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Carleton W. Washburne: His Administrative and Curricular Contributions in the Winnetka Public Schools, 1919 Through 1943

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CARLETON W. WASHBURNE: HIS ADMINISTRATIVE AND CURRICULAR
CONTRIBUTIONS IN THE WINNETKA PUBLIC SCHOOLS,
1919 THROUGH 1943

by

William G. Meuer

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

June

1988

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CARLETON W. WASHBURNE: HIS ADMINISTRATIVE AND CURRICULAR
CONTRIBUTIONS IN THE WINNETKA PUBLIC SCHOOLS, 1919-1943.

This historical study examines Carleton W. Washburne's (1889 - 1968) educational innovations as superintendent of schools in Winnetka, Illinois, from 1919-43. Washburne brought the Winnetka schools national and international recognition as a center of "progressive education" or more commonly called "the Winnetka Plan."

Chapter I establishes the topic by defining terms. Chapter II presents an overview of the progressive movement in education by examining the ideas of leading theorists. Progressive educational ideas are examined in relationship to Washburne's philosophy. Chapter III provides a succinct commentary on Washburne's life and career as an educator.

Chapter IV provides an historical, demographical and social overview of the school system and the village of Winnetka prior to Washburne's superintendency. Chapter V looks at the child as an individual and as a member of a group. Committed to a philosophy of child-centered education, Washburne established a Department of Educational Counsel, an Educational Research Department and a nursery school affiliated with the junior high school.

Chapter VI discussed the Winnetka curriculum by analyzing Washburne's emphasis on research-based instruction as well as the common essentials -- spelling, language, math, and reading -- which were geared to the individual child. Chapter VII reviews the second part of the school day which was devoted to group and creative activities. These encouraged children to develop interests and provided time for the stimulation of the child's creativity.

Washburne's style of educational leadership and administration is discussed in Chapter VIII. Chapter IX establishes Washburne's national and international reputation as an educator. Chapter X presents an overview of philosophy, curriculum, evaluation and development and other district activities which were initiated under Washburne's leadership and continue to be an essential component of the educational process in Winnetka today.

ACKNOWLEDGMENTS

The writer wishes to express his appreciation to the members of his doctoral committee for their guidance: Dr. Gerald Gutek (Director), Dr. Philip Carlin and Dr. Joan Smith.

The writer would also like to express his appreciation to these retired staff members of the Winnetka Public Schools who gave of their time to be interviewed for this study: Barbara Beatty, Charlotte Carlson, Jean Duffy, Samuel Mages, Julia Ostergaard, Cecilia Powers and Marion Stern. Appreciation is expressed to the Board of Education under the auspices of Dr. Donald S. Monroe for their assistance and support; to Ann Whelan for her technical knowledge in computer science; to Doni Reeves for videotaping many interviews; to Margaret Washburne Plagge, daughter of Dr. Washburne, for her expertise and assistance; Virginia Holdredge and the retired staff as mentioned above for reading and critiquing this study; to Bob and Patricia Woolson for working with the writer in editing the videotapes and the staff of Carleton Washburne School for their encouragement.

Finally, a special note of thanks is extended to my wife, Betsy, and to our children, Will, Hammond, and Laura Elizabeth, for supporting me in this endeavor.

VITA

The author, William George Meuer, is the son of Lester Jacob Meuer and Leona Becht Meuer. He was born March 28, 1941, in Webster, South Dakota. His elementary education was obtained at St. Otto's Catholic School in Webster, South Dakota. His secondary education was completed in 1959 at the Webster High School. In June, 1959, Mr. Meuer entered Northern State Teachers College, Aberdeen, South Dakota, and received a Bachelor of Science degree in Elementary Education in June, 1962.

After teaching for a partial year in the Aberdeen Public Schools, Mr. Meuer joined the staff of the Winnetka Public Schools. For the past twenty-six years, he has served as a teacher and administrator in that district. As of this writing, he is the principal of Carleton W. Washburne School, Winnetka, Illinois.

Mr. Meuer received his Master of Science degree in School Administration from Northern State College (formerly Northern State Teachers College), Aberdeen, South Dakota, in 1964. He earned the Superintendent's Certificate from Northwestern University in 1984.

He has authored a children's social studies text entitled, How Farms Help Us, Benefic Press, 1970. He wrote an art appreciation text which was used by the Winnetka Public Schools entitled Masters of Light and Color. In 1983, Mr. Meuer wrote an article for The Forum, a Winnetka publication, depicting the importance of working with children in the decision-making process.

Mr. Meuer is a member of Phi Delta Kappa, National Education Association (life member), National Middle School Association, Association of Supervision and Curriculum Development and the Illinois Principals' Association.

CAREER PROFILE OF THE RETIREES IN WINNETKA

BEATTY, BARBARA: A graduate of the Winnetka Graduate Teachers College; came to Winnetka as a third grade teacher in 1934; retired in 1970 as the creative activities consultant at Samuel Greeley School.

CARLSON, CHARLOTTE: A graduate of the Winnetka Graduate Teachers College; began her teaching career in Winnetka in 1935 as a classroom teacher. Active in curriculum development and evaluation, she retired in 1972.

DUFFY, JEAN: Joined the Winnetka staff in 1929 and was a member of the physical education department. She joined the staff at National College of Education in 1943.

MAGES, SAMUEL: An instrumental music teacher who worked in Winnetka from 1939-1956 before becoming a fulltime member of the music department at New Trier High School.

OSTERGAARD, JULIA: Both as teacher and administrator, her career in Winnetka spanned the years from 1920 through 1959.

POWERS, CECILIA: Served the district from 1928-1967 as a classroom teacher both at Horace Mann School and later at Crow Island School. Active in the development of the science program.

STERN, MARIAN: A graduate of the Winnetka Graduate Teachers College. Worked in the district as an elementary teacher from 1939-1950.

STAFF MEMBERS OF THE CARLETON WASHBURNE ERA



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From left to right: Barbara Beatty, Jean Duffy, W. G. Meuer (author), Marian Stern, Charlotte Carlson, Samuel Mages and Julia Ostergaard.

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CHAPTER I

INTRODUCTION: THE DEFINITIONS AND LIMITS OF THE STUDY

The first and second decades of the twentieth century saw more and more educators criticizing the fundamental theories and practices of traditional education. In A History of Education in American Culture, Butts and Cremin said:

They [these advocates of a modern educational program] hit hard at almost every phase of practice that had come down from the nineteenth century and some of them went to extremes in devaluing learning from books, the fundamental skills of the three R's, and the acquisition of factual information.¹

The theories of the progressive advocates can be traced back to the nineteenth century. An overview of the progressive movement in education will be presented in Chapter II in order to more clearly understand how the theories of this era influenced Carleton Washburne, both as an individual and as a leader in education.

¹R. Freeman Butts and Lawrence A. Cremin, A History of Education in American Culture (New York: Holt, Rinehart and Winston, 1953), 542.

PURPOSE

The purpose of this historical study is to examine Carleton W. Washburne's educational innovations during his years as superintendent of schools in Winnetka, Illinois, from 1919-43. Washburne's "Winnetka Plan" became well-known as a type of "progressive education", although the term was used before 1919.² "New" methods become "old"; "modern" procedures became "old-fashioned", or at best "traditional" but "progressive" methods are never ending, always in process, always growing.

For over two decades, Carleton W. Washburne brought the Winnetka schools national and international recognition as a center of "progressive education" or more commonly called "The Winnetka Plan".³ In Winnetka: The History and Significance of an Educational Experiment, Sidney P. Marland, Jr., superintendent of schools in Winnetka from 1956 - 1963, describes Washburne as:

an intellectual giant; I [Sidney Marland] am a garden variety working superintendent. Washburne is fundamentally, by nature and by training, a scientist; I am, if anything, a romanticist, a pragmatist and a very modest student of the humanities. Washburne was and is an indefatigable writer of very important educational works; I find that the essential written work of my day-to-day obligations to communicate with the Board of

²Lora Townsend Dickinson, The Story of Winnetka (Printed under the Auspices of the Winnetka Historical Society, 1956), 134.

³Ibid.

Education, the faculty, and the community, together with more speech-making than I truly enjoy, command more time than I have to give. Washburne is possessed of an extraordinary personal magnetism that after 50 years of heavy and very genuine usage shows no signs of wearing thin; any comparison in this category leaves me far behind. Washburne's brand of instructional leadership, as I see its evidence in Winnetka, was a hip-deep kind of personal immersion in educational innovation, in which he not only conceived the ideas, but did some of the actual teaching, wrote and edited the necessary texts, calculated the statistical outcomes, and published the learned papers deriving from the exploration.

LIMITS OF THE STUDY

This study focuses on Carleton Washburne's professional career as Superintendent of the Winnetka Public Schools from 1919-43. In order to more fully appreciate Carleton Washburne's impact on education in Winnetka, it will be helpful to have an historical overview of the village of Winnetka and the Board of Education during the years prior to 1919. This overview, which describes the social and educational situation in Winnetka, provides the context to analyze Washburne's ability to affect change within the school system.

The focus of the study is on Washburne during his years as superintendent in Winnetka up until the spring of 1943 when he left Winnetka to "accept a commission to take

⁴Sidney P. Marland, Jr., and Carleton W. Washburne, Winnetka: The History and Significance of an Educational Experiment (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1963), 165.

part in the Allied military government. . .as a regional director of education. . .in Italy."⁵

DEFINITION OF TERMS

In order to describe and analyze Washburne's role as an administrative and curricular leader, the following terms, which were essential components of the Winnetka plan, are defined.

Common Essentials

As used by Washburne, this term referred to the tool subjects, those knowledges and skills needed by everyone for a common base of understanding and knowledge. These include English, grammar, reading, speaking and writing, spelling, mathematics and the sciences. It was the "common essentials" that were individualized in Winnetka.⁶

Goal Card

This was a system of recording, dating and reporting the child's progress as units of study were mastered. On

⁵The National Society for the Study of Education. "Leaders in American Education--Carleton Wolsey Washburne". Seventieth Yearbook of the National Society for the Study of Education, (Chicago: University of Chicago Press), 1971).

⁶Carleton W. Washburne, "Burk's Individual System as Developed in Winnetka", National Society for the Study of Education: Twenty-Fourth Yearbook, Part II, (Chicago: University of Chicago Press), 79.

the goal card each subject listed all the common essentials as required for the grade level. It was sent home to parents at six-week intervals, replacing the traditional report card. In the lower grades, teachers held the goal cards on their desks, in a student file, or in a loose-leaf notebook. Usually beginning in third grade, the goal cards were kept by students. The goal cards represented an outline of the common essentials. They showed the progress to date to the student, his parents and the teacher.

Individualized Instruction

It was the "common essentials"--those areas of study which encouraged youngsters to work at their own pace to ensure maximum mastery and success--which were developed into separate printed units of instruction on which children worked individually. Each unit of material usually included a preview or pretest; practice and drill; a practice test and a final or diagnostic test. The preview test or pretest showed both student and teachers those skills, concepts and understandings which the child understood and those areas or concepts which were in need of practice or further help and understanding.

The practice and drill were based on each child's need as evidenced on the pre-test. For the child who exhibited an understanding or mastery of a skill on the pretest, drill and practice were not necessary.

When youngsters had completed the drill and practice exercises, they were given another opportunity to check their understanding of the practiced skill. This unit practice test either showed the child that he needed further practice and drill or that he was ready for the final test.

If the child had followed all the steps along the way, the final test confirmed mastery of the unit. Progress or unit completion was noted on the student Goal Card. In some cases, students would need additional drill and practice even after completing the final test.

It is important to note that it was the "time" and the drill and practice exercises which were individualized and, for the most part, all students advanced through the same curriculum materials in the common essentials.

Group and Creative Activities

Washburne used this term to define the second part of the curriculum, the first being the "common essentials" or skill subjects. Group and creative activities included social studies and those subjects that provided for each child's self-expression and the opportunity to contribute to the group something of his own special interests and abilities.⁷

Here a child might differ from his neighbor in what he

⁷Robert Hill Lane, The Progressive Elementary School (Chicago: Houghton Mifflin Company, 1938), 14.

got from the group experiences or the group activity. Social studies, dramatics, assemblies, student council and school government, play projects including art, music and field trips were a part of this curriculum.

Progressive Education

Although there were many definitions of progressive education developed in the first half of the twentieth century by Dewey, Kilpatrick and other educators, the definition used in this paper is based on Washburne's concept. Washburne defined progressive education as follows:

What is now known as progressive education is a stream into which a number of tributaries have flowed. It is not new, except in the sense that the coming together of various ideas from far back in our history, and various investigations and facts from the more recent scientific studies of education, has brought about a new mergence with an identity of its own. One of these streams, which for want of a better name might be called the child-centered stream, is identifiable way back in Plato's thinking. It trickles through various minds down to the time of Rousseau, when it becomes a rushing and somewhat dangerous torrent. It is a more placid stream in Froebel and Pestalozzi, but when it reaches Colonel Francis W. Parker in the last quarter of the nineteenth century it begins actually to be put to work.

The function of progressive education considers the

⁸Carleton Washburne, "What is Progressive Education?" Reprint from Chicago Schools Journal (January-February, 1940), 141.

"whole" child, recognizing that subject matter is important but no more important than the child's physical and mental health, his social adjustment, his individuality, including his special interests and abilities. The teacher becomes a facilitator and the child is an active participant in the learning or "doing" process. A premium is placed on the child's originality and initiative. Exploration, group activities and projects give a sense of the child's social responsibility and a realization that he is a part of our integrated society. According to Washburne,

In a word, progressive education is a merging of educational thought and experience through the centuries, a recognition of the need for helping the child to live fully and happily as a distinct individual, and of helping him to take his place as a contributing, cooperating, and socially conscious member of society.⁹

Traditional School

To examine Washburne's concept of Progressive education, a contrast with traditional schooling is useful. In the traditional school, sometimes referred to as a conventional school, the teacher is primarily responsible for what goes on in the classroom. The teacher, who is more active than the students, is viewed as the "dispenser" of all knowledge. The student is somewhat more passive, assuming little or no responsibility for directing his own

⁹Ibid., 146

learning. As the "receiver" of information, the student may have little interest in and see little purpose or usefulness for the information.

The traditional school is more concerned with preparing the child for his adult life. Information is presented to youngsters as facts and skills. The curriculum has been designed and developed by adults who know what is important for the learner in his adult life. Following the logic of subject matter, the lessons are presented in isolation of other areas of study with little regard for differences in learning styles of students or their needs and experiences. Few, if any, allowances or exceptions are made for the child's social, emotional, physical or other developmental needs.

All children are expected to sit quietly, listen attentively, and return that information given to them by their teacher. Sometimes referred to as a "lock-step" method of instruction, the backbone of the curriculum consists of books, lessons and recitations.¹⁰

Winnetka Public Schools

In 1919, the Winnetka Public Schools, a separate elementary district, was one of five elementary school districts in New Trier Township. Each elementary school

¹⁰Lane, The Progressive Elementary School, 10-12.

district and New Trier High School were governed by separate boards of education. In 1919, the Winnetka district consisted of Horace Mann School which was built in 1899; Greeley School, 1912; and the Columbia School, 1915. The name of Columbia School was later changed to the Skokie School until 1921 when the name was again changed to the Hubbard Woods School. Because of an increasing student enrollment, the Board of Education began looking for additional space. After much opposition, on 25 March 1918, the Winnetka Board of Education was authorized by special election to purchase a twelve acre tract at the western edge of the village for the purpose of constructing a junior high school.¹¹

The first part of the new junior high school was completed and dedicated on 21 October 1922. It was named Skokie School and the former Skokie School in the north end of the village was renamed Hubbard Woods School.¹² During Washburne's era in Winnetka, Horace Mann School was razed in 1940 and Crow Island School was constructed in 1939.¹³ Over the years, each building has undergone

¹¹Lora Townsend Dickinson, The Story of Winnetka, 134.

¹²Ibid., 135.

¹³Caroline Thomas Harnsberger, Winnetka: The Biography of a Village (Evanston, Illinois, The Schori Press, 1977), 380.

additions and modifications. Due to an increasing student enrollment, the junior high program has been moved to the new Carleton W. Washburne School which was opened in 1968. The Skokie School housed all the fifth and sixth graders in the district until 1978 when it was closed.

In 1986, this building, still owned by the Winnetka Public Schools, was leased to the Cove School, a private school for youngsters with special needs. Today the three elementary buildings--Crow Island, Greeley and Hubbard Woods--house junior kindergarten through fifth grade with the junior high school program at Washburne School. Chapter III deals with the community of Winnetka in greater detail.

SOURCES

Most of the information used in this dissertation came from primary sources. Washburne authored or coauthored more than twenty-six books on various aspects of schooling. In addition to numerous brochures and pamphlets, Washburne prepared and published some 214 articles which focused on schools, curriculum and/or the child.

Other important sources of information were interviews with the seven retired Winnetka teachers who worked for Carleton Washburne. In addition, correspondence files, administrative reports, bulletins to teachers, curriculum materials, publications from the Winnetka Educational Press,

Superintendent's reports and other information which were made available through the Carleton Washburne Museum; minutes of the Board of Education meetings and two doctoral dissertations were additional sources. In 1962, John Tewksbury completed a Ph.D. dissertation entitled "An Historical Study of the Winnetka Public Schools from 1919 - 1946" at Northwestern University. George E. Thompson completed his dissertation at Michigan State University in 1970 entitled "The Winnetka Superintendency of Carleton Washburne: A Study in Educational Statesmanship".

John Tewkesbury's study in 1962 was a broad historical compilation of the community of Winnetka, its residents, Board of Education and staff. His study looked at the institution called the Winnetka Public Schools. His personal interviews with Carleton Washburne and Rae Logan helped the reader to recall Washburne's superintendency as Washburne himself recalled it twenty years after he had left Winnetka.

George Thompson's study was an assessment of Carleton Washburne's leadership style. Thompson studied certain events and incidents that occurred during Washburne's superintendency in Winnetka in some detail. Through these studies Thompson drew some theories regarding the leadership qualities of Dr. Washburne. Thompson concluded that one of the most striking features of Washburne's brand of leadership was the straight-forward approach with which he

met a need or problem. Though this approach brought Washburne into conflict on occasion with the community and the Board of Education, Washburne's strong will and determination plus his power of persuasion enabled him to maintain a more-or-less absolute control over the professional and technical aspects of the Winnetka Public Schools.

Other sources of information were books and articles authored by persons not directly associated with Carleton Washburne or the Winnetka Public Schools which possess a rich background in educational history, philosophy, curriculum and psychology.

Having learned of Carleton Washburne and the "Winnetka Plan" in undergraduate school, the writer of this study approached the topic with twenty-seven years of experience in the Winnetka Public Schools. This writer, with the assistance of retired staff members from Dr. Washburne's superintendency, concentrated on Washburne's educational innovations during his years as superintendent of schools in Winnetka.

An overview of the "progressive movement" in education is presented in Chapter II. The intent of the overview is to provide a background of information on philosophers, educators and writers who influenced Washburne and shaped the foundation of his educational beliefs.

