information in this and the succeeding paragraph has been secured by reference to the official minutes of the Glendale Board of Education.

The Introduction of the Activity Plan.- When a new Superintendent was chosen, in May of 1930, the board of education directed him to recommend teachers, to plan the supervisory work, and to carry out the publicity program so as to insure the immediate operation of the activity plan of progressive education in grades one and two at the Congress Avenue School and the gradual introduction of the plan in the other grades at the Congress Avenue School and at the Eckstein School. It was understood that if the first year of such a program proved acceptable to the community that further extensions of the activity plan should be made from year to year, as might seem advisable and practicable.

CHAPTER V
GUIDING STATEMENTS OF THE ACTIVITY PLAN AS DEVELOPED
FOR THE GLENDALE SCHOOLS

The Glendale School Staff in September, 1930.-

The Glendale Public Schools opened in September of 1930 with a staff of nineteen full time teachers and one part time teacher, in addition to the Superintendent. Of these, eight, including the Superintendent, were new to the Glendale schools. Two were filling new positions which had been created during the summer months.

General Order to the Staff from the Board of Education.-

The Board of Education had directed that the schools be reorganized upon the activity plan of progressive education. Consequently, there was much to be done in making adjustments in the program of work, in the purchase of supplies, in becoming acquainted with one another's points of view, in outlining general criteria, and in finding the needs of the community.

A Tentative Program for Immediate Needs.-

It was necessary to do something at once -- the schools could not wait for all the adjustments to be made before the new academic year started. Perhaps it was well that such was the case for this made it necessary to do the adjusting and revising in the light of daily experience with the children and their parents.

Preparation for a Long Term Program.- As soon as possible, after a tentative program was under way, committees of teachers began the work of drafting statements of educational viewpoint and of aims upon which a more permanent program could be based. The Superintendent had come from the Public Schools of Lynn, Massachusetts, where he had been in charge of a program of testing, pupil classification, and curriculum revision. The first statements which the committees considered as guides were those which had been formulated in connection with his work by committees of teachers in Lynn.¹ Documents from a number of other schools were considered also.²

Guiding Statements Prepared.- Finally, new statements of aims for the Glendale Schools were submitted by committees of teachers in the primary, upper elementary,

¹ Samuel Engle Burr, "Further Progress in Curriculum Making." Second Curriculum Yearbook of the Lynn Public Schools. Lynn, Massachusetts: The Lynn School Department, (Mimeographed) 1930.

² Harold O. Rugg and Ann Shumaker, The Child-centered School. Yonkers-on-Hudson: The World Book Company, 1928.

Marian Paine Stevens, An Activities Curriculum in the Primary Grades. Boston: D. C. Heath and Company, 1931.

Ellsworth Collings, An Experiment With A Project Curriculum. New York City: The Macmillan Company, 1923.

Teachers of Ann Arbor, Michigan, Social Studies in the Public Schools, Grades 1 and 2. Ann Arbor: The Ann Arbor Board of Education, 1929.

Teachers of Ann Arbor, Michigan, Social Studies in the Public Schools, Grades 3 to 6. Ann Arbor: The Ann Arbor Board of Education, 1929.

and secondary fields, and another committee submitted a statement of basic educational viewpoint. These were considered by the Superintendent, who then conferred with the committees, made additional suggestions and presented additional references. After nearly a year of such study and cooperative work, three statements were fully agreed upon as a point of departure for a new beginning in the work of the Glendale Schools, the next September. (September, 1931.)

Summary of the First Statements.- These statements may be summarized as follows:

The education of a child is a continuous process, the school being only one of several important factors in it. The school's contribution to the child's education constitutes the curriculum. The curriculum should have values for every child, but they need not be the same for all children. Each child should have the opportunity to go as far and as rapidly in school as his capacity and his ambition will permit in order that he may live more satisfyingly to himself and that he may be more useful to society.

The general aims of the school should include: personal and social values; ³ ethical and moral values; mental development and physical development; opportunities

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Laura Zirbes, Curriculum Trends, Washington, D. C.: Association for Childhood Education, 1935.

for creative self-expression; appreciation for the work done by others; mastery of the common essentials (knowledge and skills); the development of democratic group action and cooperative living; the development of good citizenship; the development of prevocational, vocational and avocational interests.

The Revision of the First Statements.- The committees of teachers, with some changes in personnel, continued to work upon this material, when school reopened in September of 1931. Some changes were made, new material was added and the statements took on somewhat different form. They also increased to seven in number. At the end of the three year period, they were becoming much more fixed, but minor changes still occurred from time to time. In June of 1933, there were a total of seven statements. They were as follows:

1. Superintendent's statement as to the meaning of the Activity Plan.
2. Committee's statement of the progressive point of view.
3. Committee's statement of general aims and objectives.
4. Committee's statement of specific aims and objectives for primary grades.
5. Committee's statement of specific aims and objectives for upper elementary grades.
6. Committee's statement of specific aims and objectives for secondary grades.
7. Curriculum announcement for the Junior-Senior High School.

The Content of the Revised Statements.- These seven revised statements were prepared in mimeographed form and were issued to all the members of the school staff for study and guidance. They were more detailed and much more inclusive than the three original statements, but the basic philosophy of the two sets of principles was the same. In the later statements, pupils and teachers were shown as cooperating in a joint enterprise; freedom, activity and creative self-expression still were emphasized. The social group remained as the center for work, but from this center radiated all sorts of individual projects.

No fixed standards of accomplishment were set up, except for secondary pupils who were preparing for entrance to the traditional type of liberal arts colleges. Self-improvement for personal happiness and for social usefulness was stressed as an outstanding goal.⁴ Specific aims still dealt primarily with fact knowledge and skills; they were admittedly a transitional compromise. The greatest liberality and freedom was evident in the primary grades, a great deal was evident in the upper elementary grades, some was becoming evident in the secondary school, but progress here was handicapped by the small number of teachers available to handle a very wide divergence in pupil needs.

⁴
Orville G. Brim, "Basic Realities of the Activity Movement," Progressive Education, II (October, 1934), 328-33.

CHAPTER VI

THE GROWTH OF UNITS OF WORK IN THE GLENDALE SCHOOLS

1. The Purpose of this Chapter

Essentials of Primary School Work.- During the three year period covered by this study, the work of the primary grades of the Glendale Public Schools was chiefly the promotion and guidance of child growth -- physical, mental, social, civic, moral, and emotional. The mastery of skills and the memorization of facts had some place in this program, but the formation of proper attitudes, the development of desirable appreciations and the establishment of worth while insights were of far greater importance. The upper elementary grades in Glendale were not prepared ¹ to meet the needs of a child who had had no primary school experience, but this was not due to any lack of actual facts that such a child might experience. It was due rather to the lack of social contacts, group feelings, mental insights, moral attitudes and emotional controls which should be gained in the lower grades. For example, a child who might not have known more than two or three number combinations could have succeeded in grade three or even in grade four, but one

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The formal school thinks much about the pupil being prepared to fit into the school program. The activity school is concerned about its own preparation to satisfy the needs and to meet the interests of the child on a desirable plane and at whatever level of development the child happens to be.

who could not have associated happily and easily with other children of his own age would not have been likely to have found success in any grade above the first.

Additional Elements Essential in Upper Grades.-

After the third grade level was reached and passed, however, experience indicated that it was necessary for pupils to possess a growing fund of certain facts and skills, in addition to insights, attitudes and controls, in order to succeed.

In general, this is true in activity schools as well as in formal schools. In many fields, knowledge is accumulative and new learnings have to be built upon old ones. Where college entrance examinations are in use, the matter of prerequisite fact knowledges becomes most important, deplorable as the examinations may be. Further than that, as children become older, they themselves and the adults with whom they have contacts expect them to act more like present day adults and this requires certain fact knowledges, habits, ideas and interpretations which infants and young children do not possess. Consequently, the development of a unit of work will differ somewhat from grade to grade throughout the school on this account. Such differences in units became apparent in Glendale as the program grew from year to year.

Materials Presented in This Chapter.- In this chapter, the general development of units of work will be discussed and lists of unit topics actually used in Glendale will be presented. ²

2. The First Year of Activity Work in Glendale
(1930-1931)

A Complete Activity Program Started in Two Rooms.-

During the first year, only grades one and two at the Congress Avenue School were on a complete activity basis. The first unit to develop in grade one was a play-house unit. In grade two, several excursions-- one to an Ohio river boat -- led to the development of a unit on transportation.

Later, new tables and chairs arrived to replace the old desks for these two classes and a locker was provided for each child. Second-hand pianos were placed in each room. A small sized sink or wash stand, with running water, was installed in each rooms and a small gas stove in grade two. Some of the blackboards were removed and bulletin boards were placed in those positions. All of these changes grew out of definite needs which developed during the first units. The changes themselves were of direct interest to the children

²For comparable lists of topics for units, see:

Marian Paine Stevens, op. cit.

Margaret Gustin and Margaret L. Hayes, op. cit.

Alice Carey, Paul R. Hanna, and J. L. Meriam,
op. cit.

and the class discussions of them amounted to minor units in each room.

In grade two, a class fund was started and continued to operate from year to year. Grade one had a circus with elephants, clowns, trained animals and a tight-rope walker. Sometimes these classes visited the higher grades for special programs. Holidays were celebrated and these observances led to the development of several short units, especially at the Thanksgiving and Christmas seasons.

General Use of Time During the School Day.- In all of this work, a very free type of organization was used. Ordinarily, at about nine o'clock in the morning, the teacher and the children came together for a conference about the day's work. The daily news was dictated by the group and written by the teacher on the board (to be copied by her with India ink on tag board, later) and each pupil or each group of pupils decided, with the teacher's help, on what should be done next. After that, the teacher kept in touch with each activity in progress during the day seeing that time was not wasted, that plans were carried forward and that maximum learnings came about. Usually there was an outdoor play period for relaxation during the morning, but this did not necessarily come at any fixed time. The special subject teachers (music, physical education, practical arts, fine arts) were called in when needed, rather than reporting upon a definite, fixed schedule. The whole time plan allowed for

a maximum of freedom and for adaptability to immediate needs.

The Types of Work Which were Involved.- All of the activities involved the use of some of the skills -- in reading or writing or arithmetic, etc. There was much work in painting, modeling, and carving. Carpenter's tools were in constant use. Physical education and supervised play were a part of most activities. Music was used throughout the year and some second grade pupils composed original tunes for their own original poems.

Activities Developed More Gradually in the Upper Grades.- In the upper elementary grades (three, four, five, and six), activity work was a more gradual development than in grades one and two. In these higher grades, the teachers used a formal program of definite periods as a basis for the daily work. There were periods which were devoted ordinarily to work in the same field, day after day; reading, spelling, and arithmetic, for example. There were daily activity periods, too, and these immediately merged with the social science period.³ Gradually, as the year progressed and as the pupils in these upper elementary grades showed their ability to succeed with the activity program, the free period or work period was enlarged and the unit of work came to

³
C. W. Waddell, Corrine Seeds, and Natalie White,
op. cit.

include much more than social science.

Summary of a Third and Fourth Grade Unit.-

Throughout the year, the pupils of grades three and four traveled vicariously from country to country, visiting the Arctic, Japan, the Philippines, Hawaii, Holland, France, Germany and Hungary.

An outstanding result of the work in grades three and four came near the end of the year in the presentation of a program, Our Foreign Cousins, by the pupils of these two classes together. It should not be inferred, however, that all the good work of these grades came at the end of the school year. There was a constant development of activities during the entire term.

Specific Development in Grade Five.- One of the best examples of original, creative work during the year was in grade five. Three boys who were influenced particularly by the romances of the sea impersonated John Paul Jones and two of his friends. Seated about a table, they discussed the conditions of the eighteenth century work, in general, the details of their new expedition, in particular. Their brief sketch -- it lasted about ten minutes -- revealed that they had read widely upon the period, its customs, its politics, its personalities and even its principles of navigation. The situation was very real to them. There was no laughter, no pretence, no waiting for cues, no con-

sulting of notes. They really were John Paul Jones and his lieutenants. The situation had no false element for these boys or for the remainder of the class who formed the audience.

Specific Development in Grade Six.- The year hardly had started before the sixth grade had an excursion to Fort Ancient, the site of mighty earthworks and mounds erected by the little-known "Mound Builders" of the Ohio Valley who preceded the known tribes of Indians in this region. The children saw not only the huge mounds but also many of the articles made and used by the prehistoric race. These, together with quite a number of skeletons, have been gathered together into a little museum near the site of the "Fort."

As a result of this trip, an original play was written and presented by the sixth grade pupils in a naturalistic setting out of doors. The fifth grade pupils made up the audience. Creative drawing, painting, and modeling also came out of this trip. The boys erected a stockade and fort of their own in the classroom. Some primitive music and dancing were attempted. A museum was started. Reference works were consulted, books were read, themes were written.

This unit grew naturally into a study of the American Indians and from that to a study of pioneer life in Ohio. Thus, throughout the year the sixth grade went from unit to unit, their chief trouble being that there were

so many leads among which to choose for new units.

At the end of the term, they were busily discussing, demonstrating, and inventing "Modern Inventions." They visited the telephone exchange and had a representative from the telephone company come and talk with them about the apparatus they had seen. The science teacher was called in to explain the mysteries of radio and television. A portable motion picture machine was demonstrated and dismantled in class. They profited by the automobile bought for the high school physics class. In this unit, they came to find sufficient motivation for practically all their work, except certain phases of mathematics.

The First Term for the Secondary Grades.- There was no attempt to introduce an activity program into the secondary grades during the first year. Almost before it was realized, however, progressive tendencies and practices began to creep in, here and there.⁴

3. The Second Year of Activity Work in Glendale (1931-1932)

Development from the First Year's Work.- During

4

Nelson L. Bossing, Progressive Methods of Teaching in Secondary Schools. New York City: Houghton Mifflin Company, 1935.

Ellsworth Collings, Progressive Teaching in Secondary Schools. Indianapolis: The Bobbs-Merrill Company, 1931.

the school year, 1931-1932, activity work in the classrooms was more extensive and more intensive than during the first year of the transitional period. In grades one, two, and three at the Congress Avenue School and in grades one and two at the Eckstein School, practically the whole year's program was organized upon the activity plan of progressive education. In grades four, five, and six at both schools, as time passed, activity periods came to claim more and more of the school time, crowding the fixed recitation periods of the old type almost out of existence. In the high school, real activity programs developed in the combined social science and English classes, especially during the second semester.

The Place of Formal Work in the Plan.- Starting in grade three at each school and increasing in number, especially in the high school, formal recitation periods did continue to have a place in the program of work. In the elementary grades, these were not definitely scheduled periods of the daily recurring type, except in the field of mathematics, which did require some formal treatment in order to meet the "artificial" standard which was maintained in this subject. Most of the high school work remained upon a definite daily schedule but real evidences of the activity technique were appearing constantly even within the discouraging and limiting time allotments and subject matter requirements of the old order.

Development of Units Dependent Upon Interest and Worth.- It became the policy to let units of work develop

- First Grades:** What Does the Grocer Do for Us?
 What We Saw at the Fire House.
 The Village Policeman and the Jail.
 Books and Shelves for Our Library.
 We Build an Aquarium.
 Who Was George Washington?
- Second Grades:** How the Indians Lived in Ohio.
 How Our Houses Shelter Us.
 Cluck and Her Chicks.
 Our Circus and Menagerie.
 Building Our Museum.
- Third Grades:** How Is Our Clothing Made?
 Cotton, Silk, Wool, and Linen.
 Building Our Rock Garden.
 What Would We See in China?
 How George Washington Lived.
 What and Why Is Hallowe'en?
- Fourth Grades:** How Do the Eskimo People Live?
 Some People of the Desert.
 Life in the Philippines.
 Our First President.
 How Our Grandmothers Made Soap.
 How Soap Is Made Today.
 Learning to Make a Map.
 The First Thanksgiving.

- Fifth Grades:** Native Life in Africa.
 Life in the Mediterranean Countries.
 Butterflies from Caterpillars.
 How to Keep Our New Tools.
 A Trip to England.
 Knighthood, Chivalry and Feudalism.
 How Did Writing Develop?
 George Washington's Home.
- Sixth Grades:** The Sixth Grade Herald, (Incorporated).
 Indian Life before 1800.
 How Ohio Was Settled.
 Why Did We Have Slavery in America?
 How to Make a Book.
 Our State -- Ohio of Today.
 Making and Operating a Puppet Show.
 A Trip to South America.
 We Make and Study Picture Maps.
 Washington's Bicentennial.
- Seventh Grades:** A Study of Our Own Village -- Glendale.
 Planning and Presenting an Operetta.
 How Shall We Run Our School Parties?
 The Life of George Washington.
- Eighth Grades:** The Industries of Ohio.
 Planning and Presenting an Operetta.
 Developing Our School Garden.

- Ninth Grades: Rome at the Time of Caesar.
 Some Effects of the World War.
 Can We Understand the Depression?
- Tenth Grades: The French Revolution in History and
 in Literature.
- Eleventh and
 Twelfth Grades: George Washington and His Times.

Recurrence of the Washington Unit.- It will be noticed that most of the classes worked upon George Washington units and this topic might well have been entered under every grade heading, for all the pupils in both of the schools did have a very real part in the George Washington Bicentennial Celebration.

Short Units on Various Holidays.- A number of classes developed units on various holidays. All of the classes did observe, more or less elaborately, the various important holidays which occurred during the school year. Ordinarily, however, units on holidays were very short and did not rank in importance or in value with other units on the list.

4. The Third Year of Activity Work in Glendale (1932-1933)

General Considerations for the Third Year.- During the third year of the transition, attention was centered upon consolidating and improving the program which had developed so rapidly since September of 1930. Both the elementary schools were operating upon an almost complete activity plan by this time and units were being developed in some of the secondary

fields but no attempt was made during the third year to force the whole high school to use a revamped program. It was felt that the time was not quite ripe for this and that it would be more successful if it were delayed a few years until children who had come up through an activity program in the elementary grades became high school students.

List of Topics for Units During the Third Year.-

A list of the units developed in the various grades during this year is as follows:

- First Grades: Building and Sailing Our Boat.
 We Need a Lighthouse.
 Can We Have a Playhouse?
 Our Pets and Some Other Animals.
 We Get Music from Bottles and Sticks.
 What Do We Know about Glendale?
 The Story of Hansel and Gretel.
- Second Grades: How Messages Are Carried.
 What Kinds of Homes Do Animals Have?
 The Sheep Who Give Us Wool.
 If We Lived with the Eskimos.
 The Story of Milk.
 The Second Grade Messenger.
- Third Grades: Life in Colonial Times.
 We Keep Our Chickens and Sell Eggs.
 How Do We Raise and Use Cotton?
 Life on a Farm.
 Living in Holland Would Be Interesting.

- Third Grades:** We Study Transportation.
- Fourth Grades:** If We Were Living in Japan.
 How People Live in Desert Countries.
 How Do People Live in the Tropics?
 Arctic Life with the Eskimos.
- Fifth Grades:** Knighthood and Feudalism in England.
 Living in a Primitive Log Cabin.
 Good Food and Good Health.
 England's Colonies in America.
 The American Revolution.
 Modern Italy and Ancient Rome.
- Sixth Grades:** What Do We Know of the Mound Builders?
 When Indians Lived in Ohio.
 Our American Pioneers.
 When the North Fought the South.
 Some Interesting Facts about the World War.
 We Study Cincinnati's New Terminal.
 The Sixth Grade Herald.
- Seventh Grades:** "The Great Stone Face."
 Uncle Sam -- Rich Man of the World.
 Improving the School Garden.
 Power: Water, Coal, Oil, etc.
 Some Industries of the United States.
- Eighth Grades:** Some American Indian Types.
 Colonial Government in America.
 Making a Planetarium.
 The Pageant of America.

Eighth Grades:	The Constitution of the United States.
Ninth Grades:	What Can We Learn of Our Prehistoric Ancestors?
	What Is Astronomy?
	Our Interests in Astronomy.
	We Plan a Futuristic Circus.
Tenth Grades:	The Protestant Reformation.
	Our Health and Health for Others.
	Building and Painting Stage Scenery.
Eleventh and Twelfth Grades:	Enlarging Our Manual Training Shop.
	We Produce a School Operetta.
	Preparing a High School Annual.

