

**ELEMENTARY SCHOOL
STANDARDS, INSTRUCTION:
COURSE OF
STUDY: SUPERVISION APPLIED
TO NEW YORK CITY SCHOOLS**

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Elementary school standards, instruction: Course of study: Supervision applied to New York City Schools by Frank M. McMurry

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FRANK M. MCMURRY

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THE School Efficiency Series comprises about ten volumes by as many educational experts on Elementary School and Kindergarten, High School, and Vocational Instruction, Courses of Study, Organization, Management and Supervision. The series consists of monographs — with additions plainly indicated in each volume — constituting the report of Professor Hanus and his associates on the schools of New York City, but the controlling ideas are applicable as well in one public school system as in another.

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SCHOOL EFFICIENCY SERIES

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Instruction : Course of Study : Supervision

Applied to New York City Schools

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SCHOOL EFFICIENCY SERIES

Edited by PAUL H. HANUS

Elementary School Standards

Instruction: Course of Study: Supervision

Applied to New York City Schools

By FRANK M. McMURRY, Ph.D.

PROFESSOR OF ELEMENTARY EDUCATION, TEACHERS COLLEGE
COLUMBIA UNIVERSITY



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EDITOR'S PREFACE

THE problems dealt with by Professor McMurry in this book cover one of the most important fields included in the New York City School Inquiry. His task was to arrive at a just estimate of the quality of the teaching, the course of study, and the supervision by the principals in the elementary schools. This task naturally led him to formulate standards of value, whereby the work of the elementary schools could be appraised.

Rejecting the usual examinations as inadequate and unsatisfactory for his purpose, Professor McMurry has judged the quality of the teaching, course of study, and supervision by the degree to which all three are controlled by purposes of recognized value in daily living. His formulation of the standards on which his judgments are based and his detailed descriptions of the application of those standards to the actual work of the schools will be useful, we believe, to earnest teachers everywhere. Professor McMurry did not attempt to make these standards all-embracing, but they are so fundamental to satisfactory plans and procedure in elementary school work that, whatever limitations as to scope and variety they may possess, all good elementary schools must conform to them. Further, they point the way to progressive improvement where improvement is desirable.

This book is, accordingly, not merely a report made by one of my associates in the New York City School Inquiry; it is a contribution to the professional resources of teachers and supervising officers wherever their lot may be cast. Though essentially Professor McMurry's report as submitted to me and by me submitted to the Committee on

School Inquiry, the report as here printed has been subjected to important revisions in form and, to a slight degree, in substance — revisions which were impossible under the conditions which governed the preparation and publication of the draft submitted to the Committee.

The book does not attempt to illustrate accurate measurement of educational results. It is scientific only in so far as it brings to bear organized knowledge and insight on an educational problem. Scientific measurement in education is, indeed, as yet too little developed to be applied to more than a very limited portion of the work of the elementary schools. Except for arithmetic and penmanship, "standard scores" or standard achievements are not available for measuring the quality of the results actually attained by the schools; and even for penmanship and arithmetic, the standard measures for each grade are not yet firmly established. Moreover, purposes must be formulated and incorporated into practise before any results to be measured can be expected. Scientific measurement of results will therefore always presuppose clear conception of the purposes to be realized; and the formulation of these purposes will always continue to be essential to efficient practise. The extent to which these purposes are realized falls within the province of exact measurement; but, as has been said, without these purposes there is nothing to measure, and the methods of exact measurement are still in process of evolution. It is worth noting, however, that the conclusions in relation to ability in reasoning and computation in arithmetic arrived at by Professor McMurry have been confirmed by exact measurement, so far as it was possible to apply exact measurement, by Mr. Stuart A. Curtis, who is expected to contribute a later volume to this series.

PAUL H. HANUS.

HARVARD UNIVERSITY,
April, 1913.

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