CHAPTER II

THE CONTRIBUTIONS OF SELECTED THEORISTS TO PROGRESSIVE EDUCATION

Perhaps there is no one institution, organization, or process which comes under greater discussion, thought, criticism and conflict than education. Whether institutions are viewed as shapers of society, inculcators of a value system or whether one views himself as a product of the institution or a financial supporter of the school, it is uncommon to find someone who does not have an opinion on the purposes, organization, and outcomes of education.

For some, the area of controversy may be theory, curriculum, methodology, social issues or personnel and for others it may be texts, facilities, transportation, funding, i.e., issues of control and support. Does one look to our academic institutions to shape and lead society or does one merely respond to the whims and ills of an opposing force?

Regardless of theory or philosophy, position or combination of factors, whatever the program and experience, education influences and changes the learner. In a society, education and values shape the beliefs, create responses and give direction and purpose to the individual. The same

education will impact differently on individuals, depending upon their own backgrounds and experiences.

Several European philosophers and educators, including Rousseau, Pestalozzi, Herbart, Froebel and others influenced the educational reform movement in the United States in the nineteenth century. Though these theorists espoused different philosophies of education, they all had one factor in common; they all recognized the importance of the individual and his academic, physical, social and emotional growth and development.

As far back as the fourteenth century, the Italian educator, Vittorino da Feltre (1378-1446), protested the bookishness of education, harsh discipline and the general disregard for the individual. Other commentators on education were Erasmus, Rabelais, Montaigne, Mulcaster, Locke and Comenius. Many of these educational theorists advocated that, ". . . education ought to be in harmony with human nature and a means of perfecting it was strongly emphasized."¹

In antiquity, with the exception of Athens in Greece and, for a time, of Rome, social customs and culture suppressed the concept of self or the "individual." With the Renaissance came a new respect for the individual.

While certain elements of Progressivism existed in

¹James Mulhern, A History of Education (New York: The Ronald Press Company, 1946), 349.

earlier periods of history, the concept of progress, itself, was articulated in the eighteenth century Enlightenment, known as the "Age of Reason." Social and educational theorists asserted that rather than looking backward to the past that human beings could shape a better life in the future.

In his book, A History of the Western Educational Experience, Gerald L. Gutek stated:

The intellectuals, or philosophers, of the Enlightenment believed that human reason could cure mankind of its social, political and economic ills and lead to a time of perpetual peace, utopian government and perfect society. Through reason, man would discover the natural laws governing human existence and with this knowledge be able to guarantee the progress of the human race.²

This discovery of man as a natural being, each one endowed with an individuality all his own, marked the beginning of an educational revolt which reached its height with Rousseau and extremists in the modern "progressive" school of educational thought.³

The political unrest of the eighteenth century was reflected in the educational thought of the time. Political revolutions, when they embody fundamental changes in the economic and social spheres, invariably produce revolutions in educational thought and practice.⁴

²Gerald. L. Gutek, A History of the Western Educational Experience (New York: Random House, Inc., 1972), 139.

³Mulhern, History of Education, 347.

⁴Ibid., 346.

JEAN-JACQUES ROUSSEAU

Among the theorists of the Enlightenment, Jean-Jacques Rousseau, 1712-1778, was a strong proponent of natural education. Educationally speaking, Rousseau also advocated individualism, feeling that:

1. the educational practice must be in harmony with the nature of the individual child and must develop his individuality to its fullest capacity; and
2. that the liberal state. . . owes it to itself. . . to educate its future masters and citizens, each one according to his natural capabilities for their own well-being as well as for that of society.⁵

This educational theorist, best known for his novel, Emile, which was completed in 1762, believed that all children were inherently good, but had been negatively influenced by a corrupt society. In this novel, Emile developed naturally, apart from society and corruption. The natural goodness of the child was encouraged, nurtured and fostered. The tutor, in the style of a progressive educator, structured the learning environment but never dominated the learning atmosphere.

So a child is naturally disposed to kindly feeling because he sees that every one about him is inclined to help him, and from this experience he gets the habit of a kindly feeling towards his species; but with the expansion of his relations, his needs, his dependence, active or passive, the consciousness of

⁵Ibid.

his relations to others is awakened, and leads to the sense of duties and preferences.⁶

Rousseau's concern for the development of the children had considerable influence upon Pestalozzi, Froebel and many others including some of the progressive educators of the twentieth century.

JOHANN HEINRICH PESTALOZZI

The Swiss educator, Johann Heinrich Pestalozzi, (1746-1827) was greatly influenced by Rousseau. Through observation and experiments, Pestalozzi believed that instruction should be based on object lessons in which children examined the form, number, and name of objects found in their immediate environment. Pestalozzi believed that heredity had a vital influence on the mental, personal and physical characteristics of the growth and development of a child. The environment of a child could determine his growth potential. Pestalozzi maintained the heredity influence "could be almost completely annulled if during the first years of life the child's environment repressed his capabilities."⁷

⁶J. J. Rousseau, Emile or Education (New York: E. P. Dutton & Co., 1911), 174.

⁷Michael Heafford, Pestalozzi: His Thoughts and Its Relevance Today (London: Methuen & Co., Ltd., 1967), 45.

Pestalozzi referred to this principle of observation as "The ABC of Observation". It implied:

1. Reduction of subject matter to its simplest elements, objective and concrete in character;
2. Grading these elements psychologically, or according to their difficulty for individual students--from the simple to the complex;
3. Observation of these elements; and
4. Expression by the pupils of impressions regarding the elements thus observed.

He viewed the ideal school as reflecting the ideal of the emotionally secure home and family. In defining education, he said it is, "the natural, progressive and harmonious development of all the powers and capacities, the co-existence of which have made him through the grace of God a well-organized whole."⁹

The Swiss educator believed the natural instincts of the child should provide the motives for learning rather than external prodding and compulsion.¹⁰ While Rousseau looked to the individual to reform society, Pestalozzi looked beyond the individual to the society. However, he recognized that the social reformation must begin with individuals. He saw practical training not only as a means of improving the quality of life but as an

⁸Ibid., 364

⁹Lewis Flint Anderson, Pestalozzi (New York: McGraw-Hill, 1931), 112.

¹⁰Mulhern, History of Education, p. 380.

educational device which was psychologically sound. He also recognized and respected the emotional development of the individual which stressed the need for physical, religious and moral development.

Pestalozzi regarded moral education as the key to his whole system. "The final aim of education--humanity--is only to be reached by subordinating the demands of our intellectual and practical capacities to the higher demands of morality and religion."¹¹

As an educational reformer, the Swiss educator criticized the traditional school in that it:

1. Failed to develop sense experiences with objects preventing the development of clear concepts;
2. Failed to teach the essentials;
3. Teaching and learning took place in isolation;
4. Stressed indirect experience rather than direct experience;
5. Separated theory and action; thinking and doing; or the distinction between artificial knowledge and practical knowledge.¹²

In summary, his contributions to education are noteworthy. He is given credit for:

1. an ardent faith in education as a means of individual and social reform.
2. teaching the world to see the dependence of sound teaching methods upon a scientific understanding of child, nature and human development.
3. establishing the theory that all learning must begin

¹¹J. A. Green, The Educational Ideas of Pestalozzi (New York: Greenwood Press), 131.

¹²Gerald Lee Gutek, Pestalozzi and Education (Chicago: Random House, 1968), 104.

- with concrete human experience and proceed from the simple to the complex by gradual steps in harmony with the gradual development of human powers.
4. generalize the relationship between teacher and pupil must be one of kindness and sympathy.¹³

In many respects, Carleton Washburne's (1889-1968) philosophy of education appeared to be compatible with the educational ideas and teachings of Pestalozzi. Both educators espoused a child-centered approach to learning, i. e., subject matter difficulty should correspond to the developmental level of the child. Pestalozzi attempted to break down the educational process into basic elements in order to simplify and rationalize it. Washburne reduced the educational topics to a basic level which all children should master and referred to these as common essentials. (See Chapter VI).

These educators believed that new learning should have meaning to the child and should be based on previous understanding, success and experience. New concepts, skills and expectations should correspond to the child's age and ability to understand and should give usefulness to learning. Recognizing that it was important for each child to develop to his full potential, areas of interest, the development of talents, capabilities and other opportunities were encouraged and supported. Washburne referred to these experiences as group and creative

¹³Mulhern, History of Education, 367.

activities (see Chapter VII).

Child psychology played an important part in the educational growth and development of a child for both Pestalozzi and Washburne. As they desired to have each child develop to his full potential, it was necessary to gain greater insight and understanding into some children in order to help them realize their potential. Washburne met this need by developing a unit within the school which he referred to as the Department of Educational Counsel (see Chapter V).

Neither Pestalozzi nor Washburne felt their theories and models to be perfect or the ideal. But rather, each searched for more effective ways in working with children: for Pestalozzi it was through experimentation in a time when he was not fully understood and appreciated by his staff; for Washburne, it was through research with a staff and community who, though not always in agreement, respected his efforts and leadership.

JOHANN FRIEDRICH HERBART

The German philosopher and psychologist, Johann Friedrich Herbart (1776-1841), visited Pestalozzi in Burgdorf in 1799. Herbart went beyond Pestalozzi's ABC's of observation to examine the phenomena of mental life, their bearing upon conduct and the relation of instruction to

mental growth.¹⁴ Herbart was concerned with character development and saw it as the central aim of education as the following quote suggests: "Character could be attained only by analyzing the social interests of men to discover the ideal ones for an educated man, and then to develop these in the individual by means of instruction."¹⁵

Herbart espoused an integrated approach to learning using an area of interest which came from the child to stimulate or motivate the learner. He saw the role of the teacher to build, to integrate and to correlate instruction with the child around the child's "many-sidedness of interest" thus "untying" the curriculum. He felt the tragedy of traditional education was that instruction was presented to the child in separate, unrelated pieces of information and without meaning to the child, causing isolation of learning and failing to achieve unity.

Herbart's approach stressed the importance of developing clear ideas with students. He believed it was important for the teacher to know how ideas were formed from perceptions and sensations. New ideas or new learnings should be directly related to an interest, an association or to an experience which was a part of the learner.

Herbart's followers made his theory of association and

¹⁴Ibid., 369.

¹⁵Ibid., 381.

interest a somewhat formalized concept of teaching and learning. These were:

1. Preparation. During this first stage, the student's mind was prepared for the assimilation of the new idea into his apperceptive mass. Past ideas, experiences, and other memories were recalled and related to the new idea being introduced in the lesson. This was designed to bring the student into a state of readiness for the lesson.
2. Presentation. During the second stage the new idea was actually presented to the student. The teacher's instruction was to be so clear and definite that the student completely understood the new idea.
3. Association. The new idea was compared and contrasted with ideas which the student already knew. This step was to facilitate his assimilation of the new idea by associating it with familiar and related ideas.
4. Generalization. A general definition or principle was formed upon the basis of the combined new and old learning.
5. Application. The last step tested the principle with appropriate problems and exercises.¹⁶

Believing that moral development was the ultimate goal of education, Herbart developed units of study around works of history and literature. Because he believed the mind formed all ideas in much the same manner, instruction was confined to the five-phase method as outlined above.

Though Herbart's philosophy of education espoused an integrated approach to learning based on an interest area of the child, in many respects, his thinking represented a return to a more traditional educational setting. Units of study and lessons centered around the past and the teacher,

¹⁶Gerald Lee Gutek, An Historical Introduction to American Education (New York: Harper & Row, Publishers, 1971), 181-2.

rather than the child, was the more active in the learning process. Methodology emphasized form and style rather than the needs of the child. Investment and ownership through involvement and opportunities for creativity and participation for the child were minimized.

FRIEDRICH FROEBEL

Another European philosopher who studied with Pestalozzi was Friedrich Froebel (1782-1852). Froebel focused his attention on the development of the very young child. He believed the organized learning process should begin as early as age three or four. He refers to the place for young children to learn as the "kindergarten"--a garden where children grow. Froebel believed that each stage of childhood had its rights; and to abbreviate or shorten these rights or to ignore them was fatal to perfect child development. Later stages of development suffered as a result of this.¹⁷

Froebel and others have written volumes which have focused on his philosophy and fundamental principles of education. Froebel believed in the relating, the blending and the supporting of studies. He defined correlation as

¹⁷F. H. Hayward, The Educational Ideas of Pestalozzi and Froebel (Westport, Connecticut: Greenwood Press, Reprinted 1979), 61.

. . . mutual or reciprocal relation. He regarded unity or 'inner connection' as the most important law in education and¹⁸ comprehended it more fully than any other educator.

In his writings, Froebel used the term "inner connection" frequently. Froebel, who was a philosophical idealist, believed that child growth originated from a spiritual source which was internal to the child. The kindergarten gifts and occupations that he designed were used to externalize this internal spiritual power. W. T. Harris helps to clarify the several definitions and meanings Froebel implied when referring to "inner connection."

There must be a relationship, a familiarity -- inner connection -- between the student's mind and the objects which he studies. This will determine what to study. There must be a connection of the objects themselves. This, Froebel believes, determines succession and order in the course of instruction. Finally there must be a connection between the soul that unites 'the faculties of feeling, perception, phantasy, thought and volition, and determines the law of their unfolding. Inner connection is in fact the law of¹⁹ development, the principle of evolution.

According to Butts and Cremin, Froebel developed a:

new respect for the child, for his individuality, and for the dynamic and active qualities of his nature. [This] obviously involved a lessening in the traditional rigidity and formality of school atmosphere. The emphasis upon manipulation of objects and freedom to explore and to express one's

¹⁸James L. Hughes, Froebel's Educational Laws for All Teachers (New York: D. Appleton and Company, 1924), 197.

¹⁹Friedrich Froebel, The Education of Man (New York: D. Appleton and Company, 1899), iv.

self produced a greater accent on activity in place of constant intellectual pursuit. Furthermore, his notion of group activity as a natural means of expression led to a realization of the importance of good social relationships as a desirable outcome of school and community life.²⁰

Listed among the merits of Froebel's theory are:

1. a recognition of the importance of the native capacities of children;
2. the necessity of a sympathetic regard for these capacities on the part of parents and teachers;
3. the view that education is growth, the growth from within of native capacities, and must be in harmony with the natural evolution of the child's activities;
4. the recognition of the educational value of play, self-activity, motor activity, creative work, social participation, and learning by doing;
5. the doctrine that knowledge is not the end of education but a means toward²¹ the end, which is the growth of inner capacities.

Froebel, respected for his ideas of early childhood development, emphasized the value of play, games and music. Washburne once wrote of his mother:

In my early childhood my mother took kindergarten training in order to understand her children better. She became a lecturer and writer on Froebel and on child study; and her interest and enthusiasm permeated our home. She was in contact with the thought and work of James and Hall, she was a friend of Harris and Dewey, a very active co-worker with Colonel Parker; and through her their influence impinged strongly on my childhood.²²

²⁰Butts and Cremin, History of Education, 381.

²¹Mulhern, History of Education, 380.

²²Carleton Washburne, A Living Philosophy of Education (New York: John Day Company, 1940), xvi.

The first and second decades of the nineteenth century found key American educators visiting educational institutes and schools in Europe. Some of these Americans met with Pestalozzi, his associates and other theorists who espoused a philosophy which recognized and focused on the individual and on nature. John Griscom (1774-1852), William Woodridge (1794-1845), Horace Mann (1796-1859), Henry Barnard (1811-1900), and others did much to introduce European educational ideas in the United States.²³

Equally affecting the American reform movement were the proteges of these European philosophers who were visiting and teaching in the schools in the United States. Herman Krusi Jr. (1817-1902), a son of one of Pestalozzi's assistants, took up a teaching position at the Normal School at Oswego, New York, espousing the Pestalozzianism philosophy. Teachers throughout the country studied and trained at Oswego. Oswego graduates were often appointed into leadership positions in normal schools, furthering the theories and practices of Pestalozzi. This interaction between European educational theorists and their American counterparts provided the context for the later progressive movement in education.

²³Will S. Monroe, History of the Pestalozzian Movement in the United States (New York: Arno Press and the New York Times, 1969), 164-168.

FRANCIS W. PARKER

Among the forerunners of American Progressive education was Colonel Francis W. Parker (1837-1902). John Dewey claimed that Colonel Francis W. Parker was the father of progressive education in the United States. The Civil War had a profound effect on Parker. After seeing the suffering, he believed that human beings should be taught how to solve their problems peacefully rather than killing each other.

After the war, Parker was afforded an opportunity to travel and study where he focused his work on the theories and philosophy of Pestalozzi, Froebel and Herbart. Upon his return to the United States, Parker accepted an invitation to lead the Quincy, Massachusetts, school system. Here, Parker began to implement major changes in curriculum which included a discarding of the basic textbooks in grammar, reading and spelling. These texts were replaced by materials prepared by the teachers themselves. Activities, manipulatives and "learning by doing" replaced memorization, recitation and rote arithmetic. Field trips, group activities, sharing and observing became a part of social studies and science. Children were given opportunities to develop and expand areas of interest through art, self-expression and manual activities. Parker and his staff enjoyed immediate success and attracted national attention.

Parker's theories and practices soon became known as the "Quincy System."

Parker denied there was anything novel about the Quincy approach. In his report of 1879, he wrote:

I repeat that I am simply trying to apply well established principles of teaching, principles derived directly from the laws of the mind. The methods springing from them are found in the development of every child. They are used everywhere except in school. I have introduced no new principle, method, or detail. No experiments have been tried, and there is no peculiar "Quincy System."²⁴

In 1880, Parker left Quincy to assume an administrative position in Boston. After a brief stay in Boston, Parker accepted the principalship at Cook County Normal School near Chicago in 1883 where he remained for eighteen years surviving the administrative transfer from the county's to the city's jurisdiction. Parker continued to refine his theories which were implemented in the demonstration school which had become the local public school. The school was organized as "a model home, a complete community and embryonic democracy."²⁵ Reading leaflets replaced primers and textbooks. Spelling, reading, and grammar were combined as a unit -- all elements of communication -- and were studied by conversation

²⁴ Lawrence A. Cremin, The Transformation of the School (New York: Alfred A. Knopf, 1961), 130.

²⁵ Ibid., 132. In 1896, the Cook County Normal School became the Chicago Normal School.

and writing. Drill was used as necessary, but in the context of the interests of the student. Art, a central experience, was viewed as a mode of creative expression. Science lessons incorporated nature study, trips, observations, and drawings that correlated language and art. Science lessons were expanded to include laboratory activities and introductory work in physics and biology which augmented the mathematics program. Music, drama, hygiene and physical education were emphasized as modes for self expression. It was the teacher's responsibility to accept the children at their level of development and "lead them, through language and pictures, into the several fields of knowledge, extending meanings and sensitivities all along the way. No matter how much tact and skill a teacher may have, if the conditions are not adapted to the absorption of the mental and the moral powers of the child, then control must be gained by arbitrary means."²⁶

Expressing his concern for democracy and freedom Parker wrote:

The design of democracy is the responsibility of each for all, and all for each; its methods, to give to each individual the liberty of becoming free, by raising no artificial barriers, religious, political, social or economic, between him and his goal.