Special Points of Emphasis In Developing Units.-

During the year, special emphasis was placed upon the following elements in the development of these units:

1. Choosing the best available topic.
2. Keeping general goals in mind.
3. Developing the unit as richly as possible.
4. Devoting the optimum amount of time to each unit.
5. Determining the progress being made.
6. Doing remedial work where necessary.
7. Measuring the results.
8. Summarizing essential developments for review and special attention.
9. Filing for future use valuable materials which accumulate during a unit.
10. Keeping a log of the class work to serve as a guide in the selection of future units.

CHAPTER VII
ADMINISTRATION AND SUPERVISION OF THE
ACTIVITY PLAN IN GLENDALE

1. Preliminary Details of Operation

Administrative Relationship between Glendale Village

School District and County Officials.- As Glendale was a village of less than three thousand people in all the federal census returns up to and including 1930, the Glendale Village School District fell under the general supervision of the Hamilton County Board of Education and of the County Superintendent of Schools.¹ It so happened that during the period covered by this account, the staff of the county school office included not only a County Superintendent of Schools, but also three Assistant County Superintendents and a County Attendance Officer, all of whom were in positions of authority over the village schools. In addition to these, the County Medical Director, the County Budget Commission, and the County Auditor, had direct official contacts of various sorts with the village schools.

¹ John L. Clifton, (Compiler), School Laws of the State of Ohio. Chapter 5, "Classification of Public School Districts," and Chapter 9, "County School Districts." Columbus: Published by the State of Ohio, 1928.

Organization of the Local Board of Education.-

As the village, plus some contiguous territory, was organized into a local school district, it had also its own local board of education of five members, elected at large by the registered voters of the district for terms of four years each, these terms overlapping so that two ended (or will end) on December 31, 1927, 1931, 1935, 1939, etc., and so that three ended (or will end) on December 31, 1925, 1929, 1933, 1937, etc.

This village board of education of five members re-organized annually in January by electing a president and a vice-president. In the even numbered years, it elected a clerk for a term of two years.

Staff of the Local School Elected by the Local

Board.- Although the state law no longer provided for local superintendents of schools in village or rural districts, since a revision which was made in 1929, the Glendale Board continued to elect a local administrative and supervisory officer and to designate him as the local Superintendent of Schools. This was not unusual, as hundreds of other districts throughout the state followed the same practice. The local board of education also elected all the principals, teachers, clerks, janitors, and other employees of the village schools and they were paid out of the funds of the local board, which also elected its own clerk.

Indefinite Line between Local and County Authority.-

The line of administrative and supervisory authority between the county board and its officers on the one hand and the local board and its employees on the other was quite indefinite. In reality the actual division in most matters depended upon the adjustments made by the persons directly concerned. A few matters were fixed very definitely by law.

Election of a Local "Superintendent" in 1930.-

The writer was elected to serve as the local administrator and supervisor of the Glendale Public Schools in May, 1930. The election was for a term of only one year, in keeping with local custom.

2. Putting The Activity Plan Into Operation

The First Supervisory Work.- The supervisory work started in June of 1930 when the new Superintendent-elect suggested to the teachers that they should do certain reading or should take certain courses during the summer months of 1930. Four books were listed as suitable for study by all of the teachers. They were as follows:

Dewey, John. How We Think. Boston: D. C. Heath and Co., 1910. Pp. vi / 228. (A revised edition is available now.)

Kilpatrick, William H. Foundations of Method. New York: The Macmillan Co., 1925. Pp. ix / 383.

Rugg, Harold and Schumaker, Ann. The Child Centered School. New York: World Book Co., 1928. Pp. xiv / 359.

Collings, Ellsworth. An Experiment With A Project Curriculum. New York: The Macmillan Co., 1923. Pp. xxvi / 346.

Some of the high school teachers and the teachers working in certain special fields were asked to read additional books applying to activity practices within their own subject-matter fields, where such books were available.

These were as follows:

For the field of English: Mearns, Hughes. Creative Youth. New York City: Doubleday, Doran and Co., 1925. Pp. xv / 234.

For the field of Music: Coleman, Satis N. Creative Music for Children. New York City: G. P. Putman's Sons, 1922. Pp. xvi / 220.

For the field of Physical Education: Horrigan, Olive K. Creative Activities in Physical Education. New York City: A. S. Barnes and Co., 1929. Pp. xi / 147.

For the field of Industrial Arts: Mossman, Lois Coffey and Bonser, Frederick G. Industrial Arts for Elementary Schools. New York City: Macmillan Co., 1923. Pp. xi / 491.

The First Conference With The Teachers.- In September, it was found that the teachers had done considerable reading and a few of them had taken summer courses. The first supervisory conferences were used to discuss the material in the books which had been recommended and to list the supplies that would be needed for the new school year. The first general meeting of the teachers was held on September 8, 1930. The pupils reported to the schools on the following morning.

3. The Program of Supervision

A Variety of Supervisory Procedures.- As the year progressed, many differing supervisory procedures were used.

Among them were visits to other schools, an extension course on progressive education, lectures and suggestions made by visitors from other activity schools. These will be discussed later in this chapter. First, consideration will be given to four procedures which were in use constantly during the three year period.

1. General bulletins which were mimeographed and distributed to teachers at irregular intervals. A total of about forty supervisory bulletins was issued each year.²

2. Class room visitations followed by individual conferences with the teachers. The superintendent averaged about five supervisory visits and conferences per week during the three year period covered by this report.

3. General and group faculty meetings. Often the mimeographed bulletins were discussed at these meetings. An average of one such meeting per week was held during the three year period. Usually the meetings were attended by the entire group but sometimes departmental meetings were held.

4. Committee action by teachers, such as the preparation, by committees, of the statements of aims which have been summarized in Chapter V. Four or five committees of teachers functioned each year on this type of material and seven statements had been prepared by the end of the

² Samuel Engle Burr, "The Mimeographed Bulletin as a Supervisory Device." The Nation's Schools. IX (June, 1932), 43-48.

three year period. These statements have been discussed in Chapter V of this study.

5. During each school year, the Glendale teachers were given one day off from school in order that they might visit other schools and observe the work being done. The superintendent accompanied the teachers on these trips.

6. From time to time, during the three year period, special speakers were secured to address the teachers at the general faculty meetings.

7. During the first semester of the second year of the work, an extension course on progressive education was offered for parents and teachers. The class met for two hours per week for fifteen weeks. It was under the direction of a professor of education from the University of Cincinnati. About forty-five adults were in regular attendance at the weekly meetings of the group. These meetings were held in the Congress Avenue School.

Plan of Supervision.- The plan of the supervisory program rested upon a desire to improve the work of the teachers.³ They were encouraged to analyze their procedures and to present their difficulties to one another and to the superintendent. Although the superintendent made many unannounced visits to classes and although he volunteered many suggestions, the major portion of the supervision was developed

3

Walter S. Monroe and Ruth Streitz, Directing Learning in the Elementary School. Garden City, New York: Doubleday, Doran, and Company, 1932.

upon a service basis and upon a cooperative plan.

4. The Program of Administration

Plan of Administration.- The local superintendent was required to make many decisions, some of which doubtless appeared to be quite arbitrary. As with the supervisory program, however, it was the aim to develop a democratic cooperative administrative plan which made the teachers⁴ important elements in the local situation. Their advice and suggestions--even their adverse criticisms--were welcomed and were utilized.

The Activity Plan Should be Complete.- In developing the activity plan of progressive education in Glendale, it was recognized from the start that the plan had to involve all the elements of the school system--pupils, teachers, superintendent, board of education members, parents, tax payers, county officials, book salesmen, etc. It was recognized from the start that freedom, activity, creative work, mutual respect, and group cooperation had to influence not only classroom situations, but also situations involving supervision, research, curriculum revision, public relations, and administration.⁵ In practice, the Glendale situation did not fully

⁴ W. W. Carpenter and John Ruff, The Teacher and Secondary School Administration. Boston: Ginn and Co., 1931.

⁵ Carleton Washburne, "What is Progressive School Administration?" Progressive Education, XII (April, 1935), 219-23.

Committee on Elementary Education, New York State Council of Superintendents, Cardinal Objectives in Elementary Education, Some Administrative Phases of the Problem. Albany: The University of the State of New York, 1931.

attain the progressive ideals in the fields of administration
and of local legislation but significant advances were made.

CHAPTER VIII

THE GLENDALE TEACHING STAFF WHICH GUIDED THE TRANSITION

Importance of Teachers.- All of the elements uniting to make a school were of importance during the transitional period and all of them had effects upon the way in which changes developed in Glendale. One of the most important factors was the teaching staff. The transition could have been carried out more rapidly and more thoroughly if an entire new staff of people, familiar with the activity plan, had been secured in 1930. Such a procedure was considered, but it was not regarded as advisable. A complete change of personnel would have aroused too much animosity and ill-feeling in the community and might have precluded the very results which were desired. It was decided that a few changes in personnel were desirable, especially in the primary grades, but that the majority of the teachers should remain. It was expected that they would experience changes of thought and of procedure as the transitional period continued, and this was found to be true. Because of this situation, one of the superintendent's major duties was the guidance of the teachers as they came to have a better understanding of the activity plan and a greater facility in its application to classroom situations.

The Number, Tenure, Preparation, and Experience of Teachers.- Tables II, III, IV, and V, which appear on the following pages, indicate the gradual increase in the total number of teachers employed in the Glendale Public Schools, during the three year period being studied.

TABLE II

EDUCATIONAL BACKGROUND AND PREPARATION OF THE GLENDALE TEACHERS

Years of Educational Preparation	Number of Teachers by Years		
	1930-1931	1931-1932	1932-1933
2 to 2.9	2	1	1
3 to 3.9	3	4	5
4 to 4.9	11	13	14
5 and over	4	4	4
Total	20	22	24

TABLE III

TOTAL TEACHING EXPERIENCE OF THE GLENDALE TEACHERS

Total Years of Teaching Experience	Number of Teachers by Years		
	1930-1931	1931-1932	1932-1933
Less than 1	1	1	1
1 to 4.9	6	5	5
5 to 9.9	10	11	10
10 to 19.9	2	4	8
20 and over	1	1	1
Total	20	22	24

Note - Experience included the current school year.

TABLE IV

LOCAL TEACHING EXPERIENCE OF THE GLENDALE TEACHERS

Years of Local Teaching Experience	Number of Teachers by Years		
	1930-1931	1931-1932	1932-1933
Less than 1	8	5	3
1 to 4.9	5	9	12
5 to 9.9	5	6	5
10 to 19.9	2	2	4
20 and over	0	0	0
Total	20	22	24

Note - Experience included the current school year.

TABLE V

RATE OF CHANGE IN THE PERSONNEL OF
THE GLENDALE TEACHING STAFF

School Year	1930-1931	1931-1932	1932-1933
Total Number of Teachers	20	22	24
Number Not Returning from Previous June	6	3	1
Number of New Teachers Not Employed Before	7	5	3
Per Cent of Turn-Over in Terms of Teachers Not Returning	30%	14%	4%

They indicate also the rate of turn-over among the teaching personnel and show that this rate gradually decreased from thirty per cent to four per cent. At the end of the 1932-1933 school year, this was reduced further to zero per cent, for every teacher who was working in the schools in June of 1933 was recommended for re-election, all received contracts, and all accepted them.

The tables indicate further that the turn-over which did take place during this period was utilized to secure teachers with greater training and more experience. Whereas the number of teachers increased from twenty in 1930-1931 to twenty-four in 1932-1933, the number with less than three years of training was two in 1930-1931 and only one in 1932-1933. In 1930-1931, and again in 1931-1932, there was a teacher who had had no teaching experience elsewhere before coming to Glendale, but no one fell into this class in 1932-1933. Whereas eight new teachers came to the Glendale Schools in September of 1930, there were only three new members of the total teaching group in September of 1932 and two of these were filling newly created positions.

In other words, during the introduction of the activity plan of progressive education, a degree of stability was being given to the teaching personnel so that the advances made during one year could be maintained and developed during later years. Consequently, it was not necessary to retrace previous steps at the beginning of each school year for the

benefit of a large number of new teachers.

The Transitional Period Caused Changes in the Teachers Themselves.- It is the subjective opinion of the writer that the members of the Glendale teaching staff made honest and conscientious attempts, throughout the transitional period, to further the success of the activity plan. They did this by many differing methods. Most of them read a number of books dealing with progressive philosophy and teaching methods.¹ All of them attended or were affected indirectly by the extension course on progressive education which was given in Glendale. Some attended the meetings of other courses in this field at the University of Cincinnati. They visited several progressive schools and were present at a number of group conferences devoted to the transitional period.

¹
Marian Paine Stevens, An Activities Curriculum in the Primary Grades. Boston: D. C. Heath and Company, 1931.

Martha Peck Porter, The Teacher in the New School. Yonkers-on-Hudson: World Book Company, 1930.

A. Gordon Melvin, Progressive Teaching. New York City: D. Appleton and Company, 1929.

Boyd H. Bode, Modern Educational Theories. New York City: The Macmillan Company, 1930.

William H. Kilpatrick, and Others, The Educational Frontier. New York City: The Century Company, 1933.

Vivien T. Thayer, The Passing of the Recitation. Boston: D. C. Heath and Company, 1928.

In short, the transitional period in the Glendale Schools may be regarded as having been a time when teachers as well as pupils were undergoing changes of thought and of procedure. The transitional period appears then to involve the teachers themselves and to give them greater incentives for professional growth than would appear likely in a traditional program of school work.

CHAPTER IX
THE BUILDING, GROUNDS, SUPPLIES, AND EQUIPMENT
USED DURING THE GLENDALE TRANSITION

Program Influenced by Equipment Available.-

The specific ways in which the activity program developed in Glendale were determined in part by the equipment available for the school program.

The Congress Avenue Public School building was erected in 1900.¹ Planned with a greater regard for its external appearance than for use as an educational institution, it did hamper the free development of the activity plan because of its inflexibility. Its surrounding grounds were inadequate but this defect was remedied by the use of the Summit Avenue playground and athletic field. General equipment was at a low level when the transition started in 1930, but was increased considerably, especially during the first year. Supplies were purchased on running accounts so that real flexibility and adaptability were possible here.

Scoring the School Buildings.- The school buildings in the Glendale district were rated by the local superintendent on the Strayer-Englehardt score cards. The Congress

1

An addition, completed with federal financial help in 1934, was planned during this transitional period.

Avenue building, with which this report deals, was rated twice, once as an elementary school and once as a secondary school. This was done in 1930 and was repeated in 1933. The scores secured by this process are presented in Tables VI and VII.

Improvements in the School Building.- The comparative scores of the school building for June of 1930 and June 1933 indicate that considerable changes were made during the three year period being studied.

Developing the Summit Avenue Play Field.- Before the period covered by this report, a five acre field near the Congress Avenue School had been donated to the board of education as a playground and athletic field for the use of children attending that building. Another five acres adjoining this lot was lent to the board for an indefinite period of time.

During the summer of 1930, some work on the development of the field was done and the field was formally dedicated on Friday, October 17, 1930, although much more work remained to be done.

By June of 1933, the full ten acres had been developed into a reasonably good play space, although the plans were not yet carried to completion.

Developing the School Garden.- Before 1930 a completely fenced strip of land three hundred feet long and thirty

TABLE VI

SCORES FOR THE CONGRESS AVENUE ELEMENTARY SCHOOL BUILDING

Comparative Scores Of The Elementary School Building As
Of June, 1930, and June, 1933

On The Strayer-Engelhardt Score Card (1923 Edition)²

Division of the Score Card	Possible Points	Score in June, 1930	Score in June, 1933
1. Site	125	75	100
2. Building	165	125	125
3. Service System	280	133	190
4. Class Rooms	290	180	198
5. Special Rooms	140	32	53
6. Total Score	1,000	545	666

²

George D. Strayer and N. L. Engelhardt, Standards for Elementary School Buildings. New York City: Bureau of Publications, Teachers College, Columbia University, 1923.

A revised edition of this book appeared in 1933, but the old edition was used throughout this study as the original rating of the building was made according to the 1923 standards.

TABLE VII

SCORES FOR THE HIGH SCHOOL BUILDING

Comparative Scores for the High School Building ³
As Of June, 1930 and June, 1933

On The Strayer-Engelhardt Score Card (1924 Edition)⁴

Division of the Score Card	Possible Points	Score in June, 1930	Score in June, 1933
1. Site	100	60	80
2. Building	155	120	120
3. Service System	270	128	184
4. Classroom or Recitation Rooms	145	160	175
5. Special Class Rooms	140	20	40
6. General Service Rooms	140	35	70
7. Administration Rooms	50	15	20
Total Score	1,000	538	689

³

The Congress Avenue Building was rated on both the Elementary School and the High School score cards, considering, in each case, those portions used by the Elementary Grades and by the High School classes, respectively.

⁴

George D. Strayer and N. L. Engelhardt, Standards for High School Buildings. New York City: Bureau of Publications, Teachers College, Columbia University, 1924.

feet wide had been presented to the Congress Avenue School as a school garden. Various elementary classes and the general science groups in the junior high school cooperated to develop this during the transitional period.

Use of the Town Hall for Physical Education Work.-

The village council granted the schools the use of the town hall after November of 1931 and this provided the following space:

One large basketball and volley ball court and
three dressing rooms on the second floor.

Two playrooms, a shower room and two toilet rooms
on the street floor.

Use of the Scout House for Basketball.- During

the winter of 1932-1933, another basketball court was secured in the scout house.

Some Extensions under Any Plan.- Within certain limits, some of this work would have been done in Glendale and some of these improvements would have been made, no matter what program was being followed.

The Activity Plan did Dictate Details.- But many of these changes were dictated by the use of the activity plan of progressive education. It was because of the activity plan that the new bulletin boards were erected. The activity plan dictated the choice of the new furniture and the need for individual lockers in the primary grades. The activity plan made it necessary to provide the used automobile

for the high school physics class and the huge aquarium for the biology group.

The Activity Plan did Dictate the Choice of Supplies and Equipment.- When it came to furnishing supplies and equipment, the activity plan was even more fully instrumental in controlling what was bought. Because of the great range of the fields covered by the units of work, many unusual and diverse things were bought for the schools. These included the following:

Fine arts materials: Various kinds of paper, several kinds of paints, crayons, inks, dyes, charcoal, clay, wood, plaster-of-Paris, sand, brushes, pencils, burlap, linen and other kinds of cloth, cotton and woolen yarns of several types, collections of pictures, soap, leather, linoleum block tools, leather working tools, etc.

Industrial and practical arts materials: Carpenter tools, plumbing tools, garden tools, electrical apparatus, wood, hardware, airplane models, sheet metal, metal pipe, cloth, cooking and baking supplies, stage properties, costumes, etc.

Physical education equipment: Playground apparatus, footballs, basketballs, volley balls, soccer balls, tennis balls, baseballs, playground balls, beach balls, tennis nets, football, baseball, and basketball uniforms, discus, shot, bats, stop watches, lime, sand, sawdust, burlap bags, paint, and many other types of materials used in the various sports

or in preparing the courts or grounds for them.

Office equipment and supplies: Typewriter, file drawers, mimeograph, ditto machines, maps, globes, movie projector, slide projector, lantern slides, movie films, stereographs, collections of pictures, maps and materials on various units of work, paper, paper punch, envelopes, paper clips, stapling machines, paste, glue, gummed paper, thumb tacks, etc.

Library supplies: Books, mending tissue, gummed letters and numbers, shellac, cards, envelopes, reference lists, files, etc.

The Actual Need for Materials Came from Developing Units of Work.- It is impossible to attribute all the increased amount and variety of supplies and equipment to the introduction of the activity plan of progressive education. Attention has been directed to the fact that some of the improvement along these lines might have come about if other plans had been used. Even a very formal school system might have made use of the new things which were made available for use by the pupils and teachers in Glendale during the three year period. Two features of the improvement are significant in this study, however; in most cases, the pupils and the teachers developing units of work became conscious of the need for new materials before these things were secured; and the new materials were

utilized in building up free centers of interest as they developed in the activity plan rather than in an attempt to enrich the old formal subject matter fields.

