

**PROBLEMS OF THE  
ELEMENTARY  
SCHOOL**

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Problems of the elementary school by Arthur C. Perry

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**ARTHUR C. PERRY**

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# PROBLEMS OF THE ELEMENTARY SCHOOL

BY

ARTHUR C. PERRY, JR., PH.D.

AUTHOR OF

"THE MANAGEMENT OF A CITY SCHOOL"



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## PREFACE

THIS study of the elementary school consists of two parts; the first is concerned with the broad general problems dependent upon its organic structure, the second with specific phases of its work as planned and directed by the principal of a school or the teacher of a class. Although these two parts might imply each its own audience, I venture the hope that the general discussion in Part One may not only give the general student and the lay reader food for reflection, but that it may also meet responsive interest in the thought of earnest practical teachers.

For the past few years our teachers have been the subject of rather microscopic study; their shortcomings have been duly analyzed and their responsibilities extensively chronicled. While they have been diligently tilling the educational soil, the educational geologists have looked on with voluminous criticism of their methods and manners, and latterly show a tendency to charge the teachers with responsibility for the very faults and fissures which inhere in the educational substratum. It seems but just that the

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teachers should seek to deflect this charge, and the first three chapters of this book may, in one sense, be construed as a brief in their behalf.

It is clearly impossible for an essayist to make formal acknowledgment of all the sources of his inspiration. The student of education keeps his mind open to the influence of every honest word whether spoken by the thinkers of old or by the seers of to-day, and he keeps his heart open to the influence of the living child, to whom all educational systems owe their existence. And who shall say which speaks the more effectively, Plato and Emerson and Mark Hopkins, or the tow-headed boy in the fourth seat in the third row and the patient teacher who is leading him, helpfully and hopefully, according to her lights?

So I make no attempt to catalogue in full my indebtedness to the many writers and preceptors who have touched me. I must, however, record with pleasure my obligation to Mr. E. W. Fielder for his counsel, especially regarding the statistical work at page 12, and to Professor Henry W. Hobbes, of Harvard University, and Superintendent C. N. Kendall, of Indianapolis, for constructive criticism. Finally, it would be an inexcusable breach of duty were I to pass over in silence the names of Miss Mary A. Mason, now principal of Public School Number 79, Brooklyn, and Miss Alice H. Story and Mrs. Jessie N. Mainwaring,



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heads of department in Public School Number 85, who have in turn so ably carried to successful fruition the work described in the last chapter. It would be presumptuous for me to offer them any word of commendation; the memory of their service to scores of girls will ever speak to them with a glowing eloquence.

ARTHUR C. PERRY, JR.

BROOKLYN, N. Y., March, 1910.

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