The goal of humanity is freedom. Freedom

²⁶Colonel Francis W. Parker. "Talks on Pedagogics." Between Home and Community--Chronicle of the Francis W. Parker School, 1901-1976, Marie Kirchner Stone, editor, 1976.

comprehends the aim and direction of progress. The means of acquiring freedom may be summed up in one word--education. Education is self-effort toward freedom, by finding and applying the truth.

Democracy is the only form of government²⁷ under which the methods of freedom can be fostered.

Parker, a man of vision, desired to free children of the formal, restrictive bonds of education and replace them with a common love and understanding of children. Parker fervently believed in the freedom of humanity from any source of bondage.

Parker believed that:

Freedom is the goal of human progress. Personal liberty the path of universal freedom--Democracy the one hope of the world. The explanation of human life is that it gives and, just in proportion to the value of that which it gives, it grows.²⁸

Believing that children should be at the center of the educational process, Parker was instrumental in the development of curriculum programs for students and teacher training activities which supported his child-centered philosophy. His criticism of traditional education laid the groundwork for the progressive movement of education in the United States.

²⁷Colonel Francis W. Parker. "Our Philosophy of Education as Related to the American Tradition". Talks on Pedagogics, (New York: The John Day Co., 1937), reprint.

²⁸Parker, "Educational Freedom", Between Home and Community, 25.

G. STANLEY HALL

G. Stanley Hall (1846-1924), a pioneer psychologist of childhood and adolescence, was also a leading contributor to progressive educational theory and practice. Hall, along with colleagues William James, Edward L. Thorndike, and Charles H. Judd conducted numerous studies which investigated child development and psychology. Though their scientific methods of study varied somewhat, these psychologists were interested in getting "the subject matter . . . into the children more efficiently."²⁹

In 1904, Hall published his book Adolescence, which was considered a landmark in the movement for the scientific study of the child. The author states:

The adolescent stage of life has long seemed to me one of the most fascinating of all themes, more worthy, perhaps, than anything else in the world of reverence, most inviting study, and in most crying need of a service we do not yet understand how to render aright.³⁰

Hall, a revolutionary pioneer in the field of child and adolescent psychology, "left an indelible and no less controversial mark on the American schools."³¹ He was a

²⁹Carleton Washburne, A Living Philosophy of Education, 203.

³⁰G. Stanley Hall, Adolescence (New York: D. Appleton and Company, 1905), xviii.

³¹Charles E. Strickland and Charles Burgess, editors, Health, Growth and Heredity: G. Stanley Hall on Natural Education (New York: Teachers College Press, Columbia University, 1965), 2.

proponent of natural education more commonly referred to as the child-centered school. His research and psychological studies on behavior of children and his ability to apply psychology to the problems being faced by the schools enabled him to assume a leadership role in the child-study movement.

As the chair of psychology at Johns Hopkins University in 1882, and later, as the president of Clark University in 1888, Hall was successful in recruiting undergraduate and graduate students who assisted him in numerous research projects. The results of these studies, which dealt with the emotional, physical and mental growth of children, generated much literature which supported the theories of the progressive educators. Hall's work in child psychology encouraged and supported the progressive theorists in their continuing efforts to break out of the lock-step traditional views of childhood and education.

WILLIAM H. KILPATRICK

William H. Kilpatrick, (1871-1965) a professor of education at Teachers' College, Columbia University, further championed the needs of childhood. He too, opposed the rigid system of learning, the predetermined body of subject matter to be mastered by all children that fail to recognize and satisfy the needs of childhood. He developed the

"problem-project" method of instruction. The learning process centered around the child and focused on a specific purpose.

Kilpatrick viewed the traditional curriculum as one filled with information of the past which failed to prepare children for the "unknown shifting future."³² Utilizing studies and resources, he maintained educators should spend more time with students in the identification, development and solutions of future problems of society. This concept and process, with its enterprises and activities, then furnished the subject matter for the unit for both teacher and student. The methodology encouraged and fostered the creative talents of problem solving and released the teacher and the child from the more restrictive limitations of a single right-or-wrong response. He believed this process gave children a feeling of having some control over issues and demands that they would face in a changing society. Finally, Kilpatrick maintained that adults should be recognized as students, ever learning, and that schools and institutions of higher learning must do everything possible to foster and encourage adult education.

What was true for the general adult masses was doubly true for educators. For not only were the educators guiding

³²William Heard Kilpatrick, Education for a Changing Civilization (New York: Arno Press and The New York Times, 1971), 108.

their own lives, they were guiding, directing, conveying, building and instilling significant attitudes, interest and values in children. Out of these attitudes and interests come life's decisions.

Kilpatrick said,

When we put together all the foregoing, we see somewhat of the social duty that faces the preparation of administrators. With them as with teachers the essential thing underlying all else is the social outlook and attitude. They must understand what education is properly trying to do and feel themselves bound before all else to these ends. All else must be conceived as subordinate and ancillary. From top to bottom the social outlook must permeate and dominate the school system. In the light of this must everything else proceed. We must educate accordingly.³³

In many respects, both Kilpatrick and Washburne viewed schools in much the same manner. Both educators agreed that schools should prepare and equip children with tools, skills and a feeling that they had a measure of control over their own destiny and in shaping society. Where Kilpatrick spent more time trying to identify the future problems of society, Washburne viewed the school as a microcosm of society. These educators maintained that the school should be a place where students were actively engaged in purposeful activity and invested in their own learning. Finally, teachers and educators, knowledgeable in

³³William H. Kilpatrick, ed., et al., The Educational Frontier (New York: D. Appleton-Century Company, 1933), 286.

the growth and development of children, were viewed as facilitators searching for better scientific ways of working with children in the learning/teaching process.

JOHN DEWEY

Like William H. Kilpatrick, John Dewey (1859-1952), was identified with progressive education. Though Dewey studied the views and practices of Rousseau, Pestalozzi, Froebel and others, his educational beliefs were, to a large extent, based on his own version of pragmatism which was called experimentalism. A key feature of this philosopher was that an idea must be judged by its consequences.

He wrote widely on the psychology of education, the development of children, social and democratic issues and values, democratic principles, methodology and theory. The development of educational centers, curriculum experimentation, group and individual activities, the scientific method of thinking, coupled with social psychology, moral development and the principles of nature were all encompassed and developed in his philosophical beliefs.

The overview which follows, represents a brief compilation of Dewey's thoughts and practices. It is important to see how Dewey's practices influenced Carleton Washburne.

Dewey viewed intelligence as a process of social

growth. The mind and body were one, just as ideas and acts were one. Both were developed through activity, acting and functioning in response to environmental stimuli.³⁴

Dewey developed his educational theories around a psychology and philosophy which

rejects the idea of a world of absolutes and unchangeable truths. Our world is one of change, of uncertainty, where action, not contemplation, brings success in man's struggle. Knowledge is but ability to direct change. Knowing and doing are one; mind and action, subject and object, thought and the world are one and inseparable things. Only such thoughts as change the world are true, for truth and usefulness are identical. The ideal society is one in which everyone is engaged in work, which contributes to the common wellbeing.³⁵

In The School and Society, John Dewey discussed his views of waste in education. His concern was not so much a waste of money or a waste of things but rather, a waste of organization. He maintained that all waste was a lack of organization. He said: "The fundamental organization is that of the school itself as a community of individuals and its relation to other forms of social life. All waste is due to isolation."³⁶

John Dewey thought that organization was a connection

³⁴Mulhern, 384.

³⁵Ibid., 385.

³⁶John Dewey, The School and Society (Chicago: The University of Chicago Press, 1900), 60.

of the parts, working fully together in an orderly, flexible and efficient manner. He felt that education was isolated because it lacked unity in its goals and coherence in methods and program design.

If education were conducted as a process of full utilization of present resources,

liberating and guiding capabilities that are now urgent, it goes without saying that the lives of the young³⁷ would be much richer in meaning than they are now.

In 1896, Dewey established his experimental school at the University of Chicago. He desired to develop a system which created a "whole" from kindergarten to the university. The center, under the Department of Psychology, Philosophy and Education, had two main purposes: "(1) to exhibit, test, verify, and criticize theoretical statements and principles; and (2) to add to the sum of facts and principles in its special line."³⁸

His school was organized as a miniature society, and activities were centered around social problems. Learning was viewed as a cooperative activity. Of his school he said:

In intent, whatever the failures in accomplishment,

³⁷Ibid., 270.

³⁸Katherine Camp Mayhew and Anna Camp Edwards, The Dewey School (New York: D. Appleton-Century Company, 1936), 3.

the school was "community-centered." It was held that the process of mental development is essentially a social process, a process of participation; traditional psychology was criticized on the ground that it treated the growth of mind as one which occurs in individuals in contact with a merely physical environment of things. And . . . the aim was ability of individuals³⁹ to live in cooperative integration with others.

Dewey rejected the idea of a curriculum based on fixed knowledge, divided into subjects and completed within a fixed period of time. He saw a child develop through social activity in a social environment. He further believed that academic subjects should be related to social situations and needs, and that science should be closely aligned with student experience and need. In speaking of education, he said:

It is that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience.⁴⁰

Dewey authored two books based on his philosophy which supported and gave rise to the progressive movement of education in the United States: The School and Society (1900) and The Child and the Curriculum (1902). His books were landmarks in educational thought, both here and abroad. His influence gave rise to many "activity schools" which

³⁹Mulhern, 386-387.

⁴⁰John Dewey, Democracy and Education (New York: The Macmillan Company, 1916), 89-90.

attempted to bring education and life together.

Other examples of the Dewey influence appear in such departures from traditional procedures as the "project method," and the Dalton and Winnetka plans of instruction. The fundamental psychological idea embodied in all⁴¹ of these is that of growth through self-activity.

Dewey believed education should be child-centered as well as an outgrowth of the child's interests and experiences. These interests and experiences, these sources of meaning would gradually form strands of knowledge in a concentric pattern. It was the role of the teacher utilizing the curriculum to plan and design the process starting with the psychological components and moving to logical, accumulated knowledge. Dewey viewed learning and the educational process as an experimental activity as well as an instrument or tool for affecting change in knowledge or thought. The second component blended the school and society in an attempt to prepare man to function to his full potential in a changing world.

FREDERICK BURK

Another educator influenced by Dewey, Froebel and others was Frederick Burk who was on the faculty and, later, became president of San Francisco State Normal School in the early twentieth century. He was a former student at Clark University under G. Stanley Hall, the "father of the child study movement."

⁴¹Mulhern, 388.

Burk and his faculty developed an individual system of instruction. His materials were designed to be used by teachers who had been trained at San Francisco State Normal School in the use of self-instructional materials for children. His efforts included working with the faculty in curriculum development and writing, training teachers and developing diagnostic tests.

Several principles guided these young curriculum writers of self-instruction materials. Written and teacher explanations were to be simple and concrete. It was important that the first student exercises be extremely easy in order that each child experience success. Each lesson contained only one new concept. All other information was familiar to the child and supported the new concept. The lessons or units of study were constructed upon an elastic plan providing additional time for those students who required it and additional supplementary exercises for those children who could benefit from the extra practice. Finally, reviews were automatic. The review tests were inserted at extremely short intervals and if children needed additional help, they were given it immediately, before they experienced greater difficulties.⁴²

The principal function of the teacher in the individual school is to get acquainted with her pupils in a personal way, to learn what each is

⁴²Frederick Burk, Burk's Monograph--A Remedy for Lock-Step Schooling (Winnetka, Illinois: Winnetka Educational Press, 1935), 15-16.

capable of doing and the motives which impel them, to keep herself accurately familiar with the progress each is making and to stimulate by deserved commendation, suggestion and by other devices her ingenuity may invent.⁴³

It was at San Francisco State Normal School that Washburne first met Burk. After several interviews with Burk, Washburne was hired to "teach teachers" at a salary of \$1440 a year. Here Washburne worked and studied with Burk and others until his appointment to the superintendency in Winnetka in the spring of 1919.

SUMMARY

The French Impressionist artists worked, studied, painted and influenced one another during the late nineteenth century, so also did these modern philosophers, educators and writers impact on each other. While the painters differed in technique, style and subject matter; they all devoted their efforts to light and how it affects color.

Like the French Impressionists, these earlier educational reformers -- Rousseau, Pestalozzi, Herbart and Froebel -- differed in philosophy, theory or methodology, but all attempted to break out of the "lock-step" or traditional method of instruction and education. The attacks on traditional education came from several

⁴³Ibid., 17.

directions. The first and perhaps the most controversial was that a rigid system of learning was being imposed on all children. The subject matter consisted of a body of predetermined knowledge which was to be learned through memorization, drill and recitation. The traditional schools failed to recognize or satisfy the emotional and social needs of children which impacted negatively on both the child and society.

Influenced by Rousseau, Pestalozzi, Herbart, Froebel and others were a handful of conspicuous American educational leaders including Parker, Dewey, Kilpatrick and Hall. These revolutionary leaders continued to expand the educational structure in this country to include the scientific method, child growth and development, issues of group and community, problem-solving strategies and contemporary issues of the American way of life.

Frederick Burk's influence on Washburne as an educator is more fully developed in Chapter III in the biographical sketch of Carleton Washburne.

CHAPTER III

WASHBURNE: A BIOGRAPHICAL SKETCH

Washburne's early training and family experience provided an inner strength and determination that helped to shape his value system. His educational opportunities and academic development grew out of those early experiences which helped Washburne establish his beliefs and his philosophy of education. Washburne's early education was reflected in his first teaching experiences. Because the major thrust of this dissertation more closely examines Washburne's contributions during his superintendency in Winnetka, this chapter provides a more succinct commentary on Washburne's life during his years in Winnetka and those that followed after departing the village in 1943.

FAMILY BACKGROUND

Carleton Washburne was born in Chicago on 2 December 1889, into a well-educated family who respected and valued education. His father, George Foote Washburne (1855-1936),

was a prominent physician of obstetrics who, for a time, maintained a practice in Chicago.

It appears that Carleton Washburne's mother and her family had a greater influence on her son than did his father. Marion Foster (1863-1944) was born in Northampton, Massachusetts, the daughter of a prominent Chicago physician, R. N. Foster. In addition to medicine, Dr. Foster was interested in philosophy and languages and, for a time, taught Latin, Greek and Hebrew in Ohio. He financed his medical studies by translating volumes of Swedenborg's work from Latin into English for J.B. Lippincott and Company.¹

Washburne's mother's interest in philosophy and religion stemmed from her parents, especially her father. Of her, Washburne wrote: "she [Washburne's mother] was always deeply interested in public affairs, national and international. But her most profound interest, from childhood until her death at age of eighty, was philosophy and religion."²

Washburne's mother was a lecturer, writer and editor. Most of her writing and lecturing centered around child

¹Carleton W. Washburne, "An Autobiographical Sketch," in Seventieth Yearbook of the National Society for the Study of Education (Chicago, Illinois: The University of Chicago Press, 1971), 458-9.

²Ibid., 458.

development and Froebel. She was well-versed on James and Hall. She knew and avidly supported John Dewey. For a period of time, she did editorial work for Francis Parker, editing his pamphlet, The Course of Study. Her activities and experiences were shared with her children.

EARLY TRAINING AND EDUCATION

Mrs. Washburne sent her son, Carleton, to Parker School, where he studied under one of Parker's most gifted teachers and disciples, Flora J. Cooke; she, herself, was well known in progressive education circles.³ Later, Flora J. Cooke became the principal of Francis W. Parker School. In speaking of Dewey and Parker, Cooke said:

I believe Dr. Dewey and Colonel Parker had fundamentally the same point of view in education, but Dr. Dewey came to his conclusions from a profound philosophic study, while Colonel Parker came to his through a deep, sympathetic insight into children and their needs. Colonel Parker never lost sight of the child in theory. Both Colonel Parker and Dr. Dewey would have the child work and play in a rich and stimulating environment. Each would have the environment, both of the school and of wider society, give the child educational inspiration and many-sided, wholesome activity. Each believed that if the child filled today with complete and happy living, tomorrow would find him ready to meet the challenge for more difficult responsibilities and socially satisfying work. These two men, working from opposite poles, observing keenly and carefully educational phenomena, came in a remarkable degree to

³Patricia Albjerg Graham, "Carleton Wolsey Washburne: A Biographical Essay", in Seventieth Yearbook of the National Society for the Study of Education (Chicago, Illinois: The University of Chicago Press., 1971), 488.

the same conclusions concerning educational procedure.⁴

In 1898, Washburne's father joined the Klondike gold rush and spent most of it acting as a surgeon to a mining company. With most of his time being spent in the Yukon, Dr. Washburne saw little of his children during these three years.

Dr. Washburne returned to Chicago in 1901, having earlier sold his medical practice in that city. The Washburne family then took up residence on a small seven-acre farm in Elkhart, Indiana, where the senior Washburne resumed his practice in medicine. It was here that Washburne got first-hand experience with gardening, farming and animal husbandry. The family's relocation, his father's ill health, and the problems of starting a new medical practice necessitated raising all the food possible from the tiny farm. Washburne, his brother, and sister raised pigs, chickens, a cow and their father's transportation -- a horse. Alfalfa and corn were grown for the animals. The garden provided nearly all the fruits and vegetables consumed by the family.

It was in Elkhart that Washburne completed his elementary schooling -- quite different from that at Parker.

⁴Katherine Camp Mayhew and Anna Camp Edwards, The Dewey School (New York: D. Appleton-Century Company, Inc., 1936), 393.

At Parker, Washburne benefited from the child-centered approach which was contrary to the more traditional, "lock-step" method of the Elkhart public schools. Carleton Washburne began his secondary education in Elkhart, travelling to school daily on his bicycle. His maternal grandfather, having some concerns about Carleton's schooling, suggested that young Washburne come and live with him in Chicago and attend John Marshall High School. Carleton was to work for his board and room thus offering his family some financial reprieve. Washburne completed his sophomore and junior years at John Marshall, taking as many science classes as possible.

During 1906 and 1907, while living together, his grandfather continued to nurture Carleton's fertile interest in philosophy and religion, just as he had done for his own daughter -- Carleton's mother.

He [Dr. Foster] taught me what very little Greek I learned and interested me in Hebrew as I tried to decipher Hebrew signs in the neighborhood where some of his patients lived. It was through him that I read my first philosophic work -- Swedenborg's Divine Love and Wisdom. My own lifelong interest in philosophy and religion and in the⁵ origins of words came directly from Grandpa Foster.

In 1907 Washburne's father opened a sanitarium in Elgin, Illinois, where his mother edited the Mothers'

⁵Washburne, An Autobiographical Sketch, 459.

Magazine. Washburne completed his senior year of high school in 1908 at Elgin High School.

In the fall of 1908, Carleton Washburne enrolled at the University of Chicago as a premedical student. After completing a second year there in 1910, he studied for one year at Hahnemann Medical College in Chicago. It was here that Washburne realized that he had no interest in pursuing a career in medicine. In 1911, Washburne transferred to Stanford University. He was graduated from there in 1912 with a Bachelor of Arts degree.