CHAPTER X

A PROGRAM OF PUBLIC RELATIONS WORK

AS A PART OF THE ACTIVITY PLAN IN GLENDALE

1. Public Relations and the Activity Plan

Use of Activity Program Implies Public Relations

Program.- The full use of the activity plan of progressive education in the public schools of a community automatically implies and requires the development of a considerable program of public relations. By the very operation of the activity plan, the school children are made aware of the immediate community and come to recognize that they have an important place in it. In addition to this, the community is made aware of the children.¹ A full realization of the plan makes the children effective agents rather than mere observers in the life of the community.

When little children in an activity school study about the farmer, the milkman, the policeman, the postman, the fireman, the teacher, and the school janitor, they go to these people, talk with them, and find out about their work. When older children in such a school study about commerce and trade, about the local water system, sewer system, or telephone system, they go on class excursions or

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Winifred E. Bain, Parents Look at Modern Education. New York City: D. Appleton Company, 1935.

trips to the stores, the banks, the pumping station, the disposal plant, and the telephone exchange. Often people connected with these fields of work are invited to visit the school to talk about their work and to answer questions. When high school students make an intensive study of local history, they talk with many of the older residents and when they study vocations they make contacts with local clergymen, lawyers, contractors, social workers, physicians, nurses, stenographers, store keepers, bus drivers, and people in many other lines of work. By means of contacts of these sorts, the school and the community are drawn close together.

The Glendale School Program did Affect the Community.-

Natural contacts of the kind indicated above occurred constantly in Glendale during the time covered by this report. Children went on many short trips in the immediate neighborhood of the schools, as well as on longer trips to Cincinnati, Fort Ancient, Hamilton, Middletown, and other cities. Usually a few parents accompanied the parties of teachers and pupils on these educational trips and thereby secured direct contacts with the work of the schools. The farmers, merchants, social workers, and other people who were visited began to see what the activity plan of progressive education meant for the children, too.

Another type of natural contact came as the units of work developed. In almost every unit, materials not furnished by the schools were secured by the children from their homes. Often the mothers would bring these materials, at the request of the pupils, or they would telephone to the teachers

in order to make sure just what they should send. Then, when units were reaching completion and the time came for a summary or dramatization or exhibit, parents and friends were invited to attend.

The sports program provided another natural contact. Whenever intramural or interscholastic games were being played, adults were in attendance. The number varied from one or two at certain intramural games to crowds of several hundred at some of the high school games and at the various local demonstrations of physical education work.

2. Notices to Parents

Adults Invited to the Schools.- Whenever it was possible, these natural contacts were emphasized and the pupils were helped by the teachers and the superintendent in making known to the adults the affairs that would prove of particular interest. Often brief notices were mimeographed and sent to the homes by means of the pupils.

3. The Parent-Teacher Association

Some Values and Some Limitations of the Parent-Teacher Group.- A second approach to the parents was through the parent-teacher association. The Congress Avenue Parent-Teacher Association was an old established organization when the transitional period started. This organization held monthly meetings at which the superintendent was given about ten minutes of time to present pertinent information regarding the work of the schools. At least once each year, the superintendent was given an entire meeting and at other times,

especially at Christmas, an entire meeting usually was given to a program of work by the pupils themselves.

Transportation Provided by the Parent-Teacher Association.- The Congress Avenue Parent-Teacher Association provided one kind of service which might not have been available otherwise. It had a transportation committee which was of tremendous help in carrying pupils on excursions. During the three year period, several hundred educational trips were made without a single accident. Very few of these trips involved any expenditure by the pupils or by the board of education.

Gifts from the Parent-Teacher Association.- This organization also made an annual cash gift to the board of education in order to improve the work of the Congress Avenue School.

Meetings Held in the School Building.- The Parent-Teacher Association meetings were held in the school building. On each meeting day, parents were given a special invitation to visit the classrooms.

4. Report Cards To Parents

Special Report Cards Printed.- One of the best means for reaching the parents was by means of the report cards which told them of the work being done by their children.

These reports were sent out at somewhat irregular intervals but a total of six cards was used each year. The cards were printed locally and varied with the needs of the

situation. Sometimes different cards were prepared for use in the elementary and secondary grades. Sometimes different cards were prepared for the Congress Avenue School as a whole.

Each card was designed to serve for only one marking period of from four to eight weeks, and the cards were not returned to the school. A stub was provided and this was returned, with the parent's signature and any remarks or criticisms which the parent might care to offer. The cards were prepared in duplicate, one complete set being retained in the superintendent's office, where they were available for reference.

Each Report Card Contained a Timely Letter.-

Each card had printed upon it a personal letter to the parents. Most of these letters were written by the superintendent but a few were written by the principals of the schools.

These letters, six each year, went into every home where there was a school child and served as a valuable type of public relations material. ²

5. Visits of Parents to Classrooms

Parents Welcomed As Visitors.- During the entire three year period, there were constant visits by the parents to the classrooms while the schools were in session. These

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Samuel Engle Burr, "What Is Gained By Designing Your Own Report Cards?" The Nation's Schools. X(November, 1932), 44.

were more frequent at the Congress Avenue Elementary School than elsewhere and for the most part, the parents who did the visiting were the same mothers who made up the Congress Avenue Parent-Teacher group.

Grade Meetings of Parents.- Sometimes the teachers held grade meetings of the parents and many of these were quite successful. In such cases, the mothers of the pupils in a certain grade were invited to come and visit the afternoon session and to stay for a group discussion period with the teacher after the pupils had gone to the athletic field for the afternoon play period.

An Evening Session of School.- Once, the afternoon session of the school was omitted and an evening session took its place. Several hundred visitors came to the school on this occasion. (November 11, 1930.)

Other Events Attracted Visitors.- Special events, such as band concerts, plays, basketball games, and graduation exercises drew many visitors. Whenever possible, these were held in the school buildings. The 1933 graduation exercises of the Congress Avenue sixth grade were held in the side yard of the school where this class had built and furnished a log cabin. The program was a review of the units of work developed by the class during the year. During the whole three years, the graduation exercises of the high school were held in the Glendale Lyceum building where about three hundred people could be seated. Each year, those who came late for these

programs were unable to get into the building because of the crowd.

The high school graduation programs were rather formal in nature, but prominent parts in the programs were assumed by the graduates, thus showing evidence of the working of the activity plan of progressive education, from the start.

6. Visits Of Teachers To Homes

Direct Contact Between Teachers and Homes.- Each year, the various teachers visited the homes of most of the pupils in their respective groups. In most cases, these visits came about quite naturally as a part of the operation of the activity plan. A few were suggested by the superintendent, when there seemed to be special need for closer contact with certain homes.

7. Meetings Of The Extension Course

Another Means for Interpreting the Plan to the Teachers and to the Public.- During the first semester of the school year 1931-1932, an extension course on the activity plan of progressive education was offered in Glendale by the Teachers College of the University of Cincinnati. The course proved to be a valuable means for presenting to some of the parents a complete and unified idea as to the nature and operation of the activity plan. It also had great value for the teachers.

8. Newspaper Publicity

Articles in the Cincinnati and Millcreek Valley

Papers.- The operation of the activity plan of progressive education in the Glendale Public Schools received a considerable amount of newspaper publicity during the three year period. This publicity was uniformly favorable in character. Most of it appeared in the columns of the Millcreek Valley News which reported all of the board of education meetings in detail. Other notes on the school work appeared from week to week in the Glendale society column of the same paper.

The same Glendale society column was published each Sunday in the Cincinnati Enquirer, so that any school publicity of this nature which appeared in the Millcreek Valley News appeared in the Cincinnati paper. At irregular intervals, articles on the work of the Glendale school program appeared in the other Cincinnati papers.

9. Articles In Professional Magazines

Ten Professional Articles.- During the three year period, ten articles bearing on the Glendale situation were written by the Superintendent of the Glendale Public Schools and were published in professional educational magazines.³ A few copies of these were secured by some of the people of the village and served to some extent as publicity material.

³ Samuel Engle Burr, "Our Glendale Program of Progressive Education, Part I." The Ohio Teacher, Vol. LII, (January 1932), 133.

(This footnote is continued on page 91)

10. The Glendale Public School Bulletin

Two Issues of a House Organ.- A variety of publicity work as a part of the school system's public relations program was contemplated from the outset of the introduction of the activity plan into the Glendale Public Schools. It was realized that the new plan would reach out into the homes much more than previous plans had done and that many features of it would need repeated explanations to the parents. The issuing of a house organ in printed form and in such quantity as to reach every home in the school district was planned on

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(Continued)

Samuel Engle Burr, "Our Glendale Program of Progressive Education, Part II", The Ohio Teacher, LII (February, 1932), 166.

Samuel Engle Burr, "Our Glendale Program of Progressive Education, Part III," The Ohio Teacher, LII (March, 1932), 190.

Samuel Engle Burr, "Our Glendale Program of Progressive Education, Part IV," The Ohio Teacher, LII (April, 1932), 215.

Samuel Engle Burr, "Our Glendale Program of Progressive Education, Part V," The Ohio Teacher, LII (May, 1932), 238.

Samuel Engle Burr, "What Is A Progressive School?" The Journal of Education, CXVI (November, 1932), 601.

Samuel Engle Burr, "Teachers Can Aid In Research." The Journal of Education, CXVI (May, 1933), 258.

Samuel Engle Burr, "How Progressive Methods Enliven Formal Education," The Nation's Schools, IX (April, 1932), 41.

This footnote is continued on page 92.

a basis of about three issues per school year.⁴ The board of education never made an appropriation for this purpose and the project had to be abandoned, but not until two issues had been published with the approval of the board of education but at private expense during the first year. Each of these cost approximately three hundred dollars. The expense of the first issue was met by the Congress Avenue Parent-Teacher Association and the second issue was financed by the Citizens' Committee. In each case, however, the board of education paid the postage charges for mailing approximately one thousand copies to relatives and friends of the patrons of the school. Another one thousand copies of each issue were distributed by the pupils to each home within the school district.

Each of these bulletins was illustrated by pictures taken in the schools and each contained samples of work done by the pupils as well as pertinent information concerning the operation of the schools.

³(Continued)

Samuel Engle Burr, "The Mimeographed Bulletin As A Supervisory Device," The Nation's Schools, IX (June, 1932), 43.

Samuel Engle Burr, "What Is Gained By Designing Your Own Report Cards," The Nation's Schools, X (November, 1932), 44.

⁴
Several public school systems issue house organs of this type. They will be found listed in Classified List of Educational Periodicals. Prepared by the Educational Press Association of America and published by the Department of Superintendence of The National Education Association. Issued annually. See Section 5, page 5 of the 1933 issue.

11. The School Building As A Community Center

Extending The Usefulness of the School Building.-

Part of a well developed program of public relations under the activity plan of progressive education should consist of making the school house serve as a community center. To a considerable extent that purpose was accomplished in Glendale. The Congress Avenue School building did become a community center for the group which patronized the school.

12. Exhibits for the Board of Education

Keeping the Board of Education Informed.- During

the progress of this work, constant effort was directed at keeping the board of education informed as to the development of the activity plan of progressive education in the schools. At almost every meeting of the board, some type of work was on display in the meeting room. Sometimes a few pupils were invited to attend and to explain their exhibits.

Pupils Demonstrated Their Work to the Board.-

After the board approved the purchase of a used automobile for the physics class, the car was dismantled completely. The various parts were spread out in the main corridor of the school on a board meeting night and the pupils were present to explain what they had done. By the time of the next meeting, a month later, the car had been reassembled, rewired, and the motor was running.

On another occasion, the high school band was

present and gave a brief concert before the board meeting started. In December of one year, groups of pupils sang Christmas carols before the board meeting got under way.

Sometimes art work was displayed in the board room and once the girls in home economics prepared and served a dinner for a board meeting when the representatives of other boards of education had been invited to attend.

13. Reports To The Board of Education

Powers of the Local Board.- Under the Ohio School Laws, the local board of education is the "hiring and firing" body for a village school system. The County Superintendent may recommend certain persons for positions, but the local village board has the right to decline his nominations and to elect a school personnel of its own choice. ⁵

On the matter of instructional policy, the County Superintendent has greater legal authority, but even here the responsibility is divided and the local board of education may exercise a control which is likely to be fairly complete. The proposed activity plan of procedure for the

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John L. Clifton, (Compiler), School Laws of The State of Ohio. Page 365, section 7705. Columbus: Published by the State of Ohio, 1928.

Ward G. Reeder, The Fundamentals of Public School Administration. Chapter II, "The Board of Education and Its Work." New York City: The Macmillan Company, 1930.

Glendale Schools was submitted to the Hamilton County Superintendent first and his approval was secured before the plan was put into effect.

The Necessity of Informing the Board.- With such a situation, keeping the local board of education fully informed was an exceedingly important phase of the superintendent's work. Four of the five members of the board of education had members of their immediate families enrolled as pupils in the schools, so they had certain daily contacts with the classrooms, just as other parents did. Of course, this was not an adequate type of contact for a board member and the superintendent adopted the policy of rendering a mimeographed report to the board members each month. Sometimes mid-monthly reports supplemented these.

The Nature of the Monthly Reports to the Board.- During the first year, the monthly reports to the board members were prepared in narrative form. During the second and third years, at the suggestion of the president of the board, the reports were reduced to agenda which were enlarged upon orally by the superintendent at the regular monthly meetings of the board.

14. Reports To The County Superintendent of Schools

Keeping the County Office Advised.- Early in the operation of the activity plan, it was decided to mail to the County Superintendent a copy of every mimeographed bulletin, notice or report turned out from the office of the

local superintendent. Comments on these materials were received from time to time. In addition to this mimeographed material, the usual reports required by law were sent to the County Superintendent's office at stated intervals. The county superintendent and the members of his staff visited the Glendale Public Schools at irregular intervals in order to observe the work being done and in order to make suggestions regarding it. Similar visits were made occasionally by members of the State Department of Education.

CHAPTER XI

THE FINANCIAL COST OF THE ACTIVITY PLAN AS IT DEVELOPED IN GLENDALE

Comparative Costs not Helpful In This Case.-

For a number of reasons, it is not very helpful to present statistical data to compare the cost of the program of school work in effect in Glendale previous to September of 1930 with the cost of the program under the activity plan of progressive education after that date, for the purpose of indicating the relative cost of the two plans.

Costs Affected by Many Factors.- During the period of this study, there was a considerable increase in enrollment in the schools and this affected the cost per pupil by making it necessary to have larger classes, even though they were not considered desirable.

During the three year period, there was a considerable change in the cost of school supplies, in the amount of supplies purchased at one time, and in the method of securing bids for supplies. These factors had an influence upon unit costs, but they were not dependent directly upon the use of the activity plan in the schools.

During the period in question, the Glendale teachers were paid higher salaries than during the preceding years, not simply because teachers with more training and experience were employed, nor because they had more work to do under the

operation of the activity plan of progressive education, but because they were expected to participate more fully in a variety of community activities which had been denied, indirectly, to the local teachers before the period covered in this report.

Even more far reaching in vitiating the value of any comparison in costs is the fact that, starting in September of 1930, the program of school work was extended tremendously, especially in the fields of playground work, physical education, sports, athletics, and community recreation. This enlargement of the program was carried out under the activity plan and became an integral part of it, but some such program would have been developed anyway, no matter what procedure might have been used by the schools. The enlargement of the scope of the school work might have come about in a different way, if a formal program had been decided upon, and it might have been far less identified with the other parts of the school work, but the cost would have been about the same.

The Activity Plan Tends Toward Enrichment Which Is More Expensive.- It is true, however, that the activity plan of progressive education will tend to become more expensive than formal school work in terms of costs per pupil, for by its very nature it tends to become more enriched and more inclusive than do some of the other plans. Under the operation of the activity plan, pupils and teachers will be more keenly aware of the need for books, pictures, trips, supplies, equipment, space, and small classes than is likely

to be the case in a formal school situation. Consequently the full operation of the activity plan of progressive education is likely to cost more than the operation of the traditional plan because the activity plan must cause the school program to grow and enlarge, by its very nature.

Cost Figures For Glendale.- The actual cost of the Glendale program of activity work is shown in Table VIII on page 100. At first glance, it would appear that the cost of the program was high during the first year and that it decreased significantly during both of the other years. This is not entirely true.

The cost was highest during the first year because certain semi-permanent equipment was purchased then and was charged to current expense. This equipment included new furniture for several classrooms and new steel lockers for the high school. These expenditures were not repeated during the following years, nor were comparable purchases made along other lines during the other two years to balance them.

The cost was lowest during the third year because the effects of the depression were being felt in the schools. The purchase of many kinds of regular supplies was curtailed considerably because funds were not available for them. This is a further proof that the cost of the activity plan is flexible.¹ It can be adjusted to meet actual conditions on a high, medium, or low expenditure level. It would be unfair

¹H. H. Linn, Practical School Economics. New York City: Bureau of Publications, Teachers College, Columbia University, 1934.

TABLE VIII

THE COST OF OPERATING THE GLENDALE PUBLIC SCHOOLS UNDER
THE ACTIVITY PLAN, 1930-1933

School Year	Current Expenses* for School System	Net Enrollment in December	Cost per Pupil
1930-1931	\$68,753.36	481	\$142.94
1931-1932	64,484.75	494	130.54
1932-1933	59,507.80	504	115.40

*

These cost figures are for the entire school system, including the Eckstein School (Negro). No separate cost figures were kept. Supplies were bought for the school system as a whole and only one stock room was maintained. No separate record was kept to indicate the proportional amounts of the supplies used by the two schools.

Note 1. The total cost includes all items of current expense and debt service. There was no capital outlay during this period.

Note. 2. The enrollment figures show net enrollments and include all pupils, both elementary and secondary, as of the end of December of each year. It is impossible to make an accurate separation of the elementary and secondary school costs as the same buildings, supplies, equipment and teachers were used for pupils in the two divisions of the school without a fixed schedule upon which proportionate costs could be allocated.

Note 3. The state department of education classed the Glendale schools in the "high" group when separating the schools of the state into low, medium, and high levels as to expenditures.

to compare the cost of an activity program in Glendale during the period from 1930 to 1933 with the cost of the somewhat formal program used there from 1927 to 1930, because the change in philosophy was only one of the variable factors--and probably not the most important one from the cost standpoint. ²

Conclusion Regarding Costs.- The only conclusion which can be reached here, on the matter of cost, is the statement that any type of program, activity or other, can be operated on a low, medium, or high expenditure level. Within limits, additional money can be used to improve any type of school program. Perhaps it is true, however, that a real activity program uncovers more natural and desirable ways of spending school money than do programs of other types.

²
H. H. Davis, "Implications of Progressive Education for School Financing," The American School Board Journal, LXXXIX (November, 1934), 29.

CHAPTER XII

A PROGRAM OF TESTS AND MEASURES FOR THE GLENDALE SCHOOLS

Scientific Measurement in Education.- As a result of the modern scientific measurement movement in education, many scoring cards, check lists, rating scales, standardized tests, norm charts, and other devices have become available.¹ Practically all of them have been developed for use in schools operating along traditional or formal lines and few are adaptable enough to fit the conditions which arise when the activity plan is used. The norms which are available have been determined in formal schools using traditional methods.

Attitude of Progressives Toward Scientific Measurement.- Facing such a situation, some progressive educators have disdained the whole testing and measuring movement, choosing to be satisfied subjectively with trying to meet their own goals and to keep the parents and pupils satisfied subjectively in their opinions of the school.

A few progressives have started to devise ingenious means for measuring certain rather "intangible"

¹
Carter V. Good, How To Do Research In Education.
Baltimore: Warwick and York, Inc., 1929

results, but this movement still is in its early infancy.²

The Measurement Program in Glendale.- In Glendale during the transitional period, many standardized objective measuring instruments of the formal type were used. This testing work of an objective nature was supplemented by various subjective estimates of the results being secured and of the means being used to secure them.³

²
Ralph W. Tyler, "Evaluation: A Challenge to Progressive Education," Educational Research Bulletin, XIV (January 1935), 9.