During his senior year at Stanford, Washburne worked with a gentleman named William George, the founder of the George Junior Republics. Washburne wrote it was William George "who awakened my interest in "bad boys" and what could be done for them through freedom and responsibility."⁶

Washburne took advantage of all the opportunities thrust his way. His days at Parker school with such houseguests as Dewey and Parker; his experiences on the tiny farm at Elkhart; his days with Grandfather Foster; his life in Elgin and the University of Chicago; and his days at Hahnemann and Stanford all helped to shape and mold the young reformer. These first two decades of Washburne's life

⁶Carleton Washburne, A Living Philosophy of Education (New York: The John Day Company, 1940), xvi.

were rich in experiences, associations, education, influences and love. Progressive reformers, leaders with vision and forward-thinking people interacted and were associated with the Washburne family. His family modeled love, support, encouragement, determination and confidence. Out of this grew a value system and a philosophy that would guide, direct and propel Washburne forward, knowing that in some way education might help in human progress, social change and the betterment of society.

Following his graduation from Stanford in 1912, Washburne took a job with William Wotherspoon, a corporation lawyer, who according to Washburne was:

a California promoter who was afire with social ideals; a visionary, enthusiastic, in many ways astute and clever, but a poor judge of people. He had taken as a partner in an enterprise to finance his social scheme a man who, shortly after I went to work in his office, absconded to Mexico with all the funds.

In 1912, Washburne married Heluiz Bigelow Chandler (1892-1970), an art student from Philadelphia. After three months of searching for employment, Washburne took a teaching position that same year working in a rural school teaching thirty-five children in grades four through eight. Responding to a sign advertising for teachers, Washburne said,

⁷Washburne, An Autobiographical Sketch, 460.

I had never thought of becoming a teacher, but since I had to do something and was trained for nothing, I thought it worthwhile to find out what the agency might have to offer; so I went in. I learned that in those days in California anyone with a bachelor's degree could be certificated for teaching in rural elementary schools or small towns.⁸

Washburne's own early elementary experiences and John Dewey's ideas as espoused by his mother were all reflected in his rural teaching. These rural children had experiences in drama, gardening, nature study and fieldtrips. Thus, academics were enriched with activities, stories, writing, art and games. A school library was developed and a sex education course for students was introduced into the science program. Academic programs were developed and provided for individual student differences.

Washburne's second year of teaching found him working with seventeen youngsters who had been removed from regular education and who had special needs. Here Washburne adjusted, modified and developed units of instruction geared to each child's interest, ability and understanding. The individual assignments permitted each child to experience early success. New information and concepts were being integrated and built on past experience and present knowledge. Drills and recitations were minimal. Additional practice work was available to those children who evidenced

⁸Ibid., 461.

a need for it. By the end of the year, these children had advanced sufficiently, permitting them to return to regular education.

After several interviews with Frederic Burk, Washburne was hired as an instructor at San Francisco State Normal School in August 1914. Washburne had read President Burk's article entitled Burk's Monograph: A Remedy for Lock-Step Schooling which prompted his initial correspondence to Dr. Burk. With Washburne's interest in individualized education and a taste of classroom success, he was eager to know more about Burk's revolutionary ideas, educational philosophy and instructional materials.

BURK'S MONOGRAPH

Burk's article of some twenty-five pages, written about 1913, developed a solution to the high percentage of students who never finished high school. The United States Bureau of Education in 1911 estimated that "over one-half" the children between the ages of thirteen and fifteen had dropped out of school. Some experts maintained it was "considerably more" while others said it was closer to 90 percent than it was to 50 percent. The report concluded:

that all the girls and nine tenths of the boys who enter upon breadwinning under sixteen years of age find employment only in low-wage industries and⁹ remain unskilled workers throughout their lives.

⁹Frederick Burk, Burk's Monograph: A Remedy for Lock-Step Schooling (Winnetka, Illinois: Winnetka Educational Press, Reprinted 1935), 3.

Burk maintained,

If schooling approximates, in a practical way, the astonishing values which the American people have theoretically placed upon it, then it is sufficiently deplorable that the number out of school, at any school age, should be even ten per cent. That it is "considerably more" than fifty per cent is appalling and justifies a special session of Congress, provided such procedure could offer any prospect of remedy.¹⁰

The plight of the "drop-out" as "failure" cut across every socioeconomic level; gender; and locality (rural as well as students from the urban communities). Burk observed that in many of these districts there was sufficient revenue, energy, staff, community participation and "sincerity of purpose." According to Burk:

In the most recent years the cry has gone up that the schools can be improved only by injecting into the course of study a broader and richer curriculum. Many new studies have been suggested and introduced. But this proceeding, as a remedy, shows itself shortsighted, for if the schools are inefficient in the teaching of the subjects which for generations they have been attempting to teach, efficiency is not to be won by adding new and different subjects. The fundamental cause of inefficiency in the process must still remain. Further, however desirable and necessary it may be to introduce certain new material, it would seem certain that the same fate of inefficiency must befall the teaching of the new subjects as now besets the teaching of the old. It is no remedy for a disordered stomach to load it with more and richer foods.¹¹

¹⁰ Ibid.

¹¹ Ibid., 1.

Burk maintained that it was the structure of the educational organization itself, inefficient as it was, which produced the failures. Having severely attacked the "lock-step" or class system of education, Burk offered an alternative plan based on his premise that: (1.) no two pupils are alike physically and mentally; (2.) no two students learn at the same rate; (3.) the teacher does well who can direct the attention of one pupil instead of forty.¹²

Burk's problem was one that has continually concerned instruction in school settings: How does one instruct forty or more students, directed by one teacher, when no two pupils are identical physically or mentally? This was the issue that Burk and his associates addressed in the elementary education department at San Francisco State Normal School. Burk and his colleagues began to deal with the problem by revising the textbooks

which could be profitably and efficiently used by pupils in a way to provide elasticity in the number of exercises which impress a given principle, to place large premiums upon accuracy of work and steady application, to permit variable rates of progress and to include many¹³ other features not easily explained in brief space.

The second change had to do with the classroom -- both

¹²Ibid., 14.

¹³Ibid., 15.

the youngster within the classroom and the classroom itself -- as an environment for learning. The teacher was to know the child well, both in and out of school. Seeing the child in an "out-of-school" situation and through other dimensions helped the teacher to understand the child as a "whole" or entire person. Hopefully, this helped the teacher to better understand and know the child, and be more responsible to his needs. Under Burk's plan, no child should have to repeat a grade. He believed that the instructional materials should be so well written that it would be almost impossible for a child to skip over principles which he did not understand.

For the child who had been ill and absent from school, he simply picked up where he left off upon his return to school. For the youngster who needed extra practice, exercises were provided. And, for the youngster who evidenced understanding or demonstrated mastery, auxiliary exercises were not necessary. Burk believed the traditional lock-step approach to education and learning was unnatural and false to human nature. His goal was to eliminate those forces and pressures of the learning/teaching process and to replace them with simple and human motives and desires for learning. Further, Burk argued that it was advantageous for the child to correct his own work -- to discover his own mistakes. Burk wrote,

We feel assurance in saying, therefore, that under

this individual plan one teacher can handle effectively at least as many pupils as are now assigned to one teacher under the class system; and that the labor will be no greater, not so exacting and with far less nervous strain, petty vexations, and daily fatigue.¹⁴

Burk desired that all students experience success in school, and his primary concern was to reduce student retentions or school failures. As youngsters felt more successful in their schooling, Burk maintained they would be less likely to leave school before graduation. In summary, Burk's plan included the following concepts:

1. The standard of progress is fixed so that the slowest type of pupils can cover the eight grades in eight years, and any individual can go as rapidly as his abilities and diligence justify without hampering restraint of any kind.
2. Repetition of grades is made unnecessary and practically impossible.
3. If a pupil from any accident does fall behind in certain subjects, the elasticity in the number of lessons per week, aside from any extra energy he may exert, will enable him to recover his standing.
4. The increased ambition and zeal manifested by at least 90 per cent of pupils guarantee that their rates of progress will be very materially faster than the best administration of the class system has ever accomplished for the best pupils.
5. Whatever power and knowledge is acquired is retained and is substantial.¹⁵

Burk concludes his monograph with these words:

We hope we shall escape, at the outset, the misunderstanding that we have undertaken this work to

¹⁴Ibid., 21-2.

¹⁵Ibid., 24

promote individual instruction. The issue is not individual instruction, but to find some substitute for the lock-step. It merely happens that we ourselves, in searching for some substitute, have come upon individual instruction. We ask no one to follow us, provided he finds some other adequate solution of lock-step evils.

The issue is not whether the substitute we have outlined is sound or not. If it is not, another substitute must be found. But no amount of attack upon our substitute in any way bolsters up the lock-step system. Its impossibilities remain in as black type as ever. We are not essentially concerned in making converts to our particular substitute. We are concerned in arousing the energy to establish some efficient substitute to replace the existing inefficiency of the lock-step. We will support any movement that accomplishes this end, whether this movement uses our plan or any other as good. We have placed emphasis upon our solution because it is a habit of human nature, or superficial forms of it, to shriek down as "destructive criticism" any attack upon an established custom or institution, however iniquitous, and to demand a constructive remedy. We therefore have forestalled this form of defense, but wish it clearly remembered that the issue is the existing evil and not the proposed remedy.¹⁶

THE SAN FRANCISCO YEARS: 1914-1919

It was here at San Francisco State Normal School that Washburne would spend the next five years (1914-19) with Burk and others in "strenuous work, rigorous training and productive activity."¹⁷ After a brief apprenticeship, Washburne was made responsible for the development and

¹⁶ Ibid., 25.

¹⁷ Washburne, An Autobiographical Sketch, 464.

implementation of the curriculum materials in physical science. After a short period of time Washburne stated,

It was immediately evident to me that teaching and training teachers used more of my strong points and was hampered by fewer of my indelible weak ones than any other vocation that I could think of. Then and there I decided on my career.¹⁸

Soon after Washburne's arrival at San Francisco State Normal School, he began work on his doctorate of education at the University of California at Berkeley. Washburne's curriculum development activities and his teacher training programs at San Francisco state normal meshed with his graduate studies at Berkeley. His dissertation, completed in 1922 and believed to be under the direction of Dr. Burk, was entitled "A Science Curriculum Based on Research." For a minor area of study, Washburne selected anatomy, transferring the credits from medical training which was considered graduate work but had not been applicable to his bachelor's degree. By 1918, Washburne had completed all the graduate course work for his doctorate in education. Washburne wrote of Burk,

My five years on his faculty in San Francisco, training teachers and supervising in the elementary school, were of profound importance in my own education.¹⁹

¹⁸ Ibid.

¹⁹ Washburne, A Living Philosophy of Education, xvii.

His criticism was the keenest I have ever encountered -- often ruthless. (But he had an infallible sense of humor.) For the first time I saw education as a science,²⁰ a technique, an art, and a philosophy, all in one.

AN INVITATION

Gertrude Lieber, a board of education member from Winnetka, Illinois, had read about Burk's progressive influences and had shared them with other members of the Winnetka Board of Education. Mr. Edward Yeomans, a board member, contacted Burk seeking his assistance in looking for a new superintendent for Winnetka. Burk recommended Washburne and, at the Board of Education meeting on January 9, 1919, they agreed to hire him. Soon after the board of education asked for Mr. E. H. Rhodes' resignation as superintendent, Washburne was on hand orchestrating a myriad of activities: soliciting parent support and cooperation; passing a referendum; and seeking additional compensation for teachers. Washburne urged:

Let each community invest in schools so that it may thereby invest in a trained manhood and womanhood that can play their part in the great period of rebuilding and reconstruction that lies before us. Let each community set for its goal, as far as is practicable [sic], a minimum wage of at least \$1,000 a year for the teachers of America. This would cost the nation perhaps as much as we spent so gloriously in but one week of the great war.²¹

²⁰Ibid.

²¹"Asks More Pay for Winnetka Teachers and Cooperation of Parents in Schools," Winnetka Weekly Talk, May 23, 1919.

The twenty-nine-year-old superintendent was joined in Winnetka by his wife and two young children in mid-May 1919. The next twenty-four years in Winnetka found development of self-instructional materials; a redefining of educational philosophy to include group and creative activities for children; active participation of parents; the development of nursery schools, programs in sex education and mental hygiene; the launching of a graduate teachers college in Winnetka; and the construction of new facilities including the Crow Island School, a model prototype elementary school. Teachers were encouraged to participate in all aspects of research and professional growth, including publishing and lecturing. Washburne and the teachers would spend time teaching at the International School in Geneva, Switzerland; the American School in Tokyo, Japan; and the American College in Beirut, Lebanon. Still others worked, taught or studied at various colleges and universities throughout the United States.

YEARS BEYOND WINNETKA

In 1943, Carleton Washburne accepted a commission with the allied military government as a director of education in Italy: "My job was to reopen schools and universities and rid them of fascism and Fascists. I began in Sicily and

moved on soon to Naples."²² After a time working at this position, Washburne says that he was

promoted to the rank of lieutenant colonel under the Allied commission which had replaced the Allied military government. I acted as minister of education for the parts of Italy that had been liberated until gradually the army moved north and we turned the southern²³ part of Italy over to the new Italian government.

In 1946, having left the Army, Washburne was assigned by the State Department to return to Italy as Director of the United States Information Service.

Dr. and Mrs. Washburne returned to the United States in 1948. In 1949, Washburne accepted a position at Brooklyn College, serving as Director of Teacher Education and Director of the Graduate Division. He stayed here until he retired.

Upon his retirement, Washburne took up residence in Okemos, a suburb of East Lansing, Michigan. Here Washburne joined the faculty of Michigan State University as a "distinguished professor" lecturing and teaching graduate courses. Gradually more and more of his time centered around his family, home and writing.

As the chapters ahead indicate, Washburne shared his research findings, experiences, ideas and thoughts with both

²²Washburne, An Autobiographical Sketch, 472.

²³Ibid., 473.

lay and professional readers. He was an avid writer, with both foreign editions and translations. In one of Washburne's last books, Window to Understanding, he reflected on his "Thoughts of Science, Man and God." It represented his struggle in search of a philosophy of life expansive enough to include his scientific knowledge, his thoughts on man and his deep religious convictions of God and Spirit. Among his thoughts, he turns to prayer, justice, God, good and evil, freedom and law. In speaking of "Universal Purpose", he said:

There seems to be a sort of species consciousness, with long-range goals beyond the awareness of the individual but incorporating the individual's experience. We know this well in man where intercommunication and inter-thinking are highly developed in the social aspect of consciousness. Aren't there rudiments of this in the purposefulness of the species to preserve itself? We have, as yet, no idea of how it works, but we see that it does. Sheer accident is no explanation; the chances against its "just happening" to produce the extremely complex life forms that survive are unimaginably vast. But somehow the purpose of perceiving the environment and sensing one's own needs and those of the species seem to be inherent in all living things as expressions of the overarching purpose to survive.²⁴ Therein may be the root of man's quest for wisdom.

In writing of his philosophy and religion, he said,

I cannot terminate this condensed autobiographical sketch without speaking of the very real part played in my life by what may be called its spiritual base. My mother's vital, mystical, and erudite studies and

²⁴Carleton Washburne, Windows to Understanding: Thoughts on Science, Man and God (New York: Carlton Press, Inc., 1968), 38-9.

her experiences influenced me from the beginning, as her father's had influenced her and, later, me. His scholarly knowledge of philosophy, his deep concern with religion, and his interest in the philosophy and religion of India became potent elements in my own thoughts and feelings.²⁵

His daughter, Margaret Washburne Plagge, commented that:

Religion was a guiding force in his life. He was a Quaker by conviction and a member of the Evanston Meeting of the Religious Society of Friends while in Winnetka and he maintained an active membership during his later years, both in New York and East Lansing, Michigan.²⁶

An array of people and experiences helped shape Washburne's early background and training. His mother's interests in early childhood education, as exemplified in Froebel, James and Hall, permeated their home. Her friendship with Dewey and her work with Colonel Parker and others influenced and stimulated the family milieu and impinged on Washburne's childhood.

Interwoven with activities, love and companionship, Washburne's family benefited from an interest in philosophy and religion which stemmed from his maternal grandparents, especially his grandfather. Washburne's early schooling at Parker under the guidance of Flora J. Cooke modelled a

²⁵Washburne, An Autobiographical Sketch, 479-80.

²⁶Interview with Margaret Washburne Plagge, 11 March 1988.

child-centered approach to self-directed learning.

Washburne and his wife shared a strong companionship supported by love, a broad range of interests and a similar set of values, self-worth and character.

Washburne's work at San Francisco State Normal School under Dr. Frederic Burk, complemented Washburne's early schooling and family values. Here, he gained practical experience in teacher training, curriculum development, and child psychology which nurtured his progressive ideals of education. Eager to implement these goals in a public school system, Washburne accepted the superintendency in Winnetka, Illinois, in February 1919. In order to more accurately assess Dr. Washburne's impact on Winnetka, an overview of the school and the village of Winnetka prior to 1919 will be presented in Chapter IV.

CHAPTER IV

THE SCHOOL AND SCHOOL COMMUNITY PRIOR TO 1919

When we build, let us think that we build forever; let it not be for present delight nor for present use alone. Let it be such work as our descendants will thank us for, and let us think, as we lay stone on stone, that a time is to come when those stones will be held sacred because our hands have touched them and that men will say as they look upon the labor and wrought substance of them, "See! This our fathers did for us."¹

In order to more fully appreciate Washburne's impact on Winnetka, it will be helpful to have a quick synopsis of the history of the community itself. It will be particularly important to see if there were specific factors or elements in existence which permitted the seeds of the progressive education movement to take root and flourish in this small suburban community of Chicago.

WINNETKA -- "BEAUTIFUL LAND"

Winnetka, a small village in northeastern Illinois, is

¹Village of Winnetka, Illinois. Winnetka Plan Commission Plan of Winnetka. (Winnetka, Illinois, 1921.)

located just seventeen miles north of Chicago on Lake Michigan. The community, small in area, consisted of 3.8 square miles. The area is rich in early Native American history. This is evidenced by many descriptive Indian slogans and names which appear and are used in this area. Located on Lake Michigan, the first permanent white settlers in this area were members of the Erastus Patterson family. They opened a Wayside Inn in 1837. The tiny settlement continued to grow and draw men and women of prominent status. Included in the early village census were such future community leaders as John Garland, Charles Peck, John R. West, Gilbert Hubbard, George Meyer, W. H. King and Harry I. Orwig.²

By the time Winnetka was incorporated in 1869, three religious congregations were organized within the village. They included the Unitarian, Episcopalian and Congregational faiths. Other denominations were formed within a few years, including the First Scandinavian Evangelical Church and Sacred Heart, a Roman Catholic parish. Predominantly Republican, the community was white, Anglo-Saxon and Protestant. The typical Winnetkan was college-educated and either employed in one of the professions or self-employed. Residents enjoyed a high standard of living with per capita

²Lora Townsend Dickinson, The Story of Winnetka, (Printed under the Auspices of the Winnetka Historical Society, 1956), 84-86.

income ranking among the highest in the United States. A stable community, transciency was low; eighty-five per cent of the residents owned their own homes. Rentals were few.³

On 10 March 1869, a village charter was granted to the Village of Winnetka by the State of Illinois. Village government was in full swing addressing the issues of the day -- paved streets, concrete sidewalks, street lights and the construction of sewers. In 1883, when the state legislature permitted villages to establish and maintain libraries at public expense, Winnetka "lost no time in availing itself of this privilege."⁴

By the end of the nineteenth century the village, with a population of 1,833, realized the importance of village-owned and operated utilities including the water plant and the electric lighting system. The rapid growth of the community, from 400 in 1869 to 1,833 in 1900, created challenging questions, opportunities and decisions. It also impacted on the schools, houses of worship, roads, sanitation, fire and safety, parks, transportation (to and from the city of Chicago), recreational activities and

³Caroline Thomas Harnsberger, Winnetka: The Biography of a Village (Evanston, Illinois, The Schori Press, 1977), 375.

⁴Ibid.

cultural pursuits. According to Dickinson:

By the year 1900, "village cohesiveness," begun in the Peck and Carter era and developed by others, became an accomplished fact. It was the result of more than 20 years' gradual growth, through the life and civic interests of a more or less homogeneous group -- the Beaches and the Burrs; the Copelands, Dales and Greeleys; the Hoyts, the Kings, the Lloyds; the Meyers, Orwigs and Otises; the Proutys and the Shackfords; the Starrs, the Wests, the Windes. These families, and others, had built a village life which was an institution with a strength of its own. And, unconsciously, they had built a citizenry, with a power to be emulated by future generations.⁵

CIVIC AND COMMUNITY GROWTH

By 1910, the village social amenities were well developed. The Winnetka Congregational Church and Christ Episcopal Church provided friendship and social opportunities. Cultural and intellectual offerings were encouraged and supported. Civic and community issues were recognized and nurtured with the development of the public library in 1885, the water department in 1893 and the construction of the municipal electric plant in 1900. The Park District was established in 1904 and the Winnetka Woman's Club was organized in 1908 "to promote the social and intellectual life of its members and to serve the best interest of the community."⁶ Mrs. Edward Yeomans,

⁵Ibid., 88.

⁶Ibid., 91.

Gertrude C. Lieber, and Margaret Fletcher were instrumental in establishing the club. The Woman's Club organized a boys' club, a girls' club and monitored civic, educational and cultural activities. In 1910, Margaret Fletcher, secretary, wrote,

It was very impressive to see how women are working for civic betterment. . . for individual drinking cups in public places, for the removal of disfiguring billboards. . . every question that concerned living seemed to be under the eyes, and coming under the power of women.

The second decade of the 1900 era (1911 to and including 1922) was one of the most rapid-growing and productive of improvements of any similar period in Winnetka history. The pattern was simple and regular: More people came, which called for further advantages; greater advantages attracted more people; more people came -- and so the cycle of growth continued.

A Community House was dedicated in November, 1911. By December, the house was serving fifty-one groups each week, including organized and team activities using the gym, auditorium, theater and bowling alley. Perhaps the words of Rudolph Matz most accurately reflected the motto of Winnetka at the time. When trying to raise money for the Community House, he said, "If we ought to do it, we can."⁸

The Winnetka Plan Commission was appointed by the

⁷Ibid., 92-4.

⁸Ibid., 96.

village Council in 1917. The commission consisted of sixty-three members including the various presidents of the village organizations. Phillip Post whose "sound judgment and tact had much to do with reconciling differences of opinion and finding the way to an effective union of the ideal and the practical" was the first chairman of the commission. Edward Bennett, an architect from Chicago with a respected background in town and city planning, was engaged as a consultant.

His view was comprehensive. "The watchword for Winnetka, like that of the whole North Shore," he said, "might well be 'preservation.'" Country conditions should be retained as much as possible, to insure repose and quiet in contrast with the tension of the city. Noise and smoke and dirt arising from the growing intensive use of the railroads should be eliminated. The residential character of the village must be maintained. The town must not be divided into two parts; unity must be preserved.¹⁰

Though railroad track depression had been discussed earlier by the Winnetka Woman's Club and other village organizations, Mr. Bennett addressed the issue most feverishly in Plan of Winnetka when he wrote,

The elimination of grade crossings is Winnetka's most serious and urgent problem. In the last eleven years forty-four persons have been killed or seriously injured at railway crossings within the corporate limits. Every crossing has had its tragedy, and this menace to life increases daily with added trains and growth of population.

Aside from considerations of appearance and

¹⁰Ibid., 103.

comfort, there is a controlling reason why this community should fight to the very end any proposal for track elevation in preference to track depression. We want to eliminate danger -- to make our streets at least reasonably safe for vehicles and for children going to school. Track elevation, it is true, would remove the danger of accidents on the tracks, but it would substitute a new danger to traffic and pedestrians because there would be eight subways each immediately adjacent to a street intersection, and each such intersection would be a point of imminent danger. We have one such spot already at the Willow Street subway; it would be a crime and a blunder to create others. ¹¹

This project, undertaken during the "Depression", was completed in 1942. This project was not without difficulties: residents in disagreement; seeking assistance from the federal government; negotiations with the railroads; planning, financing and constructing the project. Mr. William B. Moulton served as village president from 1929 to 1942 in order to see this project underway. The fill was used to elevate the southwest area of the village which would be the future site of the Crow Island School.

World War I impacted heavily on this tiny village. Early issues of the Winnetka Weekly Talk verify that a number of young men were drafted, some never to return. Schools, churches and other organizations participated in an array of activities from knitting socks, preparing and delivering Red Cross bundles downtown, purchasing war bonds, outfitting drafted men, endorsing and supporting the League

¹¹ Plan of Winnetka, 14-16.

of Nations, honoring heroes, encouraging the use of potatoes over wheat, organizing benefits, campaigns and drives as well as caring for injured soldiers from Fort Sheridan Hospital. Both men and women engaged in relief activities; medical personnel volunteered their time in war-torn countries and other overseas work. Slogans, posters, flags, parades and other reminders dotted the village. Patriotism and humanity abounded.

GOVERNMENT

In 1915 Winnetka adopted a council-manager and a caucus form of government including a village president and trustees. The caucus system permitted the elected village president and village trustees to focus more closely on civic interests rather than self-interests.

The election of three new school board members supporting more progressive methods of education signalled a message of approval and support for a more aggressive and "different" form and style of education. Like the railroad track depressions, the school issues were filled with tension and frustration. Therefore, in order to provide the reader with a greater understanding of the schools, an overview of the schools before the year 1919 will be presented.

SCHOOLS AND EDUCATION BEFORE 1900

Early education for children in Winnetka was arranged by parents and usually took place in a private home with a small number of families joining together to pay a salary to the teacher. Early records show that in 1856 Mrs. Charles Peck was instrumental in securing a summer home for a school for seventeen children in the community. In 1859, the first public school, Academy Hall, was organized as District Two. Charles Peck, William Garland and G. R. Sloate were elected directors. The school building was built by private funds. A school budget of two hundred dollars was established "for the purpose of paying a teacher for six months, procuring fuel, fitting up the school room and other necessary expenses."¹²

Mrs. W. W. King was hired as the first teacher of District Two at a salary of twenty dollars a month.¹³ Establishing the school district, seeking a structure, hiring a teacher and developing a school budget were all new experiences for the community. Staff tenure was short with a rapid changeover of teachers. Low salaries, teachers having to live with a Winnetka family or a change of professions may account for the teachers' short stays of

¹²Ibid., 125.

¹³Ibid.

just a year or two. "The period of 1859-1869 may well be termed the primitive, struggling conscientious age of establishing a school system in Winnetka."¹⁴

Winnetka was incorporated in 1869 and one of the provisions of the charter read:

The council of said Village shall be ex-officio a board of Education, and, in addition to their powers which School Directors now have by law, shall have power to establish graded schools and a high school, build school houses for the same, and to levy taxes for the erection and support of the same.¹⁵

This second phase of education was a calm period with sufficient accommodations to meet the needs of all the children. The third era of education in Winnetka began when the Winnetka Board of Education was formed in 1891. The board, elected by residents of the community, consisted of five men and two women. Cyrus Kehr became the president. Dr. George H. Morrison was secretary. Other members included Mrs. Jennie Favour, Mrs. Leila G. Dale, J. C. Winship, F. W. Jones and Joseph Sherlock.

Several problems plagued the new Board of Education. The residents living at the north end of the village felt another school should be constructed nearer Lakeside, now Hubbard Woods, as children had too far to walk to the center

¹⁴"Winnetka 1870-1930", Winnetka Talk 60th Anniversary Edition, Winnetka, Illinois: 8 March 1930), 48.

¹⁵Dickinson, The Story of Winnetka, 127.

of Winnetka. The board, having no funds, could not respond to the Lakesiders' request. As a result, they formed a corporation, sold shares and constructed a small school which housed classes for first, second and third grades. This facility, originally called Columbia School, was later changed to Lakeside School. Records indicate it was sometimes referred to as Skokie School.

Corporal punishment had been permitted in the schools prior to 1892 and strong opposition was expressed to this form of discipline. It was evident that discipline and related issues were concerns for the new board. Still other issues of concern included compulsory education, student smoking, health and hygiene, the "frills", kindergarten, curriculum and textbook adoption.¹⁶

HORACE MANN SCHOOL -- 1899

As the population continued to grow from 1,079 in 1890 to 1,833 in 1900, another school was needed. As a result, construction was undertaken for the Horace Mann School in 1899. It was located at Elm and Chestnut Streets in the center of town. This facility housed kindergarten through eighth grade. This large modern brick school building was regarded as one of the finest in the area, complete with

¹⁶Ibid., 129.

wide corridors and stairways, large windows and fire escapes. The two-story structure was constructed of fireproof materials of the day and special consideration was given to light and ventilation. Telephones and electric lights led the list of innovations.

TOWARDS RESPONSIVE EDUCATION

While many residents and families were satisfied with the traditional offerings of the Winnetka Public Schools, some desired a more responsive education meeting the needs of their children. Many of these same parents had been educated in the eastern schools and feared that their children's education might be inferior to their own.

Knowing of Parker and his success in New England, his reshaping of the schools in Quincy, Massachusetts, his associations with the Boston Public Schools, as well as his post as principal of Cook County Normal School and director of the School of Education at the University of Chicago, some parents enrolled their children at Francis W. Parker School.¹⁷

Though there were private schools in Winnetka, consideration was given to developing still another private school -- patterned after the Parker and other more

¹⁷Dickenson, The Story of Winnetka, 134.

"progressive schools". One evening in 1911, a group of residents gathered at the Willoughby Walling home to discuss opening a private school which would offer their children a greater array of educational advantages. During this meeting, Edwin S. Fetcher suggested that:

"We make the public schools of our village so good that we will be proud to send our children to them and will need no private school?" The chairman of the meeting ruled him "out of order"; the meeting had been called to establish a private school. Fetcher was a successful manufacturer of ornamental iron, a first-rate amateur cellist, a man of wide culture and influence. He was not easily suppressed and others added their voices to his.¹⁸

People doubted whether such a venture was possible. At a subsequent meeting, the group voted to work towards improving the Winnetka Public Schools and urged Fetcher to run for the school board. He consented to run for the position of president of the school board and urged another resident, Edward Yeomans, to run with him. Both men were elected along with Gertrude C. Lieber who had an interest in progressive philosophy and school improvement. The three new members were joined by Charlotte McKenzie, an incumbent as well as three other incumbents by the names of Messrs. Copeland, Allsebrooke and Orwig.

The major problem facing the new board of education

¹⁸Carleton W. Washburne and Sidney P. Marland, Jr., Winnetka: The History and Significance of an Educational Experiment, (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1963), 4.

was insufficient space. As mentioned earlier, it was now evident that another building must be erected. Thus, construction began on Greeley School, a kindergarten through eighth grade facility, which opened in 1913. During the second decade, the village population more than doubled to 6,694, necessitating still another school. The Hubbard Woods School was erected in 1915 to replace the Columbia/Lakeside School. This facility, originally called Skokie School, consisted of four classrooms and an assembly hall with kindergarten being housed on the stage. When the school opened, it had a population of ninety-six.¹⁹

When Fetcher and Yeomans were elected to the board of education, Mary Gillespie, who had been a teaching principal at Horace Mann School and, later, the district administrator, resigned in order to permit the new board greater flexibility in school organization and program development. E. H. Rhodes was invited to accept the position of district administrator. The board was hopeful that the new administrator could re-shape the schools and develop a child-centered curriculum similar to that at the Francis Parker School.

¹⁹"Winnetka Tours: A Century of Education in Winnetka, 1859-1959". Winnetka, Illinois: Winnetka Public Schools. Compiled by Af Class, Skokie Junior High School, Miss Marion J. Russell, Teacher.

With great zeal, the board continued its avid interest in the progressive education movement. Readings, articles and texts were shared; they attended workshops, lectures and visited schools. Some board members grew impatient and felt the district should be moving at a faster pace. It appears from the Board of Education minutes that Yeomans, a pump manufacturer in Chicago, was most eager to expand the opportunities for students to experience self-government, physical education, art, music and technical drawing. Another board member, Gertrude Lieber, had read Burk's Monograph and shared her progressive thoughts with others. Unbeknownst to Rhodes, Yeomans contacted Frederick Burk seeking his suggestions for a superintendent in Winnetka. In early January, the following letter was sent by the board of education to Superintendent Rhodes:

Dear Sir:

The School Board has decided to announce the employment of a new superintendent for the next school year. This announcement will be made on February 13, 1919. The Board notifies you of its intention now so that if you should desire to announce the fact that you will not return as superintendent of the Winnetka schools you may do so prior to our public statement of the employment of your successor. We presume that you would prefer to follow this course.²⁰

Though well-educated and socially respected, Rhodes appeared to maintain a low profile and was somewhat reserved

²⁰Winnetka Board of Education, Minutes of the 9 January 1919 meeting.

in his manner. Rhodes was surprised to learn his contract was not to be renewed. It was only out of public expression that the board reconsidered and voted to renew his contract for one year, as Rhodes was only a year away from retirement. Upon learning that a replacement had been hired, Rhodes and his wife left in February 1919.

Mr. Rhodes took credit for implementing the following abbreviated list of improvements which appeared in the 21 February 1919 edition of the Winnetka Weekly Talk and, in its entirety, in his annual report to the Board of Education. Below is a list of the improvements:

1. A system of permanent records of the children's attendance, scholarship and health was introduced.
2. Movable seats were placed in most of the session rooms.
3. The room for manual training has been re-equipped.
4. A printing press has been installed and the children have printed their own school paper, the "School Record" which was one of the new school projects.
5. In the years 1915, 1916, and 1917 pageants were presented by the physical training department and many historical plays were developed from the children's work.
6. A room for special help for deficient children was established. Financial stringency made the discontinuance of this room necessary in 1918.
7. The departmental system of teaching has been organized in the seventh and eighth grades.
8. In the summers of 1915, 1916 and 1917 summer schools were conducted.
9. In the winters of 1916 and 1917 evening classes for adults who wished to learn English were organized.
10. The percentage of teachers with normal school training has been raised from 52.3 to 90.3.
11. A plan for the professional improvement of teachers in service has been developed.
12. For the past three years the community has been given the opportunity of hearing, at a very low rate, lectures on modern problems.
13. A department of natural science has been

organized.²¹

One week later, the board of education expressed its appreciation to E. N. Rhodes in a letter which appeared in the Winnetka Weekly Talk. One week after this appreciation letter, the board of education announced that it had hired C. W. Washburne to head the Winnetka Public Schools. In addition to his academic training, experience and publications, the first announcement to appear in the Winnetka Weekly Talk stated:

The Board of Education, through a committee appointed for that purpose, conducted a very careful investigation throughout the country to ascertain where they could secure a successor to Mr. Rhodes who would not only carry on the Winnetka schools with uninterrupted success, but build them up to a more and more distinguished position, until, with the increased income we hope for by next year, and the new school building on Elm street later, we may eventually have schools equal to the best in this country.

If Winnetka has now any reason for pride in her school system, and she has some reason, she should have a great deal more within a few years if she makes the best use of her opportunities.

We are on the edge of the most important developments in public education in this country, for which we have been preparing for five years.

The man selected by the Board to conduct this enterprise is Mr. Carleton W. Washburne of San Francisco State Normal School.²²

²¹"Supt. Rhodes Leaves Village School Post", Winnetka Weekly Talk, 21 February 1919, 1.

²²"C. W. Washburne is Named School Head", Winnetka Weekly Talk, 8 March 1919, 1.

Much to Carleton Washburne's surprise, a childhood friend and colleague, Perry Dunlap Smith, arrived in Winnetka the same year to head the private school, North Shore Country Day School, which is located in Winnetka. The following passage mentions their close working relationship:

When Perry Smith and Carleton Washburne came to Winnetka in 1919, the foundations for a new and broader education already existed. Indeed, the two men had been chosen to carry out the plans. With their similar background, they worked together closely and their schools "actively participated on many occasions in working out common problems in the community and in the interests of the cause of education at large."²³

In many respects, it is not surprising that Washburne was successful in implementing his educational philosophy in Winnetka. He was hired by a board of education composed of public-spirited, intelligent, broad-visioned men and women who exhibited and espoused the principles of progressive education. This was evidenced by the its acceptance of recommendations from the former superintendent and further verified by the fact that these changes and innovations were not coming fast enough for them. These far-sighted citizens possessed self-confidence and determination and believed they had the potential for developing and shaping society.

Because of its pleasant location and stimulating environment, Winnetka attracted families with children. As

²³Dickinson, The Story of Winnetka, 134.

the schools demonstrated success through their progressiveness, they attracted parents who were seeking better schools and who were willing to support them.

Many residents, educated in private and/or eastern schools, were strongly committed to the educational process. These residents outwardly and financially supported quality education through passing successful referenda, funding research projects, raising faculty salaries, producing instructional materials and establishing new programs for students. Because Washburne and his staff could visibly show that students were not only academically more productive, but also more successful in social roles of leadership and responsibility, they were given further license to carry on their beliefs and educational ideas.

Washburne arrived in Winnetka in the spring of 1919 complete with an educational philosophy which recognized the right of the individual to a happy, satisfying well-adjusted life both as a child and as an adult.

We recognize that both from the standpoint of the welfare of the individual himself and from that of the progress of society, freedom of self-expression and the right of the individual to vary from his fellows are essential. And we recognize that the individual is a part of a large social organism; to function adequately and harmoniously in that organism he needs, on the one hand, certain knowledges and skills in common with his fellows -- ability to speak and read and write the same language, ability to use the same system of number, and the possession of enough rudiments of common knowledge to serve as points of reference for later learnings -- and, on the other hand, a realization of the integral interdependence existing between him and his

fellows.²⁴

Adjusting the school to the individual child meant more than merely allowing the child to progress through a series of units in an academic area. Dr. Washburne maintained that the growth of a child should include developing the child's originality, his creative impulses, his initiative, and helping with his emotional adjustment. He felt that the school should help to create a social individual with a genuine sense of responsibility for the welfare of himself, his group and ultimately his nation and of humanity. Washburne researched ideas and ways of meeting these needs of children. In order to respond to what he believed to be a more responsible education, he restructured the traditional school setting. One part of the school day centered around the child as an individual and the second part of the day provided for the child as a member of a group.