J. Wayne Wrightstone, "Measuring 'Intangibles' in Progressive Schools," Progressive Education, XII (November, 1935), 95-97.

H. H. Giles, "Record-Making In An Experimental School," Progressive Education, XII (November, 1935), 473-77.

Eugene Randolph Smith, "The Work Of The Committee on Records and Reports," Progressive Education, XII (November, 1935), 441-45.

³
Valuable suggestions regarding testing work may be secured from:

"Tests of Personality and Character," Review of Educational Research, II (June, 1932).

"Tests of Intelligence and Aptitude," Review of Educational Research, II (October, 1932).

"Educational Tests and Their Uses," Review of Educational Research, III (February, 1933).

"Mental and Phsyical Development," Review of Educational Research, III (April, 1933).

"Psychological Tests," Review of Educational Research, V (June, 1935).

Measurement of the Pupils and Their Work.- An outline of the testing and measuring program, involving the pupils and their work, is presented in this chapter. In the following chapter (Chapter XIII) the results are presented. A supplementary study of one group of primary grade pupils and their work will be found in Chapter XIV. This group of pupils started in the first grade of the Congress Avenue School in September of 1930 and was the group most fully affected by the change to the activity plan of progressive education.

Outline of the Measurement Program.-

1. Enrollment Statistics:

These have been copied from the records in the office of the Superintendent of Schools in Glendale.

2. Age-Grade Studies.

These tabulations are totals taken from age-grade studies made in the office of the Glendale Superintendent. ⁴

3. Class Size.

Objective measures of class size were made from the enrollment statistics collected in the Glendale Schools.

4. Physical Health.

Objective measures of physical health were secured from the Glendale Visiting Nurse who had direct charge of these records.

⁴The forms used were:
George D. Strayer and N. L. Engelhardt, "Age-Grade Table for a Complete School System," (Form #137). Albany: C. F. Williams & Son.

5. General Intelligence.

Standardized tests were used to measure intelligence.

6. Academic Accomplishment.

Standardized tests were used to measure academic accomplishment.

7. Accomplishment in Special Fields.

Subjective narrative reports are presented in Chapter XIII for the following fields:

a. Fine Arts.

b. Industrial Arts.

c. Music.

d. Athletics.

e. Dramatics.

8. Citizenship, Social Development, Moral and Ethical Development, and Emotional Control.

A subjective narrative report on these matters is presented in Chapter XIII of this study.

The Program of Intelligence Tests.- The program of standardized tests of general intelligence used in the Glendale Public Schools during the three year period covered by this study is presented below:

October, 1930

Grades 1 and 2-----The Pintner-Cunningham Intelligence Test,
published by The World Book Co.

Grade 3-----The Haggerty Intelligence Examination,
Delta One, published by The World Book
Company.

- Grades 4, 5, and 6-----The National Intelligence Test, Scale
A, Form One, published by The World
Book Company.
- Grades 7 to 12-----The Terman Group Test of Mental Ability,
Inclusive
Form A, published by The World Book Co.
October, 1931
- Grade 1-----The Detroit First Grade Intelligence
Test, published by The World Book Co.
- Grades 2, 3, and 4-----The Detroit Primary Intelligence Test,
Form C, published by The Public School
Publishing Co.
- Grades 5 and 6-----The McCall Multimental Scale, Form One,
published by The Bureau of Publications,
Teachers College, Columbia University.
- Grades 7 to 12-----The Otis Group Intelligence Scale, Ad-
Inclusive
vanced Examination, published by The
World Book Co.
October, 1932
- All Grades-----The Kuhlman-Anderson Intelligence Tests,
published by The Educational Test
Bureau, Inc., Minneapolis.

The Program of Accomplishment Tests.-- The program of
achievement or accomplishment tests used in the Glendale Public
Schools during the three years being considered was as follows:

March, 1931

Grades 1 and 2-----The Detroit Word Recognition Test,
Form A, published by the World Book
Company.

Grades 2 and 3-----The New Stanford Achievement Test,
Primary Examination, Form V, pub-
lished by The World Book Company.

Grades 4 to 12-----The New Stanford Achievement Test,
Inclusive
Advanced Examination, Form V, pub-
lished by The World Book Company.

March, 1932

Grades 1 and 2-----The Detroit Word Recognition Test,
Form D, published by The World Book
Company.

Grade 3-----The New Stanford Achievement Test,
Primary Examination, Form X, pub-
lished by The World Book Company.

Grades 4 to 9-----The New Stanford Achievement Test,
Advanced Examination, Form X, pub-
lished by The World Book Company.

Grades 9 to 12-----The Cross English Test, Form A, pub-
Inclusive
lished by The World Book Company.

March, 1933

Grades 1 and 2-----Detroit Word Recognition Test, Form
B, published by The World Book Company.

Grades 1 and 2-----The Haggerty Reading Examination,
Sigma 1, published by The World Book
Company.

Grades 3 to 8-----Unit Scales of Attainment, Form
A, published by Educational Test
Bureau, Inc.

Grades 2 to 12-----Test of Spelling Based Upon The
Buckingham Extension of the Ayres
Spelling Scale, published by
Public School Publishing Company.

Grades 9 to 12-----The Cross English Test, Form C,
published by The World Book Com-
pany.

CHAPTER XIII

THE RESULTS OF THE TESTS AND MEASURES USED IN GLENDALE

The Purpose of this Chapter.- The purpose of this chapter is to present the results secured by using the tests, measures, and estimates described in Chapter XII, and to interpret them in terms of the transitional period. The various sections of the chapter follow the outline of eight parts as presented in Chapter XII.

1. Enrollment, Age-Grade, and Class Size Studies

Factors Causing Increased Enrollment.- There was a notable increase in enrollment in the Glendale Public Schools during the three year period being studied. The tabulations presented in this study show that the greatest increase was in the high school, where the activity plan had least effect during the introductory period. Some of this increase in enrollment was due to depression conditions in the industrial world -- there were no positions open to youths of high school age, so they remained in school. Another part of the increase was due to depression conditions in finance -- some families had serious cuts in income during this period and became public school patrons rather than private school patrons because of the money involved. Another part of the increase was caused by the natural growth of the village of Glendale, which brought a few more children into the school district each year.

The Activity Plan As A Factor in Increasing the Enrollment.- The adoption of the activity plan of progressive education was in itself responsible for part of the increase in enrollment. Certain parents watched the schools very closely, and sent their children to the Glendale Public Schools because they approved the program of work being carried out there. At least a dozen families fell into this class, and in each case, the program of school work, rather than economic or industrial conditions, was responsible for the enrollment of the children in Glendale. Most of these families were patrons of the Congress Avenue Elementary School.

Enrollment and Placement Presented.- In Tables IX and X which follow, the enrollment of pupils in the various grades and divisions of the Congress Avenue Public School is shown as of June, 1930, and as of June, 1933. Tables XI, XII, and XIII present the age-grade figures for the three years being studied.

TABLE IX
NET ENROLLMENT STATISTICS AS OF JUNE, 1930
CONGRESS AVENUE SCHOOL, GLENDALE, OHIO

Grade	Congress Avenue School	Total Enrollment for School System
1	30	51
2	31	51
3	31	48
4	30	48
5	29	41
6	26	37
Total Congress Avenue Elementary School*		177
7	29	39
8	16	22
9	30	30
10	12	12
11	11	11
12	10	10
Total Junior-Senior High School		108
Grand Totals		285
		400

*The Congress Avenue Elementary School included Grades one to six inclusive, with one room for each grade.

TABLE X
NET ENROLLMENT STATISTICS AS OF JUNE, 1933
CONGRESS AVENUE SCHOOL, GLENDALE, OHIO

Grade	Congress Avenue School	Total Enrollment for School System
1	28	47
2	26	43
3	27	45
4	35	52
5	30	47
6	41	53
Total Congress Avenue Elementary School		187
7	32	49
8	29	41
9	34	34
10	42	42
11	29	29
12	19	19
Total Junior-Senior High School		185
Grand Totals		501

TABLE XI

AGE-GRADE STATISTICS AS OF OCTOBER, 1930*

A. The Congress Avenue Elementary School							
Grade	1	2	3	4	5	6	Total
Total Enrollment	32	31	35	33	30	29	190
No. Normal Age	15	20	23	24	16	18	116
No. Over-Age	2	3	6	7	8	8	34
No. Under-Age	15	8	6	2	6	3	40
% Normal Age	47	65	66	73	53	62	61
% Over-Age	6	9	17	21	27	28	17
% Under-Age	47	26	17	6	20	10	21

B. The Glendale Junior-Senior High School							
Grade	7	8	9	10	11	12	Total
Total Enrollment	29	28	43	29	12	10	151
No. Normal Age	17	14	19	16	7	8	81
No. Over-Age	11	8	16	9	3	1	48
No. Under-Age	1	6	8	4	2	1	22
% Normal Age	59	50	44	55	58	80	52
% Over-Age	38	29	37	31	25	10	32
% Under-Age	3	21	19	14	17	10	14

* These age-grade tables and also those on the following pages show total enrollments up to October 30 of each year, even though a few of the pupils may have withdrawn. The totals are gross totals, not net totals, as of October of each year.

TABLE XII

AGE-GRADE STATISTICS AS OF OCTOBER, 1931

A. The Congress Avenue Elementary School							
Grade	1	2	3	4	5	6	Total
Total Enrollment	30	24	31	34	34	32	185
No. Normal Age	25	14	17	31	29	26	142
No. Over-Age	1	2	3	3	3	6	18
No. Under-Age	4	8	11	0	2	0	25
% Normal Age	83	58	58	91	86	81	77
% Over-Age	3	8	9	9	9	19	10
% Under-Age	14	34	33	0	5	0	13

B. The Glendale Junior-Senior High School							
Grade	7	8	9	10	11	12	Total
Total Enrollment	26	26	61	36	19	12	180
No. Normal Age	17	16	37	21	14	10	115
No. Over-Age	5	8	12	11	3	1	40
No. Under-Age	4	2	12	4	2	1	25
% Normal Age	66	62	60	60	74	84	64
% Over-Age	19	31	20	27	16	8	22
% Under-Age	15	7	20	13	10	8	14

TABLE XIII
AGE-GRADE STATISTICS AS OF OCTOBER, 1932

A. The Congress Avenue Elementary School							
Grade	1	2	3	4	5	6	Total
Total Enrollment	29	28	29	38	32	43	199
No. Normal Age	28	25	19	29	23	36	160
No. Over-Age	0	1	4	5	3	5	18
No. Under-Age	1	2	6	4	6	2	21
% Normal Age	97	89	66	76	72	84	80
% Over-Age	0	4	14	13	9	12	9
% Under-Age	3	7	20	11	19	4	11

B. The Glendale Junior-Senior High School							
Grade	7	8	9	10	11	12	Total
Total Enrollment	36	31	34	41	30	19	191
No. Normal Age	23	13	26	23	20	13	118
No. Over-Age	12	9	4	12	2	4	43
No. Under-Age	1	9	4	6	8	2	30
% Normal Age	64	42	80	56	67	70	62
% Over-Age	33	29	10	30	7	20	23
% Under-Age	3	20	10	14	26	10	15

"Homogeneous" Grouping Misleading.- The activity plan of progressive education does not contemplate the regimenting of children according to a formal system for purposes of promotion or grade placement. When the activity plan is being used, it is not necessary or desirable that pupils should be grouped together because of homogeneity of intelligence. Various studies have shown that such "homogeneous" grouping is misleading and well-nigh impossible, even though it may be attempted with some degree of justification in certain types of formal schools.¹

Groups Should be Social Wholes.- The activity plan of progressive education does see advantages in grouping children according to a certain degree of homogeneity in physical development, mental development, social maturity, and chronological age. In an activity school, each group or class or "grade" ("grade" is the formal term) is a social whole made up of from fifteen to thirty children and a teacher who will live together, experience together, and grow together for a year of time.

¹ Marvin Y. Burr, A Study of Homogeneous Grouping. New York City: Bureau of Publications, Teachers College, Columbia University, 1931.

Alice V. Keliher, A Critical Study of Homogeneous Grouping. New York City: Bureau of Publications, Teachers College, Columbia University, 1931.

Parl West, A Study of Ability Grouping in the Elementary School. New York City: Bureau of Publications, Teachers College, Columbia University, 1933.

Madeline Schmidt, "An Experiment To Determine The Advisability of Homogeneous Grouping In A Child-Centered Program". Unpublished Master's Thesis, Teachers College, University of Cincinnati, 1933.

Non-Promotion Disappears from Activity Schools.-

Because of this, formal "non-promotion" almost disappeared from the Glendale Schools under the activity plan of progressive education and some children who had been retarded so as to be out of their natural social groups were accelerated. Consequently the age-grade distributions for October, 1931, and for October, 1932, show much better conditions than existed in the school placement of children when the activity plan was introduced.

The Ideal Provision.- The ideal of the Glendale schools, under the activity plan, was to provide for each child twelve years of free public educational experience, each year differing from all the others and each one being adjusted to the actual needs of the individual. The operation of such an ideal soon eliminates the formal school's problems of retardation, maladjustment and over-ageness.

The Controversy as to Optimum Class Size.- This matter of desirable class size is a moot question today. Rugg and Shumaker mention a class of about fifteen children for an activity school ² and it is reported that this figure is

2

Harold O. Rugg and Ann Shumaker, The Child Centered School, p. 287. Yonkers-on-Hudson: The World Book Company, 1928. Also see pages 302 and 307 where the "huge" classes found in traditional schools are condemned.

accepted as ideal by many other progressives. It has been proven repeatedly, however, that when formal or academic fact learnings are considered, pupils learn just as much in large classes as in small ones. ³

Just now, certain educators have the feeling that the optimum class size may vary according to the type of work being done--an idea which seems sound, psychologically. ⁴

Small Classes Seemed Desirable in Glendale.-- To the workers in Glendale, it seemed best to have small classes and no teacher was particularly anxious to have a large group. Within certain limits, it seemed that when large groups were inevitable, the work tended to become more formal in character, even though the teacher was anxious to have it free and liberal in its nature.

Thirty Pupils Should be the Maximum.-- It is the subjective judgment of the writer that from twenty-five to

³ D. V. Smith, Class Size in High School English. Minnesota, University of Minnesota Press, 1931.

Editorial, "Results of Instruction in Large and Small Classes," School Review, XXXVIII (February, 1930), 89.

Willard W. Beatty, "Progressive Education in the Public Schools," Progressive Education, IX (November, 1932), 467.

⁴ In the public schools of Providence, Rhode Island, experiments are now under way which should shed some light on this problem.

thirty pupils can be grouped together successfully with one teacher for an activity program. A certain homogeneity of physical, mental, and of social development does seem to be desirable within the group. Larger groups can be used for radio programs, for moving picture work, for auditorium programs, and for a number of other purposes.

2. Physical Health of the Pupils

Physical Education and Health Program Based Upon

Results of Individual Physical Examinations.- An unusually thorough and complete check upon the physical development of all pupils was made once during the three year period. For this purpose, two physicians, a man and a woman, were employed. Each had a clerical assistant to help with the work and to make complete written records of the findings. These examinations required from twenty to sixty minutes for each individual, aside from the time required to make certain chemical analyses in each case. The physical examinations were made according to a definite schedule and the parents of the pupils were invited to attend the examinations -- an invitation which was accepted in many cases.

A summary of the findings of these examinations appears in Table XIV.

TABLE XIV
 SUMMARY OF INDIVIDUAL PHYSICAL EXAMINATIONS
 OF CONGRESS AVENUE SCHOOL PUPILS
 1930-1931

Topics Tabulated	Boys	Girls	Total Boys and Girls
Pupils Enrolled *	132	138	270
Pupils Examined	122	113	235
Number without Defects	38	17	55
Number with Defects	84	96	180
Specific Defects: Bad Teeth	38	28	66
Poor Vision, Uncorrected	0	8	8
Nasal Obstruction	0	4	4
Diseased Tonsils	6	26	32
Defective Heart	2	1	3
Faulty Feet	0	7	7
Poor Posture	7	27	35
Hernia	1	0	1
Circumcision Needed	18	-	18
Albumin In Urine	3	5	8
Ten Per Cent Or More Underweight	18	18	36

* This did not include the first grade children, many of whom were given physical examinations at their homes, by the family physicians.

3. The General Intelligence of the Pupils

Some Limitations of Intelligence Tests.- Intelligence or ability can be measured to some extent by means of standardized tests. The most valid and most reliable tests available are those measuring that which is called "general intelligence" to distinguish it from specialized intelligence, which has to do with work of an artistic, kinesthetic, manual, or social nature. General intelligence, as determined by the usual standardized tests, correlates most closely with success in composition, reading, spelling, language usage, and other school work of an academic nature.⁵ Perhaps it should be called academic intelligence.

5

A. I. Gates, Psychology for Students of Education. (Revised Edition). New York City: Macmillan Company, 1931. Page 513 quotes the following correlation figures:

Correlation between Intelligence and Composition	.63
Correlation between Intelligence and Reading	.56
Correlation between Intelligence and Arithmetic (problems)	.55
Correlation between Intelligence and Spelling	.52
Correlation between Intelligence and Writing	.21
Correlation between Intelligence and Handwork	.18
Correlation between Intelligence and Drawing	.15

Gates comments: "These correlations show that the Binet tests do not measure native capacity in all scholastic lines equally well."

Testing was Formal Work.- In all cases, the Glendale intelligence testing program was treated in a very formal way -- being one of the very few formal things which remained unchanged in the schools after the introduction of the activity plan of progressive education. The tests were chosen by the superintendent, who also set the dates and the exact hours when they were to be administered. The tests were administered by the teachers and at such times no visitors were allowed in the classrooms, although visiting was encouraged at all other times. Every effort was made to acquaint the teachers with every phase of the testing work so that the printed directions could be followed precisely.

How the Work of Testing was Done.- The test papers were scored by the teachers, who also did most of the work of calculating chronological ages from birth dates, of transmuting point scores into mental ages and of securing I.Q.'s from the tables by using the C. A.'s and M. A.'s.⁶ Some clerical help was provided for this work, but the major portion of it was done by the teachers themselves.⁷

6

I. Q.'s were calculated by using: Alexander Inglis, Intelligence Quotient Values. Yonkers-on-Hudson: World Book Company, 1923.

7

Concerning the development of such a program by the teachers, see: B. R. Buckingham, Research for Teachers. New York City: Silver, Burdett & Co., 1926.

The work of applying statistical procedures,⁸ summarizing the results, tabulating them and interpreting them was handled by the superintendent of schools.

Arrangement of Test Results.- The results of the tests, in terms of I. Q.'s, were arranged in descending order for each class or grade and five points in each distribution were selected to indicate the type of distribution secured. The five points were: the highest score, the third quartile point, the median score, the first quartile point and the lowest score.

In computing the quartiles and the median, the "apparent" measure was used. For example, the median was taken as the middle score of an odd numbered series, or half-way between the two middlemost scores of an even numbered series, regardless of whether the scores immediately above and below were the same or different than the middle score.

In finding a middlemost score, fractions were disregarded and if in a series of thirty-two I. Q.'s, the sixteenth score was 95 and the seventeenth score was 92, the median was taken as 94.

The intelligence test results secured by using these measuring devices, statistical methods, and details of arrangement appear in Tables XV, XVI, and XVII.

⁸ Henry E. Garrett, Statistics in Psychology and Education. New York City: Longmans, Green & Co., 1926.

Chester A. Gregory and Omer W. Renfrow, Statistical Method in Education and Psychology. (Second Edition). Cincinnati: The C. A. Gregory Company, 1929.

TABLE XV
INTELLIGENCE QUOTIENTS AS OF OCTOBER, 1930

A. The Congress Avenue Elementary School						
Grade	High	Q ₃	Median	Norm	Q ₁	Low
1	144	120	107	100	90	75
2	133	124	115	100	100	65
3	130	120	101	100	92	60
4	153	129	113	100	101	64
5	137	116	105	100	83	75
6	146	121	100	100	89	69
School	153	120	105	100	91	60

B. The Glendale Junior-Senior High School						
Grade	High	Q ₃	Median	Norm	Q ₁	Low
7	122	107	99	100	90	79
8	145	114	106	100	99	85
9	126	113	105	100	94	81
10	114	103	99	100	94	81
11	128	115	105	100	95	80
12	134	114	103	100	98	89
School	145	110	102	100	95	79

TABLE XVI
INTELLIGENCE QUOTIENTS AS OF OCTOBER, 1931

A. The Congress Avenue Elementary School						
Grade	High	Q ₃	Median	Norm	Q ₁	Low
1	135	117	107	100	99	75
2	133	104	95	100	92	71
3	124	112	106	100	87	50
4	126	116	106	100	99	50
5	157	131	115	100	100	68
6	155	136	106	100	93	68
School	157	119	106	100	95	50

B. The Glendale Junior-Senior High School						
Grade	High	Q ₃	Median	Norm	Q ₁	Low
7	126	114	102	100	96	79
8	133	113	104	100	99	93
9	131	114	107	100	99	86
10	128	114	107	100	101	95
11	118	112	108	100	104	89
12	125	121	114	100	106	103
School	133	114	107	100	101	79

TABLE XVII
INTELLIGENCE QUOTIENTS AS OF OCTOBER, 1932

A. The Congress Avenue Elementary School						
Grade	High	Q ₃	Median	Norm	Q ₁	Low
1	134	124	114	100	101	76
2	122	114	108	100	100	73
3	136	114	106	100	90	82
4	120	114	106	100	92	59
5	129	110	104	100	97	70
6	124	115	105	100	98	70
School	136	114	106	100	98	59

B. The Glendale Junior-Senior High School						
Grade	High	Q ₃	Median	Norm	Q ₁	Low
7	126	112	98	100	91	75
8	141	110	100	100	87	80
9	134	106	97	100	85	72
10	138	105	97	100	88	71
11	129	107	100	100	92	65
12	121	102	97	100	91	86
School	141	107	98	100	90	65

The totals for the school, at the bottom of each table, were secured by taking the median of the scores in each column.

Interpretation of the Results of the Intelligence Tests

Conditioning Factors to Consider.- In seeking to interpret these results, several conditioning factors should be kept in mind. Perhaps the most important of these factors are as follows:

1. The I. Q. has a limited meaning which has been discussed in a preceding paragraph.
2. There were minor variations in the administration and scoring of the tests. This was reduced to a minimum by preparing the teachers for the work, through the use of bulletins and conferences.
3. These were group test results, not individual test results. The scores applied fairly well to the various groups as wholes but it was not safe to apply the results to individuals without further verification of their validity and reliability.
4. A relatively small group was tested in each grade because of the small size of the Glendale Public School system. The six grades at the Congress Avenue School averaged a little over thirty pupils each and the average class or grade enrollment in the Junior-Senior High School was about the same.

5. The distribution as to race was unusual. All the pupils in the Congress Avenue Elementary School were white. In the Junior-Senior High School, all the pupils in grades seven and eight were white while the two races (white and Negro) were mixed in grades nine, ten, eleven and twelve.
6. A different battery of tests was used each year and they may have measured somewhat different elements of the intellectual whole each time.
7. Class medians may have varied slightly from year to year due to minor changes in the personnel of the groups.

Some Discrepancies in the Results.- A careful study of the tabulated results shows some discrepancies which are difficult to explain except on the bases of faulty sampling due to small numbers. For example, there seems to be no reason for a median I. Q. of only 95 in the second grade in 1931 nor for certain fluctuations of medians from year to year, when the same group of pupils is considered. Of course, there were some minor changes in the personnel of the groups from year to year, as has been mentioned before.

The Major Results and Interpretations.- Disregarding these discrepancies and contradictions, certain major facts do stand out decidedly:

1. The median I. Q. for pupils in the Congress Avenue Elementary School remained at 105 and 106 each year. This indicated that in these classes the average academic ability of the average pupil was significantly higher than that of the so-called normal pupil throughout the

country. Consequently, the pupils in this school should have been expected to exceed normal accomplishment somewhat, on the average, in academic fields of work, other factors being equal.

2. The fluctuations in the median I. Q. for the Junior-Senior High School were so great that it seemed unwise to make a very decided statement regarding them. The figure was 102 in 1930, 107 in 1931, and 98 in 1932. The one significant fact which stood out was the lack of evidence that the Glendale High School was holding the most able pupils who came up to it through the elementary grades. In practically every large city, the median I. Q. for high school classes is higher than the median I. Q. for elementary school classes due to the process of gradual selection by a "survival of the fittest" technique. This failure to keep certain good pupils was known to hold true because some of the outstanding white children of Glendale were sent to various private secondary schools, after having completed the work of the local elementary public schools.
3. The range of ability varied somewhat from year to year, in terms of I. Q. points, as is shown in Table XVIII. This range in heterogeneity of ability had great implications for the need for diversification of the school program to meet even the academic needs of the pupils, not only from year to year, but during any given year as well.

TABLE XVIII
RANGE OF INTELLIGENCE IN GLENDALE SCHOOLS

School Year	C. A. Elem. Range of I. Q.'s	Jr.-Sr. H. S. Range of I. Q.'s
1930	93 (60 to 153)	66 (79 to 145)
1931	107 (50 to 157)	54 (79 to 133)
1932	77 (59 to 136)	76 (65 to 141)

4. The Academic Accomplishment of the Pupils.
4a. General Considerations

Some Limitations of Accomplishment Tests.- The traditional type of school centers its attention upon subject matter and upon the academic accomplishment of the pupils in terms of subject matter. This has a place in an activity school and academic accomplishment should be measured but in studying the results of subject matter tests given in an activity school, it should be remembered that such a school has many other more important aims and goals which are not covered by the material included in standardized knowledge of arithmetic facts, grammar facts, geography facts, word recognition, etc.

Planning the Programs of Tests.- The programs of tests used in 1930-1931 and in 1932-1933 were planned by the superintendent of schools and were administered by the classroom teachers under conditions which were rather completely standardized. The program of tests used in 1931-1932 was planned by a Professor of Education at the University of

Cincinnati, in conference with the superintendent of schools. It was administered by graduate students of the Teachers College of the University of Cincinnati with the classroom teachers present in the rooms in order to check upon the reading of directions, the timing of the tests, and other details. It is believed that a high degree of accuracy and of uniformity was attained in the administration of the tests.

How the Scoring and Transmuting were Done.- The scoring was done entirely by the local teachers. In 1930-1931 and in 1931-1932, most of the teachers scored the papers for their own classes, although sometimes groups of teachers met together and helped one another. In 1932-1933, no teacher scored the papers for his or her own class. They were interchanged from teacher to teacher.

The work of transmuting point scores into grade equivalents, into age equivalents, and then into E. Q.'s or other terms was done almost entirely by a clerical worker employed especially for this purpose. He also summarized the results by classes.

4b. Reading in the Primary Grades

General Study of Primary Reading.- In addition to the study of one group of children during their three years in the primary grades, a study was made of general reading progress on this level for all the primary grade children during the three year period. For this purpose, the Detroit Word Recognition Test was given in grades one and two at both schools near the end of each school year. In 1933, the

Haggerty Reading Examination was used, also. Norms for the months of March and April were secured by interpolation.

The results of these rather formal tests of reading progress are found in Tables XIX and XX.

TABLE XIX
RESULTS OF DETROIT WORD RECOGNITION TEST
1931-1933 INCLUSIVE

Grade 1 Congress Avenue School							
Date	Highest Possible	Observed Scores					
		High	Q ₃	Median	Q ₁	Low	Norm
Apr. 1931	40	23	12	10	6	0	15
Mar. 1932	40	40	23	9	4	1	14
Mar. 1933	40	18	9	5	2	0	14

Grade 2 Congress Avenue School							
Date	Highest Possible	Observed Scores					
		High	Q ₃	Median	Q ₁	Low	Norm
Apr. 1931	40	40	39	34	24	2	31
Mar. 1932	40	40	37	26	19	9	30
Mar. 1933	40	40	38	31	21	2	30

TABLE XX
RESULTS OF HAGGERTY READING EXAMINATION
GLENDALE, OHIO: MARCH, 1933

Grade 1 Congress Avenue School						
Date	Observed Scores					Norm
	High	Q ₃	Median	Q ₁	Low	
Mar. 1933	11	4	3	1	0	5

Grade 2 Congress Avenue School						
Date	Observed Scores					Norm
	High	Q ₃	Median	Q ₁	Low	
Mar. 1933	41	31	17	8	1	17

Results of the First Grade Reading Tests.- It will be noticed that the pupils in grade one made a slow start on word recognition each year. Perhaps this was due to the fact that they learned meaningful units of words in connection with some activity and that they were handicapped on the tests in recognizing isolated words or word groups which had no connection with any meaningful activity. This deduction was strengthened to some extent by the fact that in 1933 the median first grade child failed to meet the norm of the Haggerty Reading Examination which was used along with the Detroit Word Recognition Test in the testing program that year.

It is notable that the results in grade one on

the Detroit Test dropped considerably from year to year.

The reason for this is not clear, and no adequate explanation of it has been offered.

Real Progress Made in Grade Two.- There was a great improvement in word recognition accomplishment at both schools while the pupils were in grade two. At the Congress Avenue School, the median pupil entered the second grade with a low word recognition score. By the end of the year, he was about at the national norm on the word recognition test. He was at the norm of the Haggerty Test, also.

Range of Reading Accomplishment.- The able pupils made perfect scores on the Detroit Word Recognition Test by the end of their second year of work. The median pupils made normal scores. It must be admitted, however, that the slowest pupils made very little reading progress during the two year period. Perhaps those pupils who were in the fourth quarter of the class in academic ability might have registered a little higher at the end of two years of formal drill. As it was, they secured other values, somewhat more intangible, during their first two years in school and their reading work was turned over to their third grade teacher. During the third year of work with the group which entered school in September of 1930, even the slow pupils were able to show satisfactory reading progress.

Summary of Primary Reading.- It appeared, in the first grade classes, that little progress in formal word recognition was made by using the activity plan. It appeared likely, however, that a satisfactory basis for later growth

in reading was being prepared. Real progress was made in grade two and by the end of the second grade the white children were able to make a creditable showing on formal reading tests. By the end of the third grade, the usual reading results secured in formal schools had been surpassed by the use of the activity plan of progressive education.

Corroborative Results Secured by Pearl Wright.⁹

In an attempt to evaluate the comparative effectiveness of the activity program in contrast with traditional methods, Pearl M. Wright secured results which are in general agreement with those secured by the measurements made in the Glendale Schools, as shown by the following quotations from a summary of her report:¹⁰

1. The Problem Stated.- This investigation is concerned with the first three grades of school and attempts to answer the following questions:

1. Is the activity program an effective method of primary procedure?
 - a. Does it teach the formal subjects as effectively as does the traditional method?
 - b. Which of the two methods shows the greater gains over a given period of time?

⁹
Pearl M. Wright, "Comparative Effectiveness of the Activity Program and Traditional Program as Methods of Primary School Procedure." Unpublished Master's Thesis, Teachers College, University of Cincinnati, 1929.

¹⁰
Carter V. Good, Walter L. Collins, and Chester A. Gregory, (Editors), Abstracts of Graduate Thesis in Education. (Vol. 1) pp. 392-395. Cincinnati: Teachers College, University of Cincinnati, 1931.

2. Is the activity program establishing any desirable social habits and attitudes not present in the traditional school?
 - a. If so, how can these be detected and evaluated?

2. Equivalent Groups in the Experiment.- In endeavoring to secure objective data to answer Questions 1 and 2, six classes in the Cincinnati public schools were chosen. These classes were divided into experimental and control groups. The control group included one first-grade class, one second-grade class, and one third-grade class, each taught by the traditional method. The experimental group consisted of the same number of classes, each taught through the activity program. Each class was paired equally with another in terms of number of pupils, mental capacity, social background, age levels of pupils, and the training, ability, and convictions of the teachers.

3. Standard Tests and Scales Employed.- In order to have an objective basis for comparing the results of the methods of teaching, the formal-subjects group standard tests were given. These results, tabulated, analyzed, and compared, are the basis of some of the conclusions. In order to measure achievement in the "Three R's," reading, arithmetic, and spelling tests and writing scales were used.

4. Initial Scores on Standard Tests.- In spite of the fact that the formal drill-type of teaching used with the control group would seem to give these pupils an unfair advantage on formal tests, the results reveal that in no test in any of the three grades does the control group exceed the experimental group. The facts show quite decidedly that in so far as standard tests are indicative of ability in the formal subjects, the children of the activity rooms were ahead of the children in the traditional rooms at the beginning of the second half of the school year.

Discussion of Final Scores.- The experimental group also is ahead of the control group in the final test. With one exception, spelling in the second grade, the medians of the experimental group exceed the norms for the grade. In some cases the control group falls below the norms. In a few cases this latter group exceeds the norm but never by as many points as the experimental group.

Relative Improvement of the Two Groups.- Other things being quite equal, it seems fair to say that the amount of improvement resulting over the eight-weeks' period points to the superiority of one method over the other. In every instance, the experimental group shows improvement far in excess of that made by the control group. The data seem to

indicate that in spite of lack of training along the lines emphasized by the standard tests, the pupils in the activity groups surpass those in the traditional groups in formal school-subject achievement.

4c. Academic Results in Grades Three to Eight Inclusive

Battery Tests Used in These Grades.- In these grades a battery type test, including work in several subjects, was used. The results are presented on the following pages in two ways: first, as E. Q.'s which include the pooled results of all the subjects and, second, as point scores for the various subjects separately.

Consideration of the E. Q.'s.- Table XXI presents the E. Q.'s for the Congress Avenue School pupils over a three year period. In this case, grades three to eight inclusive were studied. Current forms of the New Stanford Achievement Tests were used for two years but Form A of The Unit Scales of Achievement was used in the final year of the study. In each year, the tests were given in March.

TABLE XXI

EDUCATIONAL QUOTIENTS, CONGRESS AVENUE
SCHOOL PUPILS

NEW STANFORD ACHIEVEMENT TESTS, FORM V
MARCH, 1931

Grade	High	Q ₃	Median	Norm	Q ₁	Low
3	130	115	107	100	101	55
4	135	121	117	100	106	94
5	140	118	103	100	91	76
6	144	123	99	100	90	70
7	126	107	93	100	87	77
8	132	121	114	100	97	84

NEW STANFORD ACHIEVEMENT TESTS, FORM X
MARCH, 1932

Grade	High	Q ₃	Median	Norm	Q ₁	Low
3	132	117	110	100	101	65
4	141	121	108	100	101	84
5	150	120	114	100	102	76
6	138	126	103	100	89	70
7	138	117	107	100	89	69
8	123	90	87	100	80	60

UNIT SCALES OF ATTAINMENT, FORM A
MARCH, 1933

Grade	High	Q ₃	Median	Norm	Q ₁	Low
3	136	118	112	100	91	72
4	169	118	111	100	96	70
5	133	121	105	100	87	77
6	138	115	105	100	97	69
7	131	111	95	100	88	63
8	135	116	99	100	83	60

Test Results by Subject Fields.- Both the New Stanford Achievement Test (used in 1931 and 1932) and the Unit Scales of Attainment (used in 1933) presented tests in the following subject matter fields: reading, spelling, language usage, literature, history, geography, and arithmetic. The battery test in spelling was supplemented in 1933 by another spelling test constructed locally from selected sections of the Buckingham Extension of the Ayres Spelling Scale. The results secured by the use of these several tests are presented here by subject matter fields in Tables XXII to XXX inclusive.

TABLE XXII

READING IN THE MIDDLE GRADES
CONGRESS AVENUE SCHOOL

TEST RESULTS IN TERMS OF GRADE EQUIVALENTS

Grade	3	4	5	6	7	8
Paragraph Meaning, 1931	3.0	5.7	6.3	6.1	7.8	9.8
Word Meaning, 1931	3.4	5.8	6.2	6.6	7.4	9.0
Paragraph Meaning, 1932	3.3	4.9	7.2	7.4	9.0	9.0
Word Meaning, 1932	3.3	5.2	7.2	6.8	7.0	9.3
Reading Comprehension, 1933	3.8	5.0	7.0	8.0	8.8	9.5
Grade Norms for Month of March	3.7	4.7	5.7	6.7	7.7	8.7

Comments on Results in Reading.- The New Stanford Test contained two sections on reading: paragraph meaning, and word meaning. The Unit Scales of Attainment contained one section on reading: comprehension. When given in the middle grades (three to eight inclusive) over a three year period, these tests produced a total of thirty class scores, each score being a class median comparable with the norms established for the tests. These class medians for the Congress Avenue School and the norms for March appear in Table XXI in terms of grade equivalents. Of the thirty scores, twenty-two were at or above the norms. Five scores were below the norms in March, 1931. Three scores were below the norms in March, 1932. All the scores were at or above the norms in March, 1933. It appears that the introduction of the activity plan of progressive education brought about no improvement in the average level of reading accomplishment in the middle grades.

Comments on Results in Spelling.- Comparable tests of spelling occurred in the New Stanford Tests and in the Unit Scales of Attainment. In each case, the words that were being tested were hidden in dictated sentences. Table XXIII presents the results obtained in spelling at the Congress Avenue School over a period of three years. In 1931, four class medians were below the standard norms. In 1932, four class medians were below the norms again. In 1933, only two class medians were below. This would indicate that the introduction of the

TABLE XXIII
 SPELLING IN THE MIDDLE GRADES
 CONGRESS AVENUE SCHOOL
 TEST RESULTS IN TERMS OF GRADE EQUIVALENTS

Grade	3	4	5	6	7	8
Spelling, 1931	3.4	5.3	5.7	6.0	7.0	8.5
Spelling, 1932	2.8	4.1	5.8	6.7	7.0	8.0
Spelling, 1933	4.9	4.9	5.0	7.4	7.7	8.2
Grade Norms for Month of March	3.7	4.7	5.7	6.7	7.7	8.7

activity plan was accompanied by the raising of the average level of spelling accomplishment in the middle grades. In March of 1933, a supplementary spelling test was given to all the pupils in grades two to twelve inclusive. The results appear in Table XXIV. The median scores for grades two, three, and five exceeded the norms. In other words, the groups which showed the higher level of average accomplishment were the groups most fully affected by the introduction of the activity plan.

TABLE XXIV
 SPELLING IN GRADES TWO TO TWELVE, INCLUSIVE
 CONGRESS AVENUE SCHOOL, MARCH, 1933
 SCORES EXPRESSED IN TERMS OF PERCENTAGE OF WORDS
 SPELLED CORRECTLY*

Grade	High	Median	Norm	Low
2**	100	82.5	82	5.0
3**	100	80.0	78	10.0
4	100	86.0	91	27.5
5**	100	85.0	83	5.0
6	100	90.0	91	17.5
7	100	71.0	83	16.0
8	98	78.0	83	14.0
9	98	74.0	76	48.0
10	100	84.0	96	48.0
11	98	94.0	96	64.0
12	100	92.0	96	68.0

*These results were secured on tests based upon the Buckingham-Ayres list given in March of 1933. They are expressed in percentages.

**These classes were at or above the norms.

Comments on Results in Language Usage.- The

tests of language allowed pupils to choose between correct and incorrect forms. Like the other tests of the New Stanford and the Unit Scales batteries, the results were tabulated in terms of grade levels or grade equivalents. These are found in Table XXV for the Congress Avenue School. A study of this table shows that of the fifteen median scores (one each for five grades, each year for three years) eleven were at or above the norms. In 1931, only one was below the norms. In 1932, three were below. In 1933, only one was below. Those grades which fell below the norms were not the lower grades of the group of grades being considered. Because there is no clear trend in this case, it is impossible to claim any gain for the activity plan, but no loss in this field can be charged against it.

Comments on Results in Literature.- Practically

all of the Congress Avenue School's scores in literature (thirteen out of fifteen) were at or above the norms. The two scores which fell below the standards were registered by the eighth grade in 1932, and by the seventh grade in 1933. Apparently there was some slight loss in this field while the activity plan was being introduced. The results are shown in Table XXVI.