Before looking at the school day, it will be helpful to have a more extensive overview of Washburne's conception of the child. Chapter V will look at Dr. Washburne's perceptions of the child both as an individual and as a member of a group.

²⁴Carleton Washburne, Adjusting the School to the Child (New York: World Book Company, 1932), vi.

CHAPTER V

THE CHILD AS AN INDIVIDUAL AND AS A MEMBER OF A GROUP

We know nothing of childhood; and with our mistaken notions, the further we advance, the further we go astray. The wisest writers devote themselves to what a man ought to know, without asking what a child is capable of learning. They are always looking for the man in the child, without considering what he is before he becomes a man.¹

Establishing a guidance center; setting up an educational research department; building a nursery school for two and three-year-olds; developing and producing individualized, self-directed student materials; fostering an activity-centered curriculum based on study and research; establishing the Winnetka Educational Press as well as developing the Winnetka Graduate Teachers' College were certainly among the hallmarks of education in Winnetka during the Washburne era. Each functioned independently of the other, all were interrelated; each a part, each contributing to a whole or a "plan."

¹J. J. Rousseau, Emile or Education, Translated by Barbara Foxley (New York: E. P. Dutton & Co., 1911), 1.

Though the writer of this study discusses these contributions over the next chapters, the reader is reminded that each is interdependent and cannot be addressed separately or in complete isolation.

Dr. Washburne believed that a child had a right to physical and mental health with a right to happiness. He felt schools should be organized and conducted to help children live a wholesome life in a manner which was fundamentally and lastingly satisfying. In attempting to meet this objective, he advocated a learning environment which was organized and structured around both individual growth and development as well as group learning and creative activities.

Though the writer of this study discusses these contributions over the next three chapters, the reader is reminded that each is interdependent and cannot be addressed separately or in complete isolation. Self-expression, security and social interaction were areas of development to be guided and nurtured through the group activities process. Social-mindedness and far-sightedness were goals of the activity curriculum as well. The activity curriculum constituted the second part of a child's day at school in Winnetka.

THE CHILD AS AN INDIVIDUAL

We gave as our first aim in education the development of the child as a person -- his physical development and the development of his personality in terms of mental hygiene. Our second aim consists of developing the child as an individual, of discovering and fostering the individual differences among children.

This is the antithesis of what was done in the traditional school. Individuality of thinking and expression, departure from group patterns of thought or behavior, were frowned upon and often ruthlessly suppressed. It is a tribute to the resiliency of human nature and an aspersion on the efficacy of the traditional school that so many human beings did manage, in spite of school, to retain some initiative and a breath of the creative spirit.²

Washburne, like other progressive educators, espoused a philosophy of the "whole" child. He recognized the value of individuality, freedom of self-expression, personal happiness, well-being, wise use of leisure time and social growth and development. He believed that it was an educator's responsibility to help each child discover his special aptitudes and interests as well as dislikes and limitations. Children were offered opportunities for participation and discovery through introduction and exposure to sports, music, dance, crafts, art, creative writing, dramatics and other intellectual explorations.

Perhaps the following paragraph most accurately reflects Washburne's philosophy of childhood:

²Carleton Washburne, A Living Philosophy of Education, (New York: John Day Company, 1940), 109.

Every child has the right to live naturally, happily, and fully as a child. In human life, childhood is in itself an important phase. Biologically, childhood may be mere preparation for the reproductive stage, and all life beyond that stage may be mere waste. But humanly, the whole span of life is worth while. The reproductive stage is often the stage of struggle and turmoil from which one looks back longingly to the care-free happiness of childhood or to the peace and contemplation of later life. Childhood in itself is a beautiful section of life, and children should be given a chance for free, full living.

The Need For Self-Expression

Washburne believed every child, every human being's emotional state of life manifests three fundamental needs -- the need for self-expression, the need for security and the need for social integration.

He defined self-expression as a means "of responding to one's environment in one's own characteristic way and finding an outlet for one's energies, satisfaction of one's desires, in accordance with one's own development pattern."⁴

³Carleton Washburne "The Philosophy of the Winnetka Curriculum". A reprint from the Twenty-Sixth Yearbook of the National Society for the Study of Education, (1927), 222.

⁴Carleton Washburne, The World's Good (New York: The John Day Company, 1954), 3.

He argued that when self-expression was blocked or thwarted or when expression was forced into a pattern of excessive conformity antithetical to that of childhood, the individual might feel so frustrated that maladjustments could occur. A maladjusted child not only deprived himself of fulfillment and satisfaction; but also could impact negatively on the well-being of society. Washburne believed that these maladjusted children should have enough help and guidance to permit them to more freely express their needs, frustrations, desires and conflicts in a socially acceptable manner. "We make it possible for him to become a wholesome, happy person with a friendly and helpful attitude towards his fellows, wherever they may be, and to use his creative impulses for the fertilization of our culture," said Washburne.⁵ His strong sense of guidance and support for children caused him to be committed to developing a guidance center (to be known as the Department of Educational Counsel) during his tenure in Winnetka. Because Washburne espoused self-expression, he believed that half the school day should be given for this purpose. (The guidance center and the group and individual activities which often included drama, music, art, dance, industrial arts, field trips, committees and electives are more thoroughly examined later in this chapter.)

⁵Ibid., 4.

Washburne defined security as

essentially the feeling of being at home in one's environment, of knowing that one has a well-established place in the social structure, of feeling that one is loved and cherished and is a respected part of the home, the school, the community, and the social environment generally. The insecure person is full of fears, uncertainty, hesitancy. To cover these up, to hide even from himself his lack of courage and confidence, he often becomes aggressive and intolerant. A bully, whether on the school playground or in the field of world politics, is essentially an insecure person.⁶

He also characterized the secure child as one who: helps others to realize their own potential; cooperates with others; does not need to dominate others to prove his own worth; meets failure with serenity and uses it to increase his own wisdom; and tolerates and understands a different way of thinking or a different way of life.

A sense of security, the child's second right and fundamental need, was not to be confused with over-protection or over-indulgence. Rather, the child was to communicate comfort with his environment; that is, the certainty of being valued and appreciated; a feeling of confidence, confidence in oneself and a realization that others have confidence in him.

⁶Ibid., 4.

The helping of children and young people in our schools to develop a deep-seated sense of security is one of the most fundamental ways to bring about good citizenship, nationally and internationally. It⁷ is perhaps the most basic of our responsibilities.

The Need For Social Interaction

Washburne believed another essential drive and fundamental need of children was social integration. He used the term "social integration" to define one's relationship to his group -- one's happiness, well-being and desires -- to those of the group. According to him:

Social integration is closely allied with security in that it involves a feeling of belonging to a group. But social integration means not so much a feeling of being comfortable and at home with a group, and being loved by others, as it does an actual identification of one's own well-being with the well-being of others. It involves empathy, sharing the feelings of others. And it has an intellectual aspect in that it involves recognition of interdependence, a recognition that the fulfillment of one's own objectives depends upon the cooperation of others and that one's own contribution is important for the accomplishment of the aims of the group or society of which one is a part.⁸

He believed social integration was evident when children first worked cooperatively together towards the achievement of a common goal. Cooperative planning and construction offered opportunities for sharing and working together.

⁷Ibid., 5.

⁸Ibid., 16.

Children experienced some form of interdependence and some form of an integrated social group. Many of the progressive educators, such as Dewey, Kilpatrick and others, espoused the importance of shared group experiences and the values of learning as related to the group process.

He also believed that sharing responsibility was another form of social integration. These early responsibilities could include watering plants, cleaning the blackboard or feeding pets. If children were helped to see the need for doing the job, they themselves could assume a higher degree of ownership in how best these jobs can be done and how they can share in the responsibility. In this manner, both an educational and social value were established rather than simply assigning a task or chore to be completed.

Washburne declared that opportunities for self expression should be encouraged from nursery school through college. Too often, self-expressive activities were considered "extra-curricular." They were on the periphery of education rather than in the center. According to him, the development of self-expression was an important component of progressive education:

The newer education is attempting to develop intelligent citizenship through an understanding of both national and international affairs. It is seeking out those parts of history which affect present day problems. It is giving children practice

in student government, that they may learn citizenship first hand.

The new education is trying to develop scientific attitudes, with tolerance and open-minded interest on both sides of questions. It is trying to help children make decisions based on well-weighed facts and sound logic. . . It is trying to develop a spirit of cooperation and teamwork. . . It is attempting to give emotional balance. . . It is attempting to help the child find his place in the world, to find special interests and abilities. . . It is even going so far as to try to prepare the child for later family life.

CHARACTER EDUCATION

According to Washburne, "Character building education should produce a generation of citizens ready to remedy anti-social conditions."¹⁰ Character education, for Washburne, assumes two basic elements: "farsightedness" and "social-mindedness." Farsightedness was defined as the ability to postpone or delay more desirable goals or outcomes rather than accepting a more immediate but less desirable reward. Farsightedness was developed through changing the ordinary academic procedure in such a way that the child worked for a longer range goal.

Instead of a fixed assignment for all children, there is a general course of study divided into specific units through which each child progresses at his own rate. Instead of work for the teacher's approval at

⁹Washburne, Carleton. "Fads and Frills in Education". Chicago Daily News reprint. No date given.

¹⁰C. W. Washburne, "The Responsibility of the School", The Union Signal, Vol. 66, No. 1 (January 6, 1940), 10.

a recitation following close on the heels of an assignment, the child works toward a goal which may be one to four weeks away. The teacher, instead of being a taskmaster, becomes a helper, as the child feels, on his own shoulders, the responsibility for accomplishment.¹¹

Social-mindedness included the involvement of several or many people instead of one. Social-mindedness is characterized by identification of oneself with the group of which one is a part. "It is the extension of oneself outward to embrace one's fellows."¹²

Social-mindedness was developed in the students through a revamping of the social sciences -- history and geography. Rather than teaching these subjects through memorization of facts and details and in isolation without meaning to children, attempts were made to help children identify themselves with the past and with the present.

Cooperative enterprises sometimes known as projects usually grow out of the study of social science or may originate in literature, science, or some special interest of the group. They [the projects] have no academic purpose. They exist solely to stimulate individual initiative and originality and to train children in social-mindedness.¹³

¹¹Carleton Washburne, "The Responsibility of the School in a Program of Character Building". Reprinted from Religious Education, (January, 1931), 1.

¹²C. W. Washburne, "Character in Two Dimensions." Reprinted from Religious Education, (October, 1928), 5.

¹³Carleton Washburne, "The School in a Program of Character Building". The Union Signal, (January 6, 1940), 17.

The projects or activities became the "doing" of learning. They offered children opportunities for problem solving and group interaction as well as the opportunity to use learned skills and information. They created opportunities for developing interests in children. Similar to the "problem-project" method which was advocated by Kilpatrick, the activity approach attempted to have children learn with a purpose and to foster the thinking process rather than simply the memorization of facts. Both Washburne and Kilpatrick believed that if schools in our democracy were to serve society, it was the duty of the schools to help children respond with a goal for a worthy and purposeful life. Kilpatrick wrote that "to deny the narrow selfish self and build instead the ever-broader ethical self is but to live more and better. The activity program, when true to its inherent principles, sets these aims before it as the continual purpose of the day-by-day living in the school."¹⁴

Both farsightedness and social-mindedness were additional goals of the activity program in the Winnetka Public Schools as evidenced by this statement:

The Winnetka experiment may be on the wrong track.

¹⁴William H. Kilpatrick, "The Activity Movement", The Thirty-Third Yearbook of the National Society for the Study of Education, Part II, (1934), 201.

It seems probable, however, that among our various attempts, some at least are worth while. The work is worth describing, if for no other reason than this: Winnetka attempts to reorganize the entire school procedure in terms of its philosophy of character education. It at least realizes its responsibility and tries, whether successfully or unsuccessfully, wisely or unwisely, to make use of its opportunity to build the character of its children.¹⁵

Washburne viewed the self-expression activities and the socialized activities as positive child-oriented experiences. These experiences add to the child's sense of security. When a staff creates opportunities for children centered around security, self-expression and social living, they are answering the challenge of childhood.

DEPARTMENT OF EDUCATIONAL COUNSEL

Despite the efforts of the school to meet the child's needs, "maladjusted" children were a part of the school population whether these children came from maladjusted homes; whether the schools had failed to meet their specific needs or whether the difficulty was inherited. Washburne maintained the schools had an obligation to help these children to become better integrated with their school or community environment. Therefore, the Department of Educational Counsel evolved out of a "special room" for

¹⁵Washburne, "The School in a Program of Character Building", 17.

"subnormal youngsters with a few delinquents thrown in for good measure."¹⁶ Mrs. Helen Brenton, a social worker, replaced the teacher of the "special room." Because Mrs. Brenton objected to the isolation of children and the stigma attached to the "nut room" (as the children called it), she requested that these children be assigned to a regular classroom with children of their own age. She agreed to work with all those children individually or in small groups. Children would come from their classroom to her room for extra help and emotional support. Mrs. Brenton suggested that she work with children or small groups of children in the craft areas as well. She felt strongly that she should work with the child's teacher in modifying the academic programs. Perhaps she was a forerunner of PL. 94-142, maintaining the least restrictive environment for a child.

Frances Dummer, a trained psychiatric social worker, championed her philosophy of mental hygiene. In addition to working with problem children, she viewed her responsibilities to include parent education and in-service activities for teachers.

A JOINT PARTNERSHIP: A NURSERY SCHOOL IS ESTABLISHED

¹⁶Carleton Washburne, "The Schools' Response to the Challenge of Childhood." Reprint from Mental Hygiene, Vol. XIX, No. 1, (January, 1935), 6.

Through the cooperation of Mrs. Rose H. Alschuler, a nursery school was established in the autumn of 1926 at Skokie School. Having built the addition one year for the nursery school, the following year she added a suite of rooms for office space for the Department of Educational Counsel. Grants from the Rosenwald Fund and the Wieboldt Foundation helped support these programs.

The Institute for Juvenile Research in Chicago provided for a psychiatrist and a psychologist one or two days a week. Two local pediatricians volunteered their services. The Winnetka Public Schools added two more psychiatric social workers referred to as educational counselors and a full-time secretary. This completed the staff of the Department of Educational Counsel.

Every teacher in the Winnetka school system was given training in mental hygiene; there were classes for parents of children at various age levels, and for parents who wanted help on their own personal problems; the accumulated cases of maladjustment were referred to the department, studied, and helped. As far as I know, no public-school system has ever had the amount of intensive mental hygiene and psychiatric help that was given¹⁷ in the Winnetka Schools in 1929, '30, and '31.

Both the Department of Educational Counsel and the staff of the Winnetka Public School Nursery viewed as part of their

¹⁷Ibid., 8-9.

responsibilities the helping, assisting and educating the young parents.

In her book, Two to Six: Suggestions for Parents of Young Children, Rose Alschuler outlined recommendations for sleep, eating, toilet and social habits for young children; a daily program, lists and titles of appropriate books, stories and poetry; music activities, play materials, excursions and a bibliography for parents. In his foreword to Alschuler's book, Washburne states:

The development of modern psychology has resulted in an increasing realization of the importance of the early years of a child's life. Those habits and attitudes which go to make up character have their origin before a child reaches the age of six. To see that a child's environment and activities are as well adapted as possible to the needs of his stage of growth is the way to lay a foundation for satisfying and adjusted life in later years.

When the nursery school and junior kindergarten were established in the Winnetka Public Schools, it was largely with the purpose of attacking such problems in an open-minded and scientific spirit and sharing whatever solutions were found with the parents of the community and with other parents and teachers who¹⁸ wish to use Winnetka's experiences and conclusions.

Rose Alschuler maintained that it was important that a common philosophy exist between the nursery school and the kindergarten. The programs and activities should be sequential and developmentally appropriate. The parent was

¹⁸Carleton Washburne, "Foreword", Rose Alschuler Two to Six: Suggestions for Parents of Young Children. (New York: William Morrow and Company, 1933), 5-6.

an essential component of the child's early education as stated in the foreword of the handbook for parents and teachers entitled, From Home to Kindergarten.

Parents and teachers who work together for mutual understanding can create an environment that will help to bring harmony into the child's world. His world widens as he enters kindergarten, and, therefore, the understanding between home and school is essential in order to approach a maximum of continuity in guiding the child's growth.

This handbook is an attempt to help parents and teachers to work together in the furthering of wholesome growth in the child's world. It is important to know the routine school procedures as well as to share plans¹⁹ for the child's growth in his enlarged environment.

RESEARCH IN CHILD DEVELOPMENT

Because young children were going through rapid changes and because they were free from academic requirements, Washburne believed the nursery school was an ideal laboratory for research in child development. He believed research and knowledge gathered at the nursery school level provided valuable information on the entire educational process. He stated:

It [research] shows where guidance can be helpful and where it is better to keep hands off, supplying a nourishing environment and letting the child draw from it what he requires. It indicates what many of the needs of the child are and how these vary with his development. It indicates the influence of the home environment, how this can be used and helped by

¹⁹"From Home to Kindergarten". Winnetka Public Schools, Winnetka, Illinois, September, 1954, foreword.

the school, where it is good, and how and to what extent it can be counteracted or compensated for where it inhibits the child's wholesome growth. All this knowledge can be of immeasurable value in the child's education, not only in the nursery school, but throughout his school life.²⁰

Two decades of research at this level enabled the professional staff to genuinely understand more about young children than any other age group. They looked at all aspects of development: "his physical growth and coordinations; his emotional life, with its conflicts and adjustments; his acquisition of language; his response to music; his expression in art forms; and his social relations."²¹

The nursery school provided an appropriate environment for the young child. Exploration, self-expression, social interaction and play were essential components of the program. Parent support groups were formed; parenting classes were implemented; and parent involvement was encouraged. The Child Study Program was developed for the junior high school youngsters.

The Department of Educational Counsel has continued to maintain its relationship with the Winnetka Public School Nursery. The Counsel has changed, modified, adapted and

²⁰Washburne, A Living Philosophy of Education, 104.

²¹Ibid.

readjusted over the years in order to more appropriately respond to the needs of youngsters, parents and staff.

Washburne saw the department as one that worked with children, teachers, parents and school administrators. It basically consisted of a team of specialists including:

1. Mental hygienist -- having a background in social work and counselling; works with parents; responsibility may vary from school district to school district.

2. School physician and nurse (Health officers) -- provide knowledge of a child's physical condition; give a balance of common sense.

3. School psychologist -- function will vary from school to school; responsible for a psychological diagnosis; assists teachers to better understand the student's behavior; may assume responsibility for the remedial instruction.

4. School Counselor -- should be a qualified psychiatric social worker; should possess a greater knowledge of school problems; counsels with individual children.

5. School Psychiatrist -- this position will vary from district to district; should maintain close relationship with the classroom situation and the child in order that this specialist be of greatest assistance to both teacher and child thus permitting the adults to modify a child's program as the situation changes.²²

²²Temple Burling, "How Specialists in the School May Aid Principal and Teachers". Reprint from Elementary School Principals. (No date given), 554-558.