TABLE XXV

LANGUAGE USAGE IN THE MIDDLE GRADES
CONGRESS AVENUE SCHOOL

IN TERMS OF GRADE EQUIVALENTS

Grade	3	4	5	6	7	8
Language Usage, 1931	-	6.6	6.2	7.9	7.2	9.2
Language Usage, 1932	-	5.1	7.2	6.4	7.2	7.8
Language Usage, 1933	-	4.9	6.6	7.0	8.2	10.0
Grade Norms for Month of March	-	4.7	5.7	6.7	7.7	8.7

TABLE XXVI

LITERATURE IN THE MIDDLE GRADES
CONGRESS AVENUE SCHOOL

IN TERMS OF GRADE EQUIVALENTS

Grade	3	4	5	6	7	8
Literature, 1931	-	6.4	6.4	7.2	8.1	8.9
Literature, 1932	-	5.4	6.6	7.2	8.9	7.9
Literature, 1933	-	4.8	7.4	7.8	7.0	11.4
Grade Norms for Month of March	-	4.7	5.7	6.7	7.7	8.7

Comments on Results in History.- The grade equivalents for the history test results at the Congress Avenue School are shown in Table XXVII. A slight gain was made in this field. Two classes were below the norms in 1931. In 1932, only one class was below and again in 1933 only one class was below.

Comments on Results in Geography.- The grade equivalents for the geography test results at the Congress Avenue School are shown in Table XXVIII. No claim for improvement can be made here. One class fell below the norms in 1931. Two classes fell below in 1932. One class fell below in 1933.

TABLE XXVII

HISTORY IN THE MIDDLE GRADES
CONGRESS AVENUE SCHOOL

IN TERMS OF GRADE EQUIVALENTS

Grade	3	4	5	6	7	8
History, 1931	-	5.1	5.3	6.0	8.5	9.7
History, 1932	-	4.7	6.3	7.0	8.4	8.4
History, 1933	-	4.2	6.2	7.8	8.8	9.0
Grade Norms for Month of March	-	4.7	5.7	6.7	7.7	8.7

TABLE XXVIII

GEOGRAPHY IN THE MIDDLE GRADES
CONGRESS AVENUE SCHOOL

TEST RESULTS IN TERMS OF GRADE EQUIVALENTS

Grade	3	4	5	6	7	8
Geography, 1931	-	5.3	5.9	6.3	7.7	9.8
Geography, 1932	-	4.4	5.7	7.0	6.6	8.7
Geography, 1933	-	4.8	5.8	7.0	7.4	9.4
Grade Norms for Month of March	-	4.7	5.7	6.7	7.7	8.7

Comments on Results in Arithmetic.- Both the New Stanford Test and the Unit Scales of Attainment have two sections devoted to the field of arithmetic. In each case, one test is designed to measure the pupil's knowledge of number facts. The other test is designed to test reasoning processes in arithmetic. Although arithmetic seems to fit rather poorly into many units of work and although this field was not stressed particularly, it is true that a definite gain was made in this field during the three year period. Although four classes failed to meet the established norms in 1931, this was reduced to only two classes in 1932 and it remained at this figure again in 1933. It seems reasonable to assert that an improvement in arithmetic accompanied the introduction of the activity plan of progressive education.

TABLE XXIX

ARITHMETIC IN THE MIDDLE GRADES
CONGRESS AVENUE SCHOOL

TEST RESULTS IN TERMS OF GRADE EQUIVALENTS

Grade	3	4	5	6	7	8
Arithmetic Reasoning, 1931	4.0	5.4	5.7	6.3	7.1	8.2
Arithmetic Comprehension 1931	3.7	4.8	5.7	8.1	7.5	9.3
Arithmetic Reasoning, 1932	3.7	4.9	6.1	7.4	7.9	8.1
Arithmetic Comprehension 1932	3.9	4.8	6.8	7.1	8.9	8.1
Arithmetic Reasoning, (Problems) 1933	4.1	5.0	6.0	7.1	7.9	8.7
Arithmetic Comprehension (Fundamental Operations) 1933	4.1	5.6	5.9	7.9	7.0	7.0
Grade Norms for Month of March	3.7	4.7	5.7	6.7	7.7	8.7

Summary of Comments on These Tests.- In grades four to eight inclusive at the Congress Avenue School, the use of the activity plan of progressive education was extended, gradually, during the three year period covered in this report. The extension of the activity plan in these grades was accompanied by gains in accomplishment in most of the academic fields that were measured. In only one field -- literature -- did it seem that there was a slight loss, in terms of standardized test results. In another field -- place geography -- the old

standard of accomplishment merely was maintained. In all the other fields more or less gain resulted from the use of the plan. It appeared that in the upper middle grades the activity plan was able to meet and to surpass the results secured by more formal methods in previous years in the same school.

To What Should Good Results Be Attributed?- It is recognized that many elements entered into the success of the Glendale pupils on their standardized tests during the three year transitional period. It is possible that the good results were due to factors other than the use of the activity plan, although this was the center about which the changes in the school system revolved.

A comparison of the Glendale results with those secured in other activity schools would indicate, however, that the use of the newer plan was the controlling factor, provided other schools using similar techniques but different buildings, different surroundings, and a different personnel exhibited similar gains.

A search of the available studies indicates that when academic accomplishment has been measured in activity schools, the findings have been such as to substantiate the conclusion that the good results secured in Glendale were due in large part (if not entirely) to the adoption of the activity plan of progressive education. References to available substantiating studies are presented in the following paragraphs.

Studies by Collings and by Wrightstone.- Considerable space in Chapter II has been given to studies by Collings¹¹ and by Wrightstone.¹²

Both of these writers presented conclusive evidence that better results were secured in activity schools than in formal schools. This conclusion applied to learnings of an academic nature and to more intangible learnings, also. Both studies presented evidence indicating that the improved results noticeable in activity schools were due in large part to the method rather than to other factors.

Conclusions Reached by Frederick Pistor.-¹³ The following quotation indicates the results secured by Frederick Pistor in his study of the two groups of fifth and sixth grade children. One of these groups had experienced activity work in grades three and four while the other had had a traditional third and fourth grade program. Both groups used the activity plan in grades five and six. His study states:

The pupils of both groups were tested in achievement when they were in grades 5.1, 6.1, and 6.9. The New Stanford Achievement Tests, Advanced Examination for Grades

¹¹ Ellsworth Collings, An Experiment With A Project Curriculum. New York: Macmillan Co., 1923.

¹² J. Wayne Wrightstone, "Old Vs. New In Teaching." Section X, p. 11. New York Times. Sunday, March 24, 1935.

J. Wayne Wrightstone, Appraisal of Newer Practices in Selected Public Schools. New York City: Bureau of Publications, Teachers College, Columbia University, 1935.

¹³ Frederick Pistor, "A Comparative Study of the Growth of Children Under Traditional and Progressive Practices." Unpublished Doctor of Philosophy dissertation, School of Education, New York University, 1933.

Four to Nine, Forms V, X, and Z, were used. The results of these tests are included here as evidence that the pupils in the experiment did as well as and sometimes better than average pupils in traditional schools. Had the pupils not scored as well, this experiment would not have been a failure, since the norms on such a battery will necessarily differ for the progressive schools from the norms established for the traditional schools.

Both groups improved in their ability to exceed the traditional norm. Group two, the group with progressive school experience in grades three and four, made the greater improvement in this ability, excelling group one in the ability to exceed the norms.

The results obtained in this investigation can be considered valid only for the pupils studied and under the experimental conditions listed and described. The fact that only fifty-eight pupils were studied was made necessary by the experimental learning conditions and the nature of the study. The results of this study were conditioned by the physical setting of the experiment, the kinds of children used in the investigation, the qualifications and the insight of the teachers, the curriculum, and the nature and limitations of the measuring instruments used.

This investigation shows that growth took place in both groups while experiencing progressive treatment. However, group two, the group which had progressive school experience in grades three and four, was superior in almost all the specific aspects of personality and scholarship which were studied. The evidence is not to be construed to mean that group two is thereby superior in the general aspects of personality or scholarship which are partially measured or represented in this study. Likewise, there is no evidence to indicate that group two is not superior in these general aspects of personality and scholarship.

The evidence indicates that the superiority of group two in grades five and six was due to the nature of the experiences gained in grades three and four in the experimental school. Not only did these third and fourth grade experiences make for the superiority of group two at the beginning of the fifth grade, but they were followed by the ability of the group to make greater gains in almost all of the personality trait-actions and in general scholarship. ¹⁴

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Frederick Pistor, op. cit., pp. 88 and 89.

15
Study Reported by Mead and Orth. - A measure-

ment program comparable in some respects with that of the elementary grades in Glendale has been reported in a recent book by Mead and Orth. They, too, found superior accomplishment on the part of pupils using the activity plan as is indicated by the following quotation:

The charts obviously indicate that the scores obtained by the University Elementary School pupils in all subjects tested surpass, in almost all instances, the median scores for the nation as indicated by the standardized achievement tests. The gain in achievement for each class beyond the required progress of ten months was from one to seven months. It seems reasonable, then, to believe that, on the whole, there has been no loss by comparison with the results expected of pupils taught in the more formal schools. There is also reason to believe that there was a decided gain in the outcomes which are generally termed the "intangibles." The old-type, formal, traditional school makes little or no provision for situations where pupils may learn and practice these most desirable forms of behavior. (Examples: honesty, industry, initiative, resourcefulness, cooperation.) Daily use was made of the commonly approved practice exercises in arithmetical computation in grades three to six inclusive for training in speed and accuracy.

It is not the purpose in this chapter to convince the reader through the presentation of data that the proposed plan of organization will give better results than the plan used in this school in previous years as no data are available for comparison. That results under the proposed organization surpassed the national averages (or medians) for the various grades is an indication that the plan is a usable one. These data do indicate, however, that activities may be included in the school program in a large measure, under proper guidance, without neglecting the expected outcomes of the subjects of study in the traditional course of study. ¹⁶

15

Cyrus D. Mead and Fred W. Orth, op. cit. Special permission to use this quotation has been granted by the publishers, The Macmillan Company, New York City.

16

Ibid., pp. 346-349.

Test Results at the Lincoln School, Teachers
College, Columbia University.- All of the test results
 which have been found concerning the quality of academic
 work in progressive schools indicate that the Glendale results
 are in harmony with the ones secured elsewhere.¹⁷

The author feels it is significant that several of
 the most complete reports upon activity work do not include
 any statistical studies of standardized test results. The
 indications are that the authors of these reports felt that
 the progressive plan presented other advantages which did not
 need to be substantiated or strengthened by means of formal
 measurement programs.

17

Ellsworth Collings, An Experiment With A Project Curriculum. New York: Macmillan Company, 1923.

J. Wayne Wrightstone, "Old Vs. New In Teaching."
 Section X, p. 11. New York Times. Sunday, March 24, 1935.

J. Wayne Wrightstone, Appraisal of New Practices in Selected Public Schools. New York City: Bureau of Publications, Teachers College, Columbia University, 1935.

Frederick Pistor, "A Comparative Study of the Growth of Children Under Traditional and Progressive Practices." Unpublished Doctor of Philosophy dissertation, School of Education, New York University, 1933.

Cyrus D. Mead and Fred W. Orth, The Transitional Public School. New York City: The Macmillan Company, 1934.

Pearl M. Wright, "Comparative Effectiveness of the Activity Program and Traditional Program as Methods of Primary School Procedure." Unpublished Master's Thesis, Teachers College, University of Cincinnati, 1929.

Examples of this may be found in the series of books about units of work published by various members of the staff of the Lincoln School of Teachers College, Columbia University. ¹⁸

These accounts are very detailed and complete but the treatment of standardized test results is very brief. For example, in Indian Life and The Dutch Colonial Settlement by Keelor and Sweet, only two pages and two brief tables

18

Katharine L. Keelor and Mayme Sweet, Indian Life and The Dutch Colonial Settlement. New York City: Bureau of Publications, Teachers College, Columbia University, 1931.

Lula E. Wright, A First Grade at Work. New York City: Bureau of Publications, Teachers College, Columbia University, 1932.

Tompsie Baxter and Bess M. Young, Ships and Navigation. New York City: Bureau of Publications, Teachers College, Columbia University, 1933.

Avah W. Hughes, Carrying The Mail. New York City: Bureau of Publications, Teachers College, Columbia University, 1933.

Jessie B. Eakright and Bess M. Young, Adventuring with Toys. New York City: Bureau of Publications, Teachers College, Columbia University, 1933.

Emily Ann Barnes and Bess M. Young, Children and Architecture. New York City: Bureau of Publications, Teachers College, Columbia University, 1932.

Frances G. Sweeney, Emily Fanning Barry, Alice E. Schoelkopf, Western Youth Meets Eastern Culture. New York City: Bureau of Publications, Teachers College, Columbia University, 1932.

refer to standardized test results.¹⁹ The materials presented indicated again the superiority of progressive practices. The evidence is that by the time the Lincoln School pupils reached the fifth grade, they averaged from one to three grades above the normal expectancy of the Stanford Achievement Battery.

4d. Tests Used in The Glendale High School

Results of the High School English Tests.-

Practically no use of the activity plan reached the upper English classes of the high school. These classes were tested, however, the Cross English Test being used for this purpose. The results presented in Tables XXX and XXXI indicate that there was some slight loss in accomplishment in this field during the three year period. At the same time, the lower grades using the activity plan were gaining in achievement, as has been shown. The high school English results can not be accepted as indicative of the whole field of high school work, nor can the high school English results be regarded as measures of the effectiveness of the activity plan, due to the fact that the plan did not affect this work materially during the first three year period. The results are presented here for comparative purposes if these tests are repeated five or ten years later.

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Katharine L. Keelor and Mayme Sweet, op. cit., pp. 289-291.

TABLE XXX
 ENGLISH IN THE HIGH SCHOOL GRADES
 CROSS ENGLISH TEST
 1932

Grade *	9	10	11	12
Highest Observed Score	**	155	165	180
Percentile Rank of Highest Score		96%	97%	99%
Median Observed Score	**	128	128	146
Percentile Rank of Median Score		55%	30%	62%
Percentile Rank of Norm		50%	50%	50%
Lowest Observed Score	**	103	96	119
Percentile Rank of Lowest Score		10%	2%	9%

*Three grades were tested. Two medians were above the norms.

**This test was not administered to the ninth grade in 1932.

TABLE XXXI
 ENGLISH IN THE HIGH SCHOOL GRADES
 CROSS ENGLISH TESTS
 1933

Grade	9	10	11	12
Highest Observed Score	144	152	168	156
Percentile Rank of Highest Score	93%	95%	98%	80%
Median Observed Score	99	118	130	133
Percentile Rank of Median Score	16%	35%	35%	27%
Percentile Rank of Norm	50%	50%	50%	50%
Lowest Observed Score	53	56	79	108
Percentile Rank of Lowest Score	0%	0%	0%	2%

Four Grades were tested. All medians were below the norms.

4e. General Interpretation of the
Accomplishment Test Results

Limiting Factors to Consider.- Before seeking to interpret the statistical results of the tests, several limiting factors should be mentioned and emphasized. Among these limiting factors are the following:

1. The factual knowledges measured by the tests are of relatively less importance than are such qualities as citizenship, character, mental health, emotional control, social poise, etc., in an activity school.
2. The available tests are somewhat inadequate to measure even the factual knowledges.
3. There were minor variations among teachers in the administration and scoring of the tests, although this factor was controlled as closely as possible.
4. These are group test results, not individual test results; therefore, the scores must be applied to groups, not to individuals within the groups.
5. A relatively small group was tested in each grade, due to the relatively small enrollment in these schools.

6. The distribution by races should be remembered.

In the first eight grades at the Congress Avenue School, all the pupils were white. In grades nine to twelve inclusive, the races were mixed, white and Negro.

7. The battery of tests used in 1933 was not the same one used in 1931 and 1932 and very likely measured somewhat different elements in the various fields.

Some Discrepancies in the Results.- A careful study of the tabulated results shows some discrepancies. There are two chief explanations for these: fluctuations due to faulty sampling when dealing with small groups, and changes in the personnel of some groups, caused by the loss of some pupils and the addition of others having very different backgrounds and abilities.

The Major Findings.- Considering these limiting factors and making due allowance for them, the major findings of these tests stand out as follows:

1. The average intelligence of the pupils in the Congress Avenue Elementary School was at an I. Q. of about 105 or 106. The average academic accomplishment of these same pupils was at an E. Q. of about 106 to 110. This indicated that the ability of the pupils in this school was being

used a little better than was the academic ability of pupils in typical schools throughout the country.

2. The range of E. Q.'s was about equal to the range of I. Q.'s but the first quartile, median, and third quartile points in the E. Q. distributions were almost uniformly a few points higher than the similar points in the I. Q. distributions. This indicated that good use was being made of the intelligence which was available on all levels and that pupils having the lowest level of academic ability were doing more -- in terms of what might have been expected of them -- than were children of other types.
3. When the various separate subject marks were considered, the showing was not quite so good, when medians were compared with norms, as might have been expected from a study of the I. Q. and the E. Q. distributions. These pupils were up to or beyond their age norms in the various subjects but were somewhat lacking on the grade norms. This was due in part to early entrance into grade one, rather than to the teaching program.
4. At the Congress Avenue Elementary School, the subjects in which the work most nearly approached or exceeded the grade norms were: reading in grades two to eight inclusive, language usage in the middle

grades, arithmetic in the middle grades, social science in the middle grades and literature in the middle grades. The points at which the pupils fell farthest below the grade norms were: reading in grade one and most of the subjects tested in the Senior High School. There were definite reasons for both of these conditions. Some of the best high school pupils had been lost to attend other schools and there was no attempt to force a formal reading program in grade one.

5. The test results indicated that in general there had been an improvement in academic accomplishment, coincident with the introduction of the activity plan.
6. From time to time, in the presentation of the Glendale results of the accomplishment tests, results secured elsewhere by the use of standardized tests in activity schools have been presented for purposes of comparison. ²⁰ In each

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Ellsworth Collings, An Experiment With A Project Curriculum. New York: Macmillan Company, 1923.

Cyrus D. Mead and Fred W. Orth, The Transitional Public School. New York City: The Macmillan Company, 1934.

Frederick Pistor, "A Comparative Study of the Growth of Children Under Traditional and Progressive Practices." Unpublished Doctor of Philosophy dissertation, School of Education, New York University, 1933.

This footnote is continued on page 162.

case, it has been found that the favorable results secured in Glendale have been secured in other progressive schools, also. Consequently, it may be assumed -- since there seems to be no evidence to the contrary -- that the good results reported in this study are not an instance of an isolated case, but are part of the general indications favorable to the use of the activity plan of progressive education.

5. Accomplishment in the Special Fields.

The Difficulty of Presenting Evidence in Some Fields.-- The materials which have been presented in the several sections of this chapter have indicated indirectly and to some extent the accomplishment which was secured in the special fields such as fine arts, industrial arts, music, athletics,

20 (continued)

Pearl M. Wright, "Comparative Effectiveness of the Activity Program and Traditional Program as Methods of Primary School Procedure." Unpublished Master's Thesis, Teachers College, University of Cincinnati, 1929.

J. Wayne Wrightstone, "Old Vs. New In Teaching." Section X, p. 11. New York Times. Sunday, March 24, 1935.

J. Wayne Wrightstone, Appraisal of New Practices in Selected Public Schools. New York City: Bureau of Publications, Teachers College, Columbia University, 1935.

Lincoln School Series, (Eight volumes), op. cit.

and dramatics. Adequate evidence of the work done in such fields can not be presented in writing, however. Some work in each of these fields was an integral part of the development of almost every unit. These fields will be discussed briefly in the following paragraphs.

Work in the Fine Arts.- In fine arts, there was work with crayons, charcoal, pencils, tempera and show card paints, water colors, oil paints, leather, linoleum blocks, applique with paper and with cloth, batik dying, carving in soap, modeling in clay and with plaster-of-Paris, and work using raffia and reed. Many trips were made to the Cincinnati Art Museum. Copies of the world's art masterpieces were studied and discussed. The art work done by other pupils in the school was evaluated and criticized.

Work in the Industrial Arts.- In practical and industrial arts, the work was limited by the equipment which was available. There could be no printing, plumbing or metal work because there were no facilities for these things. Wood working in all of its branches did grow tremendously with the development of the activity plan and various phases of home economics were increased in importance throughout the whole school system. Some work was done with cement and with automobile engines. Gardening was done by various groups, and one elementary grade class raised a brood of chickens.

Work in Music.- In music, many pupils composed original tunes for their own original poems. Often these were

worked out on crude sounding devices made of sticks, bottles or pieces of metal. There were group singing, individual work on many instruments, and group work in choruses, orchestras and the band. Much of this work was new and grew up as a part of the units developed in the various classrooms. Music appreciation, music theory, music history, and music memory work were included with the productive or creative activities in this field.

Work in Health and Physical Education.- A complete program of physical education, playground work, physical recreation, folk dancing, intramural sports and inter-scholastic athletics involving practically every pupil in the schools, and a number of adults, was developed during this three year period. In so far as possible, this program was based upon the findings of the individual physical examinations of the pupils, as well as upon the needs of the units being developed in the classrooms.

Work in Dramatics.- Dramatics became a natural activity from grade one through grade twelve as the plan grew. Little children wrote their own plays or dramatized stories. Older children wrote and staged their own plays and added puppet shows to their work. In the high school, a dramatic club was formed as one of a series of clubs, all serving as a means of introducing freedom and activity into the secondary school field.

6. Citizenship, Social and Moral Development, and
Emotional Control

Only Subjective Opinions Possible.- No formal tests of citizenship, social maturity, moral and ethical development and emotion control ²¹ were made. Therefore, only subjective estimates of the results of the activity plan of progressive education in these fields can be made in this summary. It was the feeling of the school faculty that desirable results were being secured along these lines. The same can be said for the development of desirable attitudes, appreciations, and ideals.

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Laura Zirbes, "The Emotional Climate of Schools," Educational Method, XIV (January, 1935), 171-73.

Louis Terman, "The Ultimate Influence of Standard Tests," Journal of Educational Research, XVII (January, 1928), 57-59.

CHAPTER XIV

A DETAILED STUDY OF THE WORK OF ONE GROUP OF PRIMARY GRADE PUPILS

Importance of Results in the Primary Grades.-

For the purposes of this study, the work of the primary grades was of the greatest importance for it was in these grades that the activity plan of progressive education was operated most fully. The group of children who started in grade one of the Congress Avenue Elementary School in September of 1930 had three years of activity work during the time covered by this report and the results secured with this group should be most significant in determining the relative merits of the activity plan as it was put into operation in the Glendale school situation.

Special Study of One Group.- Because of the importance of this one group of children and of the results secured by them in determining the value of the activity plan of progressive education, a separate study, somewhat more detailed than the other studies in this account, has been made of this group which entered the Congress Avenue first grade in September of 1930. This study has sought to answer the following questions:

1. What academic ability or capacity did these pupils have?
2. What academic accomplishment might normally be expected from these pupils?
3. What academic accomplishment did these pupils attain?

4. Did the individual pupils profit proportionately according to their varying degrees of academic ability?
5. Were the results favorable to the use of the activity plan?

Intelligence of the Group Being Studied.- This special study started with the determination of the average I. Q.'s of the twenty children who remained in this group during the entire three year period. These are found in Table XXXII. In this table, the individual I. Q.'s secured for each pupil by the use of group tests of intelligence at the beginning of each of the three school years are presented and are averaged. This produces a composite I. Q. for each child. The median of the average or composite I. Q.'s for the group of children was 102.7. One pupil was unusually high in intelligence with an average I. Q. of 134.7 on the three tests. The others ranged from an I. Q. of 120 down to an I. Q. of 80. In other words, these twenty children constituted practically an average or typical or normal group of children for a primary class.

It should be understood that from six to ten other children were members of the class from time to time during the three year period, but that they did not remain in the school during the entire three years. Their records are not included in Tables XXXII and XXXIII.

TABLE XXXII

ACADEMIC ABILITY OF TWENTY CHILDREN WHO HAD THREE YEARS
OF ACTIVITY WORK (GRADES 1, 2, AND 3)

Pupil	I. Q. P.C.9/29/30	I. Q. D.P.10/5/31	I. Q. K.A.9/30/32	Average I. Q.
A	144	124	136	134.7
B	130	107	123	120.0
C	129	ab.	110	119.5
D	129	ab.	105	117.0
E	120	107	ab.	113.5
F	120	102	116	112.7
G	118	106	113	112.3
H	100	109	120	109.7
I	117	96	113	108.7
J	103	98	110	103.7
K	110	94	101	101.7
L	110	ab.	93	101.5
M	101	100	102	101.0
N	94	93	104	97.0
O	95	82	100	92.3
P	ab.	76	107	91.5
Q	90	94	89	91.0
R	91	86	89	88.7
S	82	96	82	86.7
T	ab.	71	89	80.0

Accomplishment Ranking of Pupils.- The same twenty children who started in grade one at the Congress Avenue School in September of 1930 and who remained in the school throughout the three year period have been ranked in the order of their academic accomplishment on a series of four subject matter tests. For one of the tests, which was a long battery, two types of scores have been recorded so that the study includes five scores for each pupil. In each test, the pupils have been ranked in order from high to low and an average rank for the five marks has been found for each pupil. These relative rankings are shown in Table XXXIII. In addition to these relative ranks, the E. Q.'s alone, on the Unit Scales of Attainment, have been arranged in order from high to low in Table XXXIV. The median E. Q. of the group was found to be 112.5.

The Accomplishment Which Might Be Expected.-

With a median I. Q. of 102.7 for the group and with the pupils arranged quite regularly both above and below this median, average results with median E. Q.'s of about 102.7 might be expected in the accomplishment tests.

The Accomplishment Which Was Attained.- Table XXXIV shows that the median E. Q. for these pupils, on the Unit Scales, was 112.5. This is significantly higher than normal accomplishment, which gives an E. Q. of 100. It also is significantly above 102.7 which was the median of the average I. Q.'s for this same group of pupils and the mark which might have been expected.

Did The Pupils Maintain Their Relative Ranks?-

Charts I and II indicate that both bright and dull pupils profited somewhat in proportion to their ability, on the accomplishment tests. The correlation between the rank in intelligence and the rank in accomplishment on five test scores was $\neq .630$. As this was secured by the use of the "foot rule" formula, no P. E. can be computed for it. The correlation between intelligence and accomplishment was $\neq .761$ with a P. E. of $\neq .06347$. This was secured by the "product-moment" formula.

KEY FOR TABLE XXXII

- P. C. - Pinter Cunningham Test
- D. P. - Detroit Primary Intelligence Test
- K. A. - Kuhlman-Anderson Intelligence Test

KEY FOR TABLE XXXIII

- Detroit W. R. - Detroit Word Recognition Test.
- B.A. Spelling - Spelling Test based upon Buckingham-Ayres Scale.
- Shank Read. - Shank Test of Reading Comprehension.
- Unit Scales. - Unit Scales of Attainment.
- A. E. - Educational Age Equivalent.

TABLE XXXIII

RELATIVE RANKS OF TWENTY PUPILS ON SEVERAL DIFFERENT
ACCOMPLISHMENT TESTS

CONGRESS AVENUE SCHOOL, GLENDALE

Pupil	Detroit W. R. 10/6/32 Score-Rank		B. A. Spelling 3/27/33 Score Rank		Shank Read 10/17/32 Score-Rank	
A	40	2	100	1	31	1
B	27	10	83	8.5	16	6
C	25	12	80	11.	18	5
D	24	13	90	3.5	1	19
E	20	15	90	3.5	10	13
F	31	5	88	6	13	9.5
G	40	2	83	8.5	22	3
H	27	10	65	14.5	11	11.5
I	12	17	80	11	15	7
J	40	2	95	2	21	4
K	28	8	65	14.5	18	15
L	5	19	10	20	0	20
M	19	16	58	17	11	11.5
N	37	4	88	6	25	2
O	29	7	80	11	14	8
P	30	6	88	6	5	18
Q	23	14	38	18.5	7	16
R	27	10	63	16	13	9.5
S	7	18	38	18.5	9	14
T	ab.	0	75	13	6	17

TABLE XXXIII (Continued)

RELATIVE RANKS OF TWENTY PUPILS ON ACCOMPLISHMENT TESTS

Pupil	Unit Scales 3/27/33 A. E. - Rank		Unit Scales 3/27/33 E. Q. - Rank		Average Rank
A	10-9	1	136	1	1.2
B	9-7	9	120	4.5	7.6
C	9-8	7	121	3	7.6
D	10-5	2	117	7.5	9.0
E	10-2	4.5	117	7.5	8.7
F	9-6	11	116	9	8.1
G	10-0	6	113	10	5.9
H	9-5	12	118	6	10.8
I	9-7	9	122	2	9.2
J	8-7*	17.5	95*	16	8.3
K	8-7*	17.5	103*	15	14.0
L	8-7*	17.5	110*	12	17.7
M	9-3	13.5	109	13	14.2
N	10-3	3	112	11	5.2
O	9-3	13.5	107	14	10.7
P	10-2	4.5	120	4.5	7.8
Q	8-7*	17.5	90*	19	17.0
R	9-7*	9	91*	18	12.5
S	8-7*	17.5	93*	17	17.0
T	8-7*	17.5	78*	20	16.9

* A. E. and E. Q. approximated by interpolation.

TABLE XXXIV
 RELATIVE RANKS OF E. Q.'S FROM UNIT SCALES OF ATTAINMENT
 MARCH, 1933

Pupil	E. Q.	Rank in Class
A	136	1
I	122	2
C	121	3
B	120	4.5
P	120	4.5
H	118	6
E	117	7.5
D	117	7.5
F	116	9
G	113	10
N	112	11
L	110	12
M	109	13
O	107	14
K	103	15
J	95	16
S	93	17
R	91	18
Q	90	19
T	78	20

Q_3 - - 119

Median - - 112.5

Q_1 - - 99

Results Favorable to the Activity Plan.- The results indicated that these children grew more, academically, while using the activity plan of progressive education than might reasonably have been expected of them if the traditional plan had been used. The difference was large enough to be significant. The results showed also that most of the children shared in this unusual progress. The evidence is that the activity plan gives children of all degrees of intelligence an opportunity to progress academically beyond the normal expectation. From a consideration of this special study of these twenty children, it seems that the following claims may be made for the activity plan:

1. The use of the plan produced academic results which were considerably better than those which might have been expected.
2. The use of the plan benefited pupils of all types of intelligence -- low, average, and high.
3. There were a few discrepancies in the results secured, but the pupils showing unusual gains more than over-balanced those making small losses when I. Q.'s and E. Q.'s were considered.

CHART 1

GRAPHIC COMPARISON OF E. Q.'S WITH I.Q.'S FOR TWENTY
PUPILS AT END OF THREE YEARS OF WORK ON THE ACTIVITY PLAN

Pupil	Composite I. Q.	Unit Scales E. Q.	Pupil
A	134.7	136	A
B	120.0	122	I
C	119.5	121	C
D	117	120	B
E	113.5	120	P
F	112.7	118	H
G	112.3	117	D
H	109.7	117	E
I	108.7	116	F
J	103.7	113	G
K	101.7	112	N
L	101.5	110	L
M	101	109	M
N	97	107	O
O	92.3	103	K
P	91.5	95	J
Q	91.0	93	S
R	88.7	91	R
S	86.7	90	Q
T	80	78	T

Median I. Q. - 102.7 $r = \frac{1}{2} .761$ with a P. E. of $\frac{1}{2} .06347$

Median E. Q. - 112.5

CHART 2

GRAPHIC COMPARISON OF COMPOSITE I. Q.'S WITH COMPOSITE RANKS
IN ACHIEVEMENT ON FIVE TEST SCORES FOR TWENTY PUPILS USING
ACTIVITY PLAN FOR THREE YEAR PERIOD

Pupil	Comp. I. Q.	I. Q. Rank	Composite Achieve. Rank	Pupil
A	134.7	1	1.2	A
B	120	2	5.2	N
C	119.5	3	5.9	G
D	117	4	7.6	B
E	113.5	5	7.6	C
F	112.7	6	7.8	P
G	112.3	7	8.1	F
H	109.7	8	8.3	J
I	108.7	9	8.7	E
J	103.7	10	9.0	D
K	101.7	11	9.2	I
L	101.5	12	10.7	O
M	101	13	10.8	H
N	97	14	12.5	R
O	92.3	15	14.0	K
P	91.5	16	14.2	M
Q	91	17	16.9	T
R	88.7	18	17.0	Q
S	86.7	19	17.0	S
T	80	20	17.7	L

Correlation of Rank in Composite I. Q. with Composite Rank on
Five Achievement Scores.

$$R = \neq .41 \text{ and } r = \neq .630$$

Case Studies of Five Individuals.- In order to give further information as to the ability and achievement of the pupils who had three years of activity work during the period covered by this study, five case studies chosen from the twenty which were available are presented here. All five of these pupils entered the first grade of the Congress Avenue Elementary School in Glendale during September of 1930, and all five of them remained in the group during the entire three year period. Brief comments as to the family backgrounds have been presented. This has been followed by the results of the intelligence and of the achievement tests and by a brief comment concerning the pupil's health. Separate comments regarding each individual have been presented at the end of each case study. The positions held in the class by these five individuals can be found by consulting Tables XXXII, XXXIII, and XXXIV. They were pupils A, G, I, J, and R, representing children of high, median, and relatively low intelligence.

Individual Case Study - Pupil A - Girl

Entered School - September 9, 1930, Grade One

Family Background - Upper middle class family. Both parents had college training. Normal home situation. One other child. One servant.

Intelligence -

		<u>C.A.</u>	<u>M.A.</u>	<u>I.Q.</u>
9/29/30	Pintner-Cunningham	5-6	7-11	144
10/ 5/32	Detroit Primary Intelligence	6-6	8-1	124
9/30/32	Kuhlman Anderson	7-6	10-2	136
	Average of Three I. Q.'s	-	-	134.7

Achievement -

		<u>Score</u>	<u>Norm</u>
10/ 9/31	Detroit Word Recognition	16	18
1/ 6/32	Detroit Word Recognition	40	28
3/11/32	Detroit Word Recognition	40	30
10/ 6/32	Detroit Word Recognition	40	30
12/ -/32	Woody McCall Mixed Fundamentals	13	7.8
3/27/33	Buckingham-Ayres Spelling	100	78
6/ 2/32	New Stanford Achievement X	42	39
3/ 9/33	New Stanford Achievement V	57	44
3/27/33	Unit Scales of Attainment	10-9	9-0

Health - Good

Comment - Pupil A rated highest in the group of twenty on every standardized test given to this class during the three year period being studied. Her poorest showing during the time was on a word recognition test when she was starting her second grade work. On that test, her score of 16 should

be compared with a norm of 18. Like all the other members of the group, she evidently did not make normal progress in word recognition during her time in the first grade. The teacher's explanation was that other phases of beginning reading were stressed and that only word recognition was tested. The significant facts to be observed in this case study are that the child with highest intelligence stood highest in accomplishment and that her achievement was definitely above the norms in all cases except the one already mentioned.

Individual Case Study - Pupil G - Girl

Entered School - September 9, 1930 - Grade One

Family Background - Wealthy parents. Both parents had college training. Normal home situation. Two other children. One servant.

Intelligence -

		<u>C.A.</u>	<u>M.A.</u>	<u>I.Q.</u>
9/29/31	Pintner-Cunningham	6-4	7-6	118
9/ 5/31	Detroit Primary Intelligence	7-4	7-6	106
9/30/32	Kuhlman Anderson	8-4	9-5	113
Average of Three I. Q.'s		-	-	122.3

Achievement -

		<u>Score</u>	<u>Norm</u>
10/ 9/31	Detroit Word Recognition	12	18
1/ 6/32	Detroit Word Recognition	24	28
3/11/32	Detroit Word Recognition	38	30
10/ 6/32	Detroit Word Recognition	40	30
12/ -/32	Woody McCall Mixed Fundamentals	9	7.8
3/27/33	Buckingham-Ayres Spelling	82	78
6/ 2/32	New Stanford Achievement X	29	39
3/ 9/33	New Stanford Achievement V	47	44
11/22/33	New Stanford Achievement W	66	53
3/27/33	Unit Scales of Attainment	10-0	9-0

Health - Excellent

Comment - Pupil G. ranked in the upper part of the second quarter of the class in intelligence. She was a constant playmate of Pupil A, already discussed.

Her case represents one of several in which the total of average rank in achievement was slightly above the rank of intelligence. Her achievement in terms of E. Q. on the Unit Scales was almost the same as her average I. Q. As was the case throughout the group, her poorest showing was in word recognition at the beginning of her second grade work. She was below the norms on only two of the standardized tests reported.

Individual Case Study - Pupil I - Boy

Entered School - September 20, 1930, - Grade One

Family Background - Wealthy parents. Father a college graduate and mother a graduate from a private school. Normal home situation. Two other children. Two servants.

Intelligence -

		<u>C.A.</u>	<u>M.A.</u>	<u>I.Q.</u>
9/29/30	Pintner-Cunningham	5-4	6-3	117
10/ 5/31	Detroit Primary Intelligence	6-4	6-1	96
10/13/32	Kuhlman Anderson	7-7	8-7	113
Average of Three I. Q.'s		-	-	108.7

Achievement-

		<u>Score</u>	<u>Norm</u>
10/ 9/31	Detroit Word Recognition	2	18
1/ 6/32	Detroit Word Recognition	6	28
3/11/32	Detroit Word Recognition	14	30
10/ 6/32	Detroit Word Recognition	12	30
12/ -/32	Woody McCall Mixed Fundamentals	7	7.8
3/27/33	Buckingham-Ayres Spelling	80	78
6/ 2/32	Stanford Achievement X	14	39
3/ 9/33	New Stanford Achievement V	35	44
11/22/33	New Stanford Achievement W	48	53
3/27/33	Unit Scales of Attainment	9-7	9-0

Health - Good

Comment - Pupil I ranked near the median of the class in intelligence. His home background was definitely above the average. His progress in school was

slow at first and in certain ways he was a disciplinary case. During the three year period, however, his behavior improved gradually and his accomplishment in fields other than word recognition came to be about what might be expected of a pupil of his intelligence. On the Unit Scales which were batteries of tests including several different subjects he ranked second in the class at the end of the three year period. This boy's case is rather unusual and difficult to classify because of conflicting tendencies revealed by the test results. It does appear, however, especially as a result of the tests given at the end of the three year period, that he grew as much or more than might have been expected of a boy of his ability.

Individual Case Study - Pupil J - Girl

Entered School - September 9, 1930 - Grade One

Family Background - Father a mechanic. Both parents had high school training. Normal home situation. Three other children. No servants.

Intelligence -

		<u>C.A.</u>	<u>M.A.</u>	<u>I.Q.</u>
9/29/30	Pintner-Cunningham	5-10	6-0	103
10/ 5/31	Detroit Primary In- telligence	6-10	6-8	98
9/30/32	Kuhlman Anderson	8-10	9-9	110
Average of Three I. Q.'s		-	-	103.7

Achievement -

		<u>Score</u>	<u>Norm</u>
10/ 9/31	Detroit Word Recognition	12	18
1/ 6/32	Detroit Word Recognition	31	28
3/11/32	Detroit Word Recognition	37	30
10/ 6/32	Detroit Word Recognition	40	30
12/ -/32	Woody McCall Mixed Fundamentals	8	7.8
3/27/33	Buckingham-Ayres Spelling	95	78
6/ 2/32	New Stanford Achievement X	24	39
3/ 9/33	New Stanford Achievement V	42	44
11/22/33	New Stanford Achievement W	47	53
3/27/33	Unit Scales of Attainment	8-7	9-0

Health -

Good

Comment -

This pupil ranked at about the median of ability in the class and a summary of the test results ranks her near the median in accomplishment. She did not show up so well, however, on the final test

which was a battery including work in various subjects. This case should be contrasted with that of Pupil I just preceding. Again the tendencies are somewhat in conflict but not in the same way as in Case I. It still appears, however, that, although there are various unequal developments again, the activity method has succeeded in giving an average pupil approximately the growth which might have been expected.