Washburne fervently believed in the concept of an educational counsel or child clinic. He maintained that such a service was necessary in order to help children and assist teachers, parents and administrators to better meet the needs of the child. Though roles differed slightly from district to district and, though depending on the strength of the specialist and the teacher, the important concept was that the counsel function as a unit or team. Change for the betterment of the child was far greater when the parents were a part of the team. When parents were included and were a part of the planning, greater efforts can be made to modify the home situation and parental attitudes so as to give the child a better chance both in and out of school.

Having the psychiatrist as a member of the school staff enabled an educational system to gain insights into the social forces of a community through their work with children and parents. These social insights, Washburne believed, were a distinct advantage in that the information was readily available, permitting the staff to better understand the children, parents and community. Through a more accurate understanding of the out-of-school community, an educational system could better respond to the ills or needs as indicated.

It is evident in reading old issues of The Winnetka Talk, school bulletins and other correspondence, that parent in-service programs, parent lectures and

articles of information revolved around themes to help staff and parents better understand child growth and development. In one such article written by Washburne entitled "The Behavior of the Individual Child" he attempted to help parents and teachers better understand emotional conflict and "the maladjusted child."

The science of mental hygiene applied to school work is a very new one. Even specialists in the field are frequently unable to solve the problems that are brought before them. The teacher who attempts an objective, analytical approach to her problems should not therefore allow herself to be discouraged by some unavoidable failures.

In this one article only a hint has been given of what the classroom teacher can do in treating the behavior of children individually. The teacher who is interested should do further reading. There are three books that are²³ readable, practical, and well worth careful study.

In still another article, Frances Dummer Logan, psychologist for the Winnetka Public Schools, wrote,

Quite recently there has been increasing interest in the community in securing more adequate training for parenthood. The Parent Teacher Association undertook to find out the extent of this interest and through its officers organized several small study groups. Some of these groups have merely asked the help of the department in outlining a course of study or a bibliography. Others are led by counselors. All have had some contact with it and have²⁴ asked for a greater or less degree of assistance.

²³Carleton Washburne, "The Behavior of the Individual Child", Reprint from Modern Education, (April, 1930), 7.

²⁴Frances Dummer Logan, "A School Guidance Program", Reprint from Childhood Education, (April, 1931), 408.

Washburne concluded it was also advantageous to have support staff during times of "sharing in the shaping of general school policies."²⁵

There will be occasions, too, when the psychiatrist can help in the emotional adjustment of individual teachers. Mental hygiene in the classroom depends less on policies and rules, or even on a profound diagnosis of individual children,²⁶ than it does on the mental health of the teacher.

Finally, the "case conference" in which all those dealing with a particular child meet to share each other's insights is of greatest value. Included in the case conference were the child's parents and the "out-of-school" case worker if such was the situation. Washburne felt, "In addition to its value for the individual child, the case conference is also one of the most effective ways in which teachers and mental hygienists can reach a fuller understanding of each other's methods and points of view."²⁷

In reflecting on Washburne's concept of the case conference, the writer sees many similarities between it and the present-day, multi-disciplinary staff conference

²⁵ Temple Burling, "How Specialists May Aid Principal", 558.

²⁶ Ibid., 559.

²⁷ Ibid.

associated with Public Law 94-142.

SUMMARY

Earlier chapters, especially Chapter I and Chapter II, have directly and indirectly focused on "the child" who was of paramount importance among early theorists and leaders of the progressive movement in education. They recognized and valued the concept of "the whole child".

Not only were these leaders concerned with the academic advancement of a child, but they sought a deeper appreciation of child growth through increased understanding of the physical, social and emotional components of child development. As reviewed in Chapter V, Washburne's philosophy of "the child" was consistent with other progressive leaders who were attempting to break out of a more "lock-step" traditional form of learning and education for children.

His concept of a nursery school which provided appropriate educational experiences for the very young as well as a program of parent education was very advanced for the times. Even more revolutionary was Washburne's plan to link the nursery school with the Department of Educational Counsel. Seeking special supportive help for a child, his parent or a teacher opened new vistas in the educational arena. Housing the nursery school within a public junior

high school was an innovation. Winnetka was among the first in the United States to incorporate a program for pre-school children within an existing junior high school. The challenges and opportunities that this presented will be further explored in Chapter VII, Group and Creative Activities.

CHAPTER VI

THE "COMMON ESSENTIALS" -- A RESEARCH-BASED CURRICULUM

Throughout his life, designing and conducting educational research was an important part of Father's work. It was an important part of the work in Winnetka. He was always concerned to test the results of the methods they were using. He also designed research to help in the development of new materials and projects for the schools. Teachers were given the opportunity to be actively involved and often were in carrying out research studies which were coordinated in the Department of Educational Research. These studies and research projects were frequently the lively center of dinner table¹ conversations at home when we were growing up.

Educators familiar with the "Winnetka Plan" realize that one of the hallmarks of this plan included individualized curriculum materials for children in the "Common Essentials". The "Common Essentials" included spelling, language, math and reading. This chapter will focus on the preparation and development of these student materials and teacher guides. In order to understand more fully the work that went into writing these materials, two

¹ Margaret Washburne Plagge (Carleton Washburne's daughter), telephone interview with author, Okemos, Michigan, 11 February 1988.

other components -- the Department of Research and the Winnetka Educational Press -- will need to be described.

Washburne has been given credit for establishing the Department of Educational Research which played an active and supportive role in the development of the "Winnetka Plan" especially in the area of curriculum development. Several of these studies which relate to curriculum preparation will be examined to indicate the significance that research played in guiding the staff in the preparation and evaluation of these student materials. The Department of Educational Research will be discussed later in this chapter.

The second component was the Winnetka Educational Press. This department, established by Washburne, was responsible for the printing and publishing of student materials developed by the Winnetka staff. Other responsibilities of the educational press included printing of all district forms, communications and other record-keeping materials; reproducing staff articles for local, national and international distribution; and monitoring the sale and shipping of all Winnetka-produced curriculum materials. According to a teacher, "The Educational Press was vital to our work in Winnetka. It permitted us to personalize the materials for children."² Another teacher had this to say:

²Barbara Beatty, retired Winnetka teacher, videotape interview with author, 5 February 1988.

Under the direction of Helen Reed, the Educational Press prepared and sent home-study packets all over the world. Winnetka families may have been sent to some foreign area because of the father's business opportunity or employment and had no intention of a long and permanent residence. These families requested the home-study packets. Helen Reed would prepare and send the materials to these families. I believe this did more than anything to spread the Washburne philosophy and ideas of education in Winnetka than anything else. It (the Educational Press) was an³ essential part of the organization.

RESEARCH-BASED CURRICULUM DEVELOPMENT

Correspondence from Carleton Washburne to the Education Commonwealth Fund summarized the research activities of the district during the early 1920's; acknowledged the publication and circulation of research summaries in educational periodicals; and conveyed an evolving or changing curriculum based on experimentation and supported through statistical evidence. Washburne's letter stated:

Two years ago you granted a subvention for a survey of the results of the Winnetka technique of individual instruction. The survey was completed a year ago. Brief summaries of the results have been published in several educational periodicals of national circulation and in the Christian Science Monitor. A complete summary was published in Section 3 of the Twenty-fourth Yearbook of the National Society for the Study of Education, Part II. The full report is about to be published in monograph form by the Public-School Publishing Company. Twelve copies of this monograph will be sent to you for your files and those of your education committee as soon

³Julia Ostergaard, retired Winnetka teacher, videotape interview with author, 5 February 1988.

as it comes off the press.

Three and a half years ago you granted a subvention for an investigation as to the persons, places and events to which allusion was so frequently made as to necessitate familiarity with them if one was to read intelligently. Reports on the results of this investigation, as published in the Elementary School Journal, Journal of Educational Research, and Twenty-second Yearbook of the National Society for the Study of Education, are already in your files. The development of curricular materials based upon this investigation has been continued at the expense of the Winnetka Board of Education ever since. This material is now beginning to be published in experimental edition. As soon as a complete set of the experimental edition is available in printed form, it will be sent to you for your files. In the meantime, the tentative mimeographed materials are being used experimentally in Winnetka and elsewhere and a careful statistical check is being made of the reactions of children of known age and reading ability to these materials. Members of the Commonwealth Fund's Education Committee are welcome to a complete file of the tentative mimeographed materials if they wish it.⁴

THE DEPARTMENT OF EDUCATIONAL RESEARCH

Most of the research done in Winnetka during the Washburne years was under the direction and guidance of the director of research, Mabel Vogel Morphett, a former primary teacher in the system. Washburne believed:

Most research in Winnetka, however, is not under the psychologist but under a director of research. She was first a primary teacher in our schools when all our research was done by the classroom teachers. She showed such unusual aptitude for research work and was so meticulously careful in her gathering of data,

⁴Correspondence files, Winnetka Board of Education, 25 September 1925.

that she was taken out of the classroom, given an opportunity to take further training, and put in charge of all technical phases of research. Most research originates with the teachers, the advisory staff, the principals, or the superintendent. It almost never originates in the Research Office itself. Much of the research is still done by teachers -- actual experimentation must be done by the classroom teacher in her own room. But the planning of research techniques, the tabulating of results, the statistical treatment of them, and research of a more administrative nature on such questions as school costs and future needs for school buildings, can be best handled by the director of research with her clerical assistants. She also has charge of cooperative research with other schools, such as the work of the Committee⁵ of Seven and the work of grading children's books.

Nearly two decades of research were completed on the nursery school. Studies at later stages of growth centered primarily around ability and success in trying to establish appropriate academic standards and levels of growth and development. Aspects of intelligence were measured which correlated with academic success. Achievement was measured in mathematics, reading, spelling and language. The emotional development of the adolescent was studied.

INDIVIDUALIZATION BEGINS

Two pieces of early correspondences with his friend, mentor and inspirational colleague, Dr. Frederick Burk, reflected Washburne's desire to individualize curriculum

⁵Carleton Washburne, A Living Philosophy of Education, (New York: The John Day Company, 1940), 542.

material for children. Having been in Winnetka with his young family for just one month, Washburne wrote on 7 June 1919:

I suppose you know that two of our former Normal School graduates are going to be with me here next year. Some of the teachers whom I have selected for next year have already been thinking of individual instruction, and have done some experimenting in their own schools. One for instance, a Miss Shaw, has been teaching in the Chicago Home for the Friendless, where children, running from kindergarten to second grade are (in attendance) for a very few weeks throughout the year. With such a heterogeneous assortment she had to develop some form of individual work and when I visited her she was handling thirty-five children on an individual basis. Some of the teachers here also are rather champing at their bits to do some individual work, and are hourly waiting for me to say the word to start in. With such material as this, I am hoping to work out a means of individual teaching and promotions in certain classrooms next year, letting the classes of such teachers as try it to other rooms.

In order to help in this work, I am going to have my secretary mimeograph copies of the arithmetic tests that we worked out at the Normal School this year, and probably also of the locational geography, and some of the language tests. And I am going to have some celluloid rollers for measuring and writing: there is no Board of control here!⁶

Another letter to Dr. Burk on 16 June 1919, indicated Washburne's goal for having some self-instructional materials ready for children in the near future. Washburne wrote,

Would it be possible for me to borrow some of the arithmetic tests stencils from which to run off

⁶Correspondence files, Winnetka Board of Education, Personal letters, 7 June 1919.

cards for our use here next year? I will not keep them more than two weeks, and it will save me a good deal of time if I do not have to have new stencils cut and proofread. Howser has the stencils, I believe -- that is I left them in the cubby hole in the mimeograph room, which had been mine, and which I turned over to Howser. I should like all of the arithmetic test stencils. The language tests I think I shall revise before remimeographing, so I will not need the stencils for them. I shall be glad to return the favor by lending you any stencils which I make out here, and which might be of value to you. I expect to go ahead with the work of making diagnostic inventory tests and standardizing them.

If you give me an inch by lending me the arithmetic test stencils, I am likely to ask for an L (sic) in the form of the stencils for Miss Mohn's and my Introductory Science bulletin. I am putting in a science laboratory here this summer. They had an excuse for one already, but it was very inadequately equipped and poorly located. The new one will be a little larger than the one at the Normal School, and will have approximately the same equipment. The science teacher here had already worked out a course not dissimilar to our Introductory Science, and wants to use a good deal of our materials. "Our" means the Normal Schools.

The early principles of individualization included:
 self-instruction; self-correction; complete diagnostic tests; review tests; ABC practice exercises.

During the mid- and late 1920s, a number of studies were being undertaken in mathematics. Some were short-range with more immediate feedback while others were longitudinal in nature. One such longitudinal study in mathematics was monitored by the Committee of Seven, an organization composed of superintendents, principals and supervisors.

⁷Correspondence files, Winnetka Board of Education Personal Letters, 19 June 1919.

Washburne presented the following question to this committee: At what mental age can children most effectively learn each aspect of arithmetic?

The committee continued their research for fifteen years with periodic reports given at the Northern Illinois Conference on Supervision and in articles and publications. Washburne; Harry N. Gillet, principal of the University of Chicago elementary school; and J. R. Harper, a superintendent, served on the committee for the entire fifteen years. The statistical work was handled by Mabel Morphett, director of the Research Department in Winnetka. This study soon expanded to include schools and students in some five hundred American cities. Washburne stated, "As far as I am aware it was the most extensive, longest continued scientific investigation in the history of education."⁸

A summary of the results of this study was published in the Thirty-Eighth Yearbook of the National Society for the Study of Education. Included among the findings were the following concepts and conclusions:

1. There is a point in the mental development of children before which learning of any specific aspect of arithmetic is relatively inefficient and after which there is relatively little gain by postponing

⁸Sidney P. Marland, Jr., and Carleton W. Washburne, Winnetka: The History and Significance of an Educational Experiment (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1963), 32-33.

- the learning;
2. A process usually considered as a unit to be taught in one school term often contains aspects which belong at widely different mental ages;
 3. The mental age was established for each concept in arithmetic indicating where it could be effectively taught.⁹

This research project focused on arithmetic concepts and their relationship to the mental age of a child. The study confirmed the importance of knowing a child's mental age and his/her readiness for learning a given topic. With failure in arithmetic high among students, a greater degree of success could be achieved when mental maturity and readiness were more evenly matched which was the means for preventing failure. In the acquisition of math skills grade placement was established. The first techniques which were developed were workable and produced practical results. There were immediate results in the tentative norms as to the necessary maturity and readiness for learning each mathematics topic.¹⁰

The Committee of Seven completed a five year piece of

⁹Carleton Washburne, "The Work of the Committee of Seven on Grade-Placement in Arithmetic." Offprint from the Thirty-Eighth Yearbook of the National Society for the Study of Education. (Bloomington, Illinois: Public School Publishing Company, 1939), 302-316.

¹⁰Carleton Washburne, "The Values, Limitations, and Applications of the Findings of the Committee of Seven." Reprinted from the Journal of Educational Research, (May 1936), 6.

research on the grade placement of linear measure, square measure and time measure. A total of 8,355 children from forty cities in seven states participated in the experiment. The study concluded that

the simplest quantitative relationships in linear measure, square measure, and time are readily understood by children of mental levels as low as seven and eight; that more accurate detailed relationships and very simple manipulations can be effectively taught at mental levels from nine to twelve; whereas real accuracy in measurement, any complex relationships, and any manipulation involving the changing of units or the use of such relatively uncommon units as acres and square miles and scales of miles belong at mental levels usually associated with the junior high school, and particularly with the upper part of the junior high school.¹¹

In individualizing math, Washburne believed learning was supported by five principles: (1) Learning is much quicker, more permanent and more easily applied if the facts have meaning to the child; (2) Learning is quicker and more permanent if there is a keen interest back of it; (3) To be effective, learning must reach the point where responses are automatic; (4) Learning should continue for each individual until he has reached mastery; (5) Reviews are essential to keep the facts fresh.¹² In an interview, he said:

¹¹Carleton Washburne, "The Teaching of Linear Measure, Square Measure, and Time." Reprint of The Elementary School Journal, Vol. 39 No. 7, (March, 1939), 523.

¹²Carleton Washburne, "Individualizing Arithmetic." Reprint from Individual Instruction. (No date or page numbers given.)

I recall going to weekly grade level meetings in the superintendent's office at Skokie School. We would bring our work and materials and spend the time going over each other's work and always trying to make it better. We would take it back and try it with our children in the classrooms. Our questions, concerns and comments were brought back to our grade level meetings the next time. It was always tried and used by teachers and students before being compiled in booklet form. It was stimulating and exciting. We enjoyed and learned from each other.¹³

Washburne also wrote that:

These meetings with the teachers of each grade, which have continued to the present day, have been the backbone of all our work. In them, the curriculum has been revised, research organized, the materials prepared, the methods planned, the tests made, our problems attacked and our results discussed.¹⁴

The concept of pre-testing and testing were also used in other areas as well -- math, for example. Math, whose success depends on the rate of speed at which a youngster worked, was timed with speed tests -- the "facts", for example. Then accuracy with which a youngster worked was another form of math -- story problems. Students could work in pairs on the facts and test each other even with the timing of the three-minute speed test. The teacher always did the timing and correcting of the final [real] speed tests and then the results were recorded on the Goal Card.¹⁵

Those curriculum materials developed and prepared by

¹³ Barbara Beatty, retired Winnetka teacher, interview with author, 5 February 1988.

¹⁴ Carleton Washburne, "The Inception of the Winnetka Technique." Reprinted from The Journal of the American Association of University Women, (April, 1930), 5-6.

¹⁵ Julia Ostergaard, videotape interview with author, 5 February 1988.

the staff had clear explanations to the child, so clear that almost all children could understand the vocabulary and content. The units were divided into steps, each step involving only one new concept. For each step, there were examples and practice. The practice section included one section for every child; a second section for children who did not get the first section correct; a third section for those who made mistakes on the second section; and sometimes a fourth or fifth section. Answers were given in the back of the unit in order that the child could correct his daily work. All units contained practice tests to permit the child to find out for himself if he was ready for the real test.

Application and concepts were enhanced by games, projects and activities. These group activities complemented the social elements of growth, and development and enhanced the academic skills. Perhaps this summary most accurately reflects Washburne's philosophy when he wrote:

Arithmetic needs to be individualized even more than most subjects because each new process depends on mastery of the preceding ones. There are three phases of arithmetic, requiring three different techniques of individualization: First, there are the basic facts to learn, requiring an understanding of number, many motivated games and drills, and speed tests. Then there are processes, requiring childlike explanations, step by step development, differentiated drill, and diagnostic tests with appropriate reference to remedial work where weaknesses appear. And finally there is the practical application of the facts and processes to life situations as depicted in problems; this requires mastery of the facts and processes involved,

and much practice in solving really practical problems that come within the child's experience.¹⁶

Based on the findings of the Committee of Seven, Washburne as well as Emma Koepke, Claudia McAfee, Frieda Barnett and other staff members developed individualized student materials that were published commercially by World Book Company of New York and Chicago. Washburne Individual Arithmetic and other texts were copyrighted internationally.¹⁷

The Winnetka Speed Practice Book in Arithmetic was designed to increase the student's ratio of speed and accuracy in the mastery of all the facts in the four fundamental processes. Washburne believed that mastery of the facts was essential to all work in mathematics.¹⁸

¹⁶Carleton Washburne, "Individualizing Arithmetic."

¹⁷Carleton Washburne and others, Washburne Individual Arithmetic, Book One. (Chicago: World Book Company, 1927).

¹⁸Carleton Washburne, Winnetka Speed Practice Book in Arithmetic. (Winnetka, Illinois: Winnetka Educational Press, 1930).

LANGUAGE

Like the arithmetic program, the language program evolved around a similar format consisting of: (1) identifying the "common essentials" of language; (2) organizing the materials in terms both of the system inherent in the subject and of the child's experience and maturity; (3) arranging the work to fit the child's successive levels of readiness; (4) using and planning the activities so that the learning may grow out of a need which the child fully recognizes; (5) fostering necessary practice in a functional setting; and (6) evaluating the results in terms of the child's ability to use what he has learned.¹⁹ The language program included spelling, grammar, reading, written language, penmanship, speech, punctuation and capitalization and rhetoric. Washburne described it as follows:

The topic is introduced by a simple, clear, childlike explanation, with plenty of worked-out examples. It is followed by specific practice exercises, providing different drills. There is an A, B and C drill exercise for each unit. A child getting the "A" exercise perfect skips the "B" and "C".[sic] A child making mistakes in "A" must do "B". A child who still makes mistakes in "B" must do "C".[sic]²⁰

¹⁹Washburne, A Living Philosophy, 322.

²⁰C. W. Washburne, "Individualizing English." Reprint from Modern Education, (December, 1929), no page given.

Answers to the drills were included with each unit and permitted self-correction. At the end of each unit there was a practice test. Answers to the practice test were also included in the back of the unit. When a child had completed a practice test satisfactorily, he informed the teacher that he was ready for the real test. Real tests were administered, monitored and corrected by the classroom teacher. Again Washburne described the process:

The individualization of punctuation and capitalization has been accomplished, first through research as to the elements of punctuation and capitalization needed or used by children at different grade levels, and second through the preparation of mimeographed teaching and testing materials for each of these elements.²¹

Jeannette Baer, an English teacher at Skokie School, wrote:

In our analysis of all the elements of grammar that are taught we selected those that have a direct bearing upon the correction of common errors in speech and in writing. In addition to these elements we included important concepts, such as parts of speech, which constitute a necessary part of the vocabulary of grammar. Then we organized our material and outlined it, preparatory to the writing of a self-instructive workbook which would, of course, be supplemented by discussions and explanations.²²

²¹ Ibid.

²² Jeannette Baer, "Grammar as a Functional Subject." The Instructor, (May, 1937), 24.

PENMANSHIP

Another research project undertaken by Washburne, Krenwinkel and others was a manuscript writing text for children in the intermediate and upper grades. The purpose of the study was "to develop an orderly self-instructive procedure for the effective teaching of manuscript writing."²³ Another language unit, edited by Washburne and written by Charlotte Carlson and others, was the Use of Dictionary, Directory, and Index. It included: "thorough training in the use of the alphabet for finding words not only in dictionaries but also in directories and indexes. It shows how to find the meanings of words, their syllabication, and their pronunciation."²⁴ Again, characteristic of individualized material, the booklet provided for: (1.) self-instruction; (2.) individualization; (3.) drills, and (4.) testing.

The unit was not tied to a particular dictionary but rather permitted the student and/or the teacher to use any dictionary or an assortment of dictionaries. When a child

²³C. W. Washburne and Julia Krenwinkel, Winnetka Manuscript Writing Workbook. Winnetka Educational Press, 1937.

²⁴C. Washburne, ed., Charlotte Carlson and others. Use of Dictionary, Directory, and Index. Winnetka Educational Press, Foreword, 1941.

had demonstrated mastery of a concept on a real test in any subject, the evidence was recorded on his Goal Card.

(Examples of Goal Cards used by children during their elementary years in Winnetka are in Appendix C.

SPELLING INDIVIDUALIZED

In writing about the origins of the Winnetka method, Washburne recalled:

During the summer of 1919, in a small summer school for children who were behind in their studies, we experimented with individual work, especially in spelling. In the fall the teachers were told that any who wished to try the new individual spelling method and could convince me of their ability to do it successfully might try it. The method consisted primarily of testing children on their words for a semester before they had studied them, then making it possible for each child to concentrate on the words he himself had missed. By the end of the first semester every teacher had volunteered to do her spelling on this basis.²⁵

Though Washburne felt that the actual need for correct spelling was minor, the conventional demand was essential. As a result, he felt teachers should help children see the value of using correct English and spelling. Like mathematics and English, spelling needed to have meaning to the child. In other words, it had to be by using words within a child's experience or words which had been misspelled in his writing. However, Washburne cautioned

²⁵Carleton Washburne, "The Inception of the Winnetka Technique," (no date given), 5.

that a youngster's spelling list should not be limited to only misspelled words in writing or compositions for two reasons: "a child may be afraid to tackle a new word lest it increase his spelling work, thereby forcing the child into a more limited vocabulary; and because of a child's tendency to avoid the use of words he is not sure how to spell, a teacher may omit practice on the very words that the child most needs to learn."²⁶

Washburne and the Winnetka staff believed that spelling was perhaps the easiest subject in the curriculum to individualize because they knew specifically what words they wanted to teach the children and because the means of testing was so simple, direct and diagnostic. Advocating scientifically selected and graded spelling lists, Washburne outlined eight "essential elements" of the technique. The elements and their meaning are listed below:

1. Elimination test -- A short sampling test enabled the teacher to identify those children who were naturally good spellers and did not require a formal program and to select those youngsters who had such difficulty with spelling that they required an easier list than students at the present grade level.
2. Exposure -- Because there were many words which

²⁶Carleton Washburne, A Living Philosophy of Education, 327.

children "almost" knew how to spell, they were permitted to run through an entire semester's list of words with the teacher, thinking how they would spell each word, then looking at it to see if they were right. It had been shown that this preliminary exposure, a week before the pre-test, materially decreased the number of words the children missed and therefore decreased the number of words they had to study.

3. Pre-Test -- After the exposure period, a teacher dictated all the words for the semester to the children. All words missed by the child on the pre-test were checked in his speller and became his individual list.
4. Daily Study and Partner Dictation -- Grouped in pairs, each child had his partner dictate the checked words from his speller which permitted him to check his progress. They studied with partners during the week, but the teacher did not check the daily spelling papers.
5. Weekly Review Tests -- Once each week the partners dictated all the words that they have studied to each other. The review tests were corrected by the teacher and progress noted on the Goal Card. Words missed became part of the child's new week's work.
6. End of the Semester Test -- Toward the end of the

semester the teacher re-dictated all the words from the semester's list. This permitted both the child and the teacher to see which words had been learned well enough to be retained and also to catch any words which the child may have spelled correctly by accident on the pre-test.

7. Review Elimination Test -- These were 50-word samplings from the lists of the earlier grades, dictated by the teacher, to find out which children needed a careful review check by their partners.
8. Partner Review Tests -- If the elimination test showed that a child needed a review on any of the earlier lists, his partner dictated to him all the checked words in those parts of his speller. The teacher corrected these lists. Again, words missed were added to his new list.²⁷

I remember a spelling meeting. He [Washburne] wanted all of us to follow a certain method of pre-testing and testing of children. A few people (teachers) did not want to do it that way so he said, "All right. You do it your way and we will test the methods out at the end of the time to see which one is better." At the end of the time when the experiment group was higher, he concluded that teacher enthusiasm and teacher support for a particular method were an important²⁸ part of a child's success in spelling.

²⁷ Carleton Washburne, "Individualizing Spelling." Reprint from Modern Education, (October, 1929), 3.

²⁸ Barbara Beatty, videotape interview with the author, 5 February 1988.

In Winnetka, the teachers used a spelling book especially prepared for this technique.²⁹ The technique was merely a plan which would permit the teacher to let each child concentrate on the words he did not know and help him to learn each of these words more thoroughly.³⁰

Research was an essential element of the educational program. Thus, one such study looked at the effectiveness of the individual spelling program and asked the following: (1) What proportion of words listed in the individual speller do children miss when first tested, before the words have been studied? and (2) What percent of these words do they learn well enough to spell correctly on the two semester review tests? They found that:

On the average, children miss only 35% of the words listed in their spellers. This means that without teaching, children can spell, correctly, on the average, 65% of the words they most need. After the missed words have been studied, they are dictated in a semester review test five months later. 80% of them are found to be spelled correctly. When they are dictated to the children in a semester review test a year later, 90% of them are spelled correctly. This means that by the time of the second semester review test our children have increased in spelling ability from 65% to 96 1/2% -- that they can spell correctly 96 1/2% of the words we want them to spell -- a rather astonishing record.³¹

²⁹Carleton Washburne, The Individual Speller (Chicago: World Book Company, 1923), 3.

³⁰Carleton Washburne, "Individualizing Spelling." Modern Education, (October, 1929), 8.

³¹Mabel Vogel and Carleton Washburne. Two Years of Winnetka Research. (Partly reprinted from the Journal of Educational Research, February, 1928, with additions),

READING

Washburne and his staff believed that reading was so essential to a child's growth and development that no one single basal text could begin to address the individual needs of all children. Further, no one textbook series could appeal to the interests and reading abilities of all children. To ensure continued interest in reading and reading development, Washburne maintained that a sound reading program required a wide selection of reading materials that addressed the reading ability and interest of a child; a well-stocked school library; well-read teachers who were trained to work with children; and a source for providing extra help to those children who required some additional support. In speaking of the reading program, Washburne said:

Each child is reading his own book. The children have all been tested for their reading ability. No child has a book which is too difficult for him. No two children have the same book. Each child reads individually. The teacher goes about among them, letting them read one at a time to her. But they read aloud to her alone, not to the rest of the class. She gives remedial work to a little group who need it. Most of the children need no help. Charles has finished his book and is writing a composition on it -- a book review which serves the double purpose of showing the teacher that he understands his book and of being an exercise in English composition. Another child is taking a brief oral test on a book she has finished, the teacher having a test card with which to make such testing easy. A third is simply handing in a book slip stating that the book has been read. This child does not know whether or not she

will be tested on the particular book. As a matter of fact, the teacher has seen her reading³² it, absorbed, and knows no test is necessary.

The Right Book for the Right Child evolved out of a national study involving librarians and teachers. The purpose of this study was to compile a graded reading inventory of appropriate books for children. Under the direction of Vivian Weedon, Mary S. Wilkinson and Carleton Washburne, the committee established a formula for grading children's books. First, they had to develop an objective method of analyzing vocabulary and sentence structure to determine the reading skills needed by a child in order to read the book with fluency and understanding. Second, they had to apply the method of grading books selected by the Committee of Librarians. With the assistance of the Research Department of the Winnetka Public Schools, teachers from many school systems, grants from the Carnegie Corporation and the John Day Company, the first edition was completed in 1933. It gave parents, teachers and librarians a list from which to choose good books for children. Carleton Washburne concluded:

The Right Book for the Right Child is the result of highly cooperative work by many persons -- the hundreds of teachers and thousands of children who helped in making the basic list from which the grading formula was derived; the American Library

³²Carleton Washburne, "Winnetka," Reprinted from School and Society, No. 733, 12 January 1929.

Association through its committees; the Association for Childhood Education through its committees; the Work Projects Administration through its faithful workers in the Research Department; the librarians and teachers in Winnetka; and all members of the Winnetka Research Department. It is the result of continuous research, thought, and experimentation extending from 1924 to 1942 -- eighteen years. It makes it possible to help children acquire facility in reading, a love of reading, and an appreciation of good literature by making recommendations for each child of the best books which he can, at his level of development, hear, browse through, or read with fluency and enjoyment.³³

The correlation between the grade in which books would be placed by our final formula and the grade in which the same books are actually read and enjoyed was $r=.85$. Elements making up this formula in different proportions, are:

1. The number of different words that occur in a sampling of a thousand words from the book is reckoned. For example, in a thousand words from a third-grade book, there are about 350 different words, while in a thousand words chosen from an eighth-grade book, there are 500 different words.
2. The number of different uncommon words found in a thousand-word sampling is determined by comparison with Thorndike's list of the ten thousand most commonly used words in the English language.
3. The total number of prepositions is counted in a sample of a thousand words.
4. The number of simple sentences is counted in a sample of seventy-five sentences.

By measuring these four elements in any book and by combining them in the right proportion, the degree of reading ability necessary for understanding and enjoying that book can be predicted with considerable accuracy. Therefore, the grade to which a book belongs can be determined, as well as whether or not the instructional material written for

³³C. W. Washburne, and others. The Right Book for the Right Child. (New York: John Day Company, 3rd edition, 1942), xxi.

children of a given grade is within their grasp.³⁴

Another reading research project involved the selection and use of primary reading materials. An experimental edition of the Winnetka Primary Reading Material was published. Seventy-five schools used the experimental materials. The cooperating teachers worked slowly on the revision process and concluded that the material was "very satisfactory for teaching beginners to read. It provided for individual differences and kept the children interested and happy. Certain changes in the teacher's manual, more pictures, and some revision of the stories were suggested."³⁵

SUMMARY

Washburne believed that if knowledge or a skill was necessary to nearly every normal person, every child should have an opportunity to master it. Because differences were known to exist among children, it was obvious that mastery could not be obtained by all children -- or any group of children -- in the same length of time and with the same

³⁴Vogel and Washburne. Two Years of Winnetka Research, 12.

³⁵Ibid., 11.

amount of practice. Therefore, it was essential that schools and teachers provide varying amounts of time and instructional material for different children.

We, in Winnetka, have made an exhaustive study of the common allusions to persons and places in periodical literature, recognizing that in order to read intelligently a person must have familiarity with these persons and places. We have made comparative analyses of the vocabulary studies of others, to determine what words children are most likely to need to spell. We have made statistical studies of primary reading books to find what phonograms are most useful to children learning to read, and have analyzed the 10,000 commonest words in the English language to discover the syllables which occur so commonly as to demand instant recognition. With others, we have measured the speed and accuracy possessed by successful, intelligent men and women in various arithmetical processes, as a guide to the degree of skill children are likely to need.⁶

Washburne used research as a barometer for measuring student success, for program and curriculum evaluation and as an instrument or tool in the teaching/learning process. With this emphasis on research and the fact that research was so much a part of the total educational process in Winnetka, a separate Department of Educational Research was established. This department, staffed by district personnel, was financed through private grants and by the school district. The studies generated by this department had a direct impact on the educational programs in Winnetka

³⁶Carleton Washburne, "The Philosophy of the Winnetka Curriculum." Twenty-Sixth Yearbook of the National Society for the Study of Education. (Bloomington, Illinois: Public School Publishing Company, 1927), 219-220.

and led to an always-changing, evolving curriculum. Most of the self-produced educational materials used by students in District Thirty-Six were the result of this research. It dictated the curriculum programs at the various grade levels. Because other school districts and associates participated in many Winnetka research projects, the results had wide-spread interest and acceptance.

The Winnetka Educational Press assisted Washburne in curriculum revision. This department permitted Washburne and the faculty to respond to their research findings. Research also impacted on the group and creative activities which Washburne considered an essential part of the school day. This part of the school day will be further explored in Chapter VII -- Group and Creative Activities.

CHAPTER VII

GROUP AND CREATIVE ACTIVITIES

Another aspect of Washburne's philosophy of education is exemplified in the second part of the school day. This part of the day, which was devoted to group and creative activities, encouraged children to develop interests and provided time for the stimulation of the child's creativity. It gave children a sense of belonging, a sense of group identity and social responsibility. While Washburne was president of the Progressive Education Association in 1940, he wrote:

Progressive education does not ignore the three R's. It recognizes that if we are to talk and think and work together, we must have the ability to read and write and use arithmetic; we must have a certain basis of common knowledge of history, geography and science. Progressive education differs from traditional education, however, in placing strong emphasis on the need for cultivating the child's appetite for what he is going to learn, for helping him to see its use.

Progressive education tries, therefore, not to teach a subject until the child is mentally and experientially ready for it, and then to teach it in such a way that the child will see its true functional value, that his interest will be aroused, and that his full cooperation will be secured. By

this means one may secure far better assimilation than by forced feeding.

Finally, progressive education tries to give to each child a sense of his social responsibility, a realization that he is a part of an integrated society. Through a democratic school community, through organized playground work, through school dramatizations, through projects undertaken cooperatively, through the getting out of school newspapers, through assemblies, through the approach to social science and a study of the lives of people the world over, progressive education attempts to give every child a realization that his well-being is inextricably bound up with the well-being of his fellows.¹

Though there was a body of knowledge to be mastered in both science and social studies, these two areas of the curriculum were most often used as a framework for implementing the group and creative activities. Units in science and social studies were often correlated with art, music, drama, movement, literature and writing which enhanced the learning process for the child. Group activities and projects gave children opportunities in social responsibility, recognition and problem solving. The individual activities responded to the interests and creative components of the child. Because this part of the day was more closely linked to science and social studies and because there were clear expectations in both areas of study, an overview of each subject may be useful in

¹Carleton Washburne, "What is Progressive Education?" Reprint from Chicago Schools Journal, (January-February, 1940), 146.

understanding the concepts of group and creative activities.

SCIENCE

Just as there were Common Essentials to learn in other areas of the curriculum so also were the "essentials" each youngster was expected to learn in science. However, like social studies, science offered both the teacher and the child opportunities for self-expression, small and large group activities, field trips, laboratory experiments, projects and other creative outlets.

As a former supervisor in physical science, Washburne wrote a science text entitled Common Science which was published by World Book in 1927. He wrote:

A collection of about 2000 questions asked by children forms the foundation on which this book is built. Rather than decide what it is that children ought to know, or what knowledge could best be fitted into some educational theory, an attempt was made to find out what children want to know. The obvious way to discover this was to let them ask questions.²

In a recorded interview on 4 February 1976, Dr. Donald Boyer, a long-time science teacher in Winnetka during the Washburne era, said:

Mr. Washburne himself didn't say it in so many words, but he could be very frank...dissatisfied with what they were doing. We had a course called Common Science. We used a text that Louise Mohr had

²Carleton W. Washburne, Common Science (New York: World Book Company, 1927), v.

developed. It was a survey of physical science. It was a general science course taught one term. The text had some good things in it, was basically well-written, but a little limiting and fixed. It had a lot of "doing" in it. I think it had 110 little experiments in it and they were recorded on the little goal sheets.

They (the students) would complete the experiments and then they would take a self-test. If they finished the test early, students could try some new experiments they had thought of. There was a lot of "doing". Our laboratories were deliberately kept covered with materials and there were lots of things to do. Sometimes students worked alone and other times they worked in groups. It (the science program) followed one of the principles of John Dewey, the great educator of the early part of this century, one of the greatest educators, I think, of Western civilization. It encompassed his principle "learning by doing".³ There was a lot of "doing" in the science program.

Dr. Boyer's comments reflected the individual and group learning styles espoused by Washburne. The "essentials" were required and progress recorded on the goal card. There were opportunities for student interaction within a group. This "hands-on" approach invited student participation, experimentation and generated discovery models of learning which were initiated by students.

Another aspect of the