Individual Case Study - Pupil R - Boy

Entered School - September 9, 1930 - Grade One

Family Background - Father a mechanic. Neither parent finished high school. Normal home situation. One other child. No servants.

Intelligence -

		<u>C.A.</u>	<u>M.A.</u>	<u>I.Q.</u>
9/29/30	Pintner Cunningham	7-9	7-1	91
10/ 5/31	Detroit Primary Intelligence	8-9	7-6	86
9/30/32	Kuhlman Anderson	9-9	8-8	89
Average of Three I. Q.'s		-	-	88.7

Achievement -

		<u>Score</u>	<u>Norm</u>
10/ 9/31	Detroit Word Recognition	5	18
1/ 6/32	Detroit Word Recognition	17	28
3/11/32	Detroit Word Recognition	19	30
10/ 6/32	Detroit Word Recognition	27	30
12/ -/32	Woody McCall Mixed Fundamentals	9	7.8
3/27/33	Buckingham-Ayres Spelling	63	78
6/ 2/33	New Stanford Achievement X	24	39
3/ 9/33	New Stanford Achievement V	33	44
11/22/33	New Stanford Achievement W	43	53
3/22/33	Unit Scales of Attainment	9-4	9-0

Health - Good

Comment - This pupil, "R", was in the fourth quarter of the distribution of the class on intelligence.

He ranked just below the so-called "normal" group in academic ability. His relative rank in achievement on the five scores combined was 19, or exactly the same as his rank in ability. His work was better than might have been expected from a boy of 88.7 I. Q., however, and the whole range of accomplishment for the group tests was higher than the range of academic ability. For example, although his first grade word recognition was very poor, he came up almost to the norm in this at the beginning of the third grade. His age level and E. Q. on the Unit Scales, near the end of the third grade, were above normal.

Summary of Comments Regarding this Group of

Pupils.- It appears from these case studies that the use of the activity plan of progressive education over a three year period produced desirable results with pupils of the various ability levels and that, in most cases, the accomplishment of the pupils was higher academically than might have been expected. This improvement was large enough to be significant. There was a great growth of reading accomplishment in grade two. Other academic gains were made in various fields and in only one of the eight academic subjects tested was the result lower at the end of the transitional period of three years than at the beginning. This one loss was small and may have been accidental. It appeared, from a careful study of the test results in various fields, that even if academic accomplishment alone were to be considered as a criterion, the activity plan of progressive education proved its desirability in this public school situation. Other sections of this study indicate that the activity plan proved its value in other ways, in addition to the good showing which it made academically.

CHAPTER XV

THE MAJOR FINDINGS OF THIS STUDY AND SUGGESTIONS FOR USE ELSEWHERE

The Purpose of this Chapter.- In September of 1930, a program of transitional work leading toward the full use of the activity plan of progressive education was instituted in the public schools of Glendale, Ohio. This case study presents a statement covering the period from 1930 to 1933 for the Congress Avenue Public School. This final chapter is in the nature of a summary designed to answer the eleven questions proposed in Chapter I and to present certain conclusions and recommendations which may be of value to teachers and to students of education. It is hoped that the entire case study, and most especially this final chapter, may be of value to those who contemplate similar transitional periods elsewhere, or who may have entered into them already.

What Was the Glendale Situation?- Glendale was an unusual village. It was small in size and in population. It was entirely residential and was suburban to a large metropolis. It had certain unique social traditions which it valued. There was a very stable nucleus of inhabitants who were favorably situated both financially and socially, and who constituted the controlling element in local affairs. Schools and education were considered as of first importance

by these people. Social service work of other kinds was highly developed.

The activity plan had to be adapted to the special needs of this type of setting. It developed in accordance with the local conditions and needs. Glendale's transitional period, as recounted in this presentation, must be regarded as unique. No other school system should attempt to change in exactly the same way. No two applications of the activity plan can be exactly the same. Glendale's experiences may suggest how changes may be effected elsewhere, but they should not serve as a model to be copied.

The activity plan of progressive education can be introduced into the schools of any community. The detailed methods of procedure will be determined by local conditions and local needs.

How was the Activity Plan Interpreted in Glendale?

The local interpretation of the activity plan in the Glendale Public Schools was summarized in a series of seven statements prepared by the superintendent and committees of teachers.

These statements served as common bases for thought and for action but no doubt they were interpreted differently by the various members of the teaching staff. They were regarded as flexible, subject to revision, and valuable as suggestions rather than as fixed rules.

In these seven statements, the chief thoughts expressed were:

Worthwhile daily experience on a plane suited to the pupil is the basis for the activity plan. Rich and varied personal experiences are of great importance. They must be supplemented by a host of vicarious experiences. Many experiences, both personal and vicarious, can be secured in classrooms but they may be multiplied many times by taking pupils on educational trips of many sorts.

The activity plan uses books, pictures, and the usual classroom supplies commonly found in schools and supplements these by the use of many articles not ordinarily considered as educational equipment in formal schools.

Cooperative endeavor and the sharing of experiences are natural parts of the activity plan. These criteria apply not only to the children but to the parents and the teachers.

Children are considered to be the focal points of attention in the development of the activity plan. Their immediate needs are given preferred attention. Their deferred needs are not neglected. Although children are considered as of paramount importance, the activity school is not "child-centered" to the exclusion of the teacher.

Some of the basic considerations of the activity plan are freedom, mental activity, physical activity, and

experimentation. The activity plan uses concrete experiences as foundations for the development of initiative, originality, appreciations, morals, and good citizenship.

The activity plan makes the child increasingly conscious of his own true environment -- local, national, and international. It seeks to make him an intelligent observer, a critical evaluator, and a constructive effective agent in his own social situation.

The formulation of such local statements, subject to constant revision, is recommended for other school systems which are in transition toward the use of the activity plan.

How the Glendale Interpretation Developed into

Units of Work.- In the primary grades of the Congress Avenue School, units of work began to develop as soon as the new school year began in September, 1930. Modified units started in the upper elementary grades and gradually came to claim more and more attention. In the high school progressive practices were introduced slowly. During the three years being considered in the report, comprehensive units on the secondary school level developed only in grades seven and eight but various elements of the activity plan did affect the work of practically all the high school subjects. The topics about which units developed have been listed in Chapter VI.

It appears that it usually is easiest and most satisfactory to start a transitional period by means of changes in

the primary school, although there may be exceptional cases where this might not be true. Primary pupils have no formal school habits which need to be broken down. Primary classes do not need to follow programs which grow out of the work of some other division of the school system. Primary school pupils do not ordinarily have to meet certain formal demands in order to gain admission to the upper elementary grades. A greater amount of experimentation with the activity program has taken place on the primary school level than in the other divisions of the public school and private school systems.

In Glendale, the development of units in the primary grades was the natural course of events, because of the training and experience of the teachers and because of the freedom from formal requirements which might have been imposed by the superintendent. The movement had the united support of the superintendent, the board of education, and the most influential parents. There was no organized opposition.

In the upper elementary grades, the teachers had the desire and the opportunity to allow units to develop in their classes but they lacked training and experience in this type of work. In addition to this, the pupils in these classes had been conditioned for a period of several years by contacts with more formal types of school work. In these grades, changes

came more slowly and it is possible that there was some waste of time and a certain amount of lost effort. In these cases, there was a greater need for encouragement and help from the superintendent. The written statements of aims and methods were helpful while in preparation, and after they began to assume semi-permanent form. The extension course, visits to other schools, faculty meetings, conferences, outside readings, and other elements united to move the transitional period forward at a rapid pace. Perhaps it was too rapid.

In the high school, certain class periods were united under one teacher in order to aid in developing the comprehensive units. For example, one teacher was assigned English, social science, and fine arts for the seventh grade classes. Another teacher was assigned both English and social sciences in grades nine and ten. In addition to this, the other teachers were encouraged to use progressive methods within the special subject fields.

The Role of Administration and Supervision.- It is the contention of the writer that the activity plan of progressive education should affect the entire school system, including both administration and supervision. It is illogical and dangerous, if not actually impossible, to develop freedom, activity, initiative, originality, and creative self expression among pupils in classrooms if the administrative and supervisory policies do not allow for the development of these same qualities among the teachers themselves.

In an activity school, the administrator and the supervisor must use democratic methods and must seek to bring about cooperative effort on the part of the staff rather than obedience to rules imposed from above. The administrative and supervisory program of an activity school must be as flexible and adaptable as the teacher's program in the classroom.

In Glendale, during the transitional period, the superintendent's chief supervisory efforts were directed toward these things:

Helping teachers to work together cooperatively with one another, with the pupils, and with the parents.

Helping teachers to see many sides of certain educational problems and to consider several methods of meeting them successfully.

Helping teachers to see new possibilities in their pupils, in the materials being used, and in the ways of dealing with pupils and materials.

Helping teachers to enlarge their vision of the local community and of its possibilities for educational experiences.

Helping teachers to replace old procedures with new ones of greater value whenever possible.

Synchronizing and coordinating efforts of many people so that common goals and common methods for reaching goals

might be used more fully.

Bringing encouragement and help from time to time when mistakes had been made or when plans had not matured as had been expected.

Attempting to interpret the work of the schools to the people of the community and attempting to present the educational needs of the community to the teachers and the pupils.

The Teaching Staff of the Glendale Schools.-

During the transitional period, the teaching staff underwent several significant changes. The annual turn-over of teachers decreased considerably in order to conserve the advances being made from year to year. When new teachers were added, people with some knowledge of the Dewey philosophy and of the activity plan were secured. The teachers were encouraged to grow in a general knowledge of progressive educational practices by taking extension courses and by doing summer school work. The staff was increased in number to make possible certain extensions and enlargements of the school program. Teachers came to have greater recognition in the community, both socially and professionally. In general, it may be concluded that a thorough development of the activity plan will tend to enlarge the viewpoint of the teachers, to increase their responsibility for work, to make them more completely a part of the community life and to bring them into closer and more valuable contact with both pupils and parents.

The Building, Grounds, Supplies, and Equipment.-

The work in Glendale indicates that activity schools should have extensive sites because of the nature of the work to be undertaken. In addition to a suitable building, constructed with a maximum of flexible possibilities for utilization, there should be playground equipment, play courts of several kinds, and supplies and materials for carrying on a great number of sports. There should be shelters or cages for several kinds of animals. There should be spaces for school gardens. Buildings should be only one or two stories in height and the interiors should be adapted to change wherever possible. Each room should have a library space, a sloyd bench, a wash sink. Some rooms should have special equipment of many kinds, but the activity plan can be used in any type of school building and most of the equipment can be improvised if necessary. Extensive grounds, fine buildings, and a wealth of equipment are to be desired, but much can be accomplished under difficulties. In Glendale, many of the things mentioned above were secured gradually over the three year transitional period and others still were being planned for in 1933 when the period covered by this report came to an end.

The activity plan requires the use of a great variety of supplies and equipment. If money is available to purchase them, they should be secured in this way, but under financial handicaps, many things can be manufactured locally, or improvised. In many cases, it is an advantage,

in so far as learnings are concerned, for pupils to figure out ways and means of surmounting difficulties.

Involving the General Public in the Program.-

During the transitional period, every plausible effort was made to involve the Glendale parents in the educational program of the schools, but no effort was made to force this beyond the lines of natural development which arose in the activity program. It was found that a real activity program does insure the interest and the participation of the parents along desirable and helpful lines. Many adults in the community did assist in developing the new units and their assistance was fully appreciated by the pupils and the teachers.

The various steps which were used included the following:

There was a constant endeavor on the part of the teachers to have the pupils derive satisfaction and enjoyment from their work and to reflect these feelings at home.

The superintendent and the teachers repeatedly encouraged the visits of parents to the school building to observe class work, to see exhibits, to witness contests, to attend meetings, to participate in discussions. Parents were invited to go on class trips and to invite groups of children to their homes.

Visits were made by the teachers to the homes.

Written and printed messages of many kinds and types were sent to the homes. Newspaper publicity was utilized frequently.

The work of the parent-teacher association was fostered and encouraged.

Most of these increased contacts with the public came about as natural developments of the activity plan, which by its nature made a rich program of public relations work. The plan can not succeed without such contacts with the public.

The Financial Cost of the Activity Plan.- It appears that any plan of education can be operated on any desired cost level, within reasonable limits. The cost of the activity plan in Glendale was relatively high when compared with average costs of education for other public schools within the state, but this high expenditure was not brought about directly by the use of the activity plan itself. For many years, the Glendale Schools had been on a high expenditure level. It is believed that the activity plan, like other plans, can be operated successfully on any reasonable cost level but it does appear true that the full operation of the plan will lead to a natural desire for broadening and enrichment which may tend toward higher expenditures. In Glendale, certain desirable extensions of the old program were financed at once, as soon as the transition started -- for example, new furniture was purchased for several classrooms. This tended to make the initial costs higher than was absolutely necessary. The new program could have been started much more cheaply.

Testing and Measuring Results.- It was impossible to test and to measure, by objective means, all of the results secured by the change to the activity plan of progressive education in the Glendale Schools. Certain important results, such as character development along various lines, are of such a nature that no successful objective tests were available to measure them. The testing and measuring program that was used during the three year transitional period in Glendale centered about academic results and was quite similar to one that might have been used in a strictly formal school system. The use of such a formal program of tests very likely discriminated against the results secured by the use of the activity plan. Consequently, if the activity plan was able to make a creditable showing as a result of these measures, it surely deserved approval.

The Test Results Were Satisfactory.- The general effect of the introduction of the activity plan of progressive education into the Glendale Schools, as revealed by the tests, measures, and estimates that were used, was highly satisfactory. It appears that many levels of academic accomplishment which were tested in Glendale did improve during the three year period and that the pupils, the teachers, and the community profited by the new procedure. Judging by the evidence that has been presented in this case study, it appears that higher goals were reached in many fields and that in only one important matter did the new method bring about a condition which was

less satisfactory than the condition which preceded the introduction of the activity plan -- in the opinion of the writer, the citizenship of some of the older children did suffer for a while during the transitional period because they did not know what to do with a grant of freedom that was new to them and for which they had not received adequate preparation in the primary grades when they were being operated on a formal plan. Other communities will do well to see that pupils in the upper classes are prepared to appreciate and to respect any new freedom which may come to be theirs under the operation of the activity plan.

Results in the Primary Grades.- The various results secured by a program of testing and measuring in the primary grades of the Congress Avenue School in Glendale were highly favorable to the success of the activity plan. It appears that the use of the plan can secure good results in many fields; that the plan can be successful under public school conditions; that the plan can justify itself in a graded school system; and that the use of the plan can call forth the best efforts of the pupils of all ability levels.

The Activity Plan Can Secure Good Academic Results.- Some of its critics have claimed that the activity plan fails to maintain "academic standards." According to the results secured in Glendale, such a criticism is false. The Glendale pupils using the activity plan of progressive education secured E. Q.'s which were definitely higher, on the average,

than their I. Q.'s when standardized tests were used. Further than that, the formal school maintained its much talked of standards by short-sighted, cruel, and unpsychological methods of repression, coercion, regimentation, and chronological retardation. These evils have no place in an activity school. A community can take out no better mental health insurance than to adopt the activity plan in its schools.

Findings of Other Studies.- These statements concerning the value of the activity plan are in accordance with the findings of other studies. Examples of studies which indicate the superiority of progressive practices are those by Collings, Wrightstone, Pistor, and Wright,¹ which have been mentioned previously. The writer has been unable, after a careful search, to find a single long term scientific study which can prove that progressive methods are unsatisfactory

1

Ellsworth Collings, An Experiment With A Project Curriculum. New York: The Macmillan Company, 1923.

J. Wayne Wrightstone, "Old Vs. New In Teaching." Section X, p. 11. New York Times. Sunday, March 24, 1935.

J. Wayne Wrightstone, Appraisal of New Practices in Selected Public Schools. New York City: The Bureau of Publications, Teachers College, Columbia University, 1935.

Frederick Pistor, "A Comparative Study of the Growth of Children Under Traditional and Progressive Practices." Unpublished Doctor of Philosophy dissertation, School of Education, New York University, 1933.

Pearl M. Wright, "Comparative Effectiveness of the Activity Program and Traditional Program as Methods of Primary School Procedure." Unpublished Master's Thesis, Teachers College, University of Cincinnati, 1929.

from the point of view of formal academic accomplishment.²

Social and Economic Problems in Such a Change.-

Ideally, and in practice, the activity plan of progressive education makes the school house serve as a community center and it makes the program of school work only one of the elements which are integrated consciously in order to provide a complete and well rounded educational experience for the child. A considerable period of time is needed to accomplish these things -- certainly they can not be achieved in a three year period if opposing factors are operating. In Glendale, there were opposing factors. The population had definite social and religious cleavages. Some groups were socially conscious and active while others were not. It is desirable that any community should make a careful and frank study of its social set-up, its normal problems and its economic status in order to see what types of opposition the ideals of the activity plan of progressive education will be expected to overcome.

² There are two short-term studies in which pupils made better test scores on formal academic material when using traditional rather than informal methods. The writer does not feel that really progressive practices were measured in either case. These studies are:

E. O. Melby and Agnes Lien, "A Practicable Technique for Determining the Relative Effectiveness for Different Methods of Teaching," Journal of Educational Research, XIX (April, 1929), 255-64.

A. I. Gates, assisted by Mildred I. Batchelder and Jean Betzner, "A Modern Systematic Versus An Opportunistic Method of Teaching," Teachers College Record, XXVII (April, 1926), 679-700.

The Activity Plan Considered Social Problems.-

The activity plan makes claims which are more far reaching and much more inclusive than the claims of the traditional types of American education. To a large extent, these claims seem justified by the results secured in Glendale. Care should be exercised, however, to see that false hopes are not aroused and then disappointed by preliminary statements which may lead parents to believe that the activity plan will usher in a millennium in child care and adult adjustment. As a matter of fact, the activity plan may be regarded as a trouble maker. By means of its operation there come to the attention of the school authorities and of the parents problems which never came to their attention under the formal type of organization. Not that the problems did not exist -- they did exist -- but they were suppressed, neglected and disregarded in the formal school and they were carefully excluded from the homes. Under the activity plan of progressive education, they receive attention, and cause some uneasiness, but they receive sane treatment and many of them are solved. Communities which contemplate the adoption of the activity plan should expect to deal with controversial issues, new problems, and unusual situations.

The Activity Plan Is Best.- The net results of the three year trial of the activity plan in Glendale, in so far as the writer was concerned, were to convince him that this plan holds more promise for a well rounded educational program in a community than does any other plan

which he has either used or observed. That this opinion was shared by the Board of Education is shown by the fact that when a new administrative officer was chosen in June of 1933, he was instructed to continue the development of the activity program without change in the basic viewpoint which had been formulated during the three year period covered by this report.

Such A Change Should Require Twelve Years.- At the end of the three year period, the Glendale transition was complete in the primary grades, it was well advanced in the upper elementary grades, and it was hardly more than started in the junior-senior high school. Apparently, a three year period is not an adequate space of time in which to bring about a complete acceptance of the activity plan, in all twelve grades, even in a comparatively small school system. It would be well for other communities which anticipate such changes to consider a planned transitional period of at least ten or twelve years. Perhaps a twelve year period would be best, as it would allow time for a group of pupils to go through their whole public school experience on the new plan.

Some Further Problems Suggested.- The work of preparing this case study and of summarizing its results has led to the raising of certain further problems growing out of this one. It is suggested that supplementary studies be undertaken to answer the following questions:

What objective testing devices may be developed to measure some of the outcomes of the activity plan which seem to be rather intangible now?

What can be done with the activity plan of progressive education on the secondary level?

What other procedures, differing from the ones presented in this study, might be used to introduce the activity plan into other school systems?

It is suggested, also, that other case studies of a nature similar to this one be undertaken elsewhere to check upon the results presented here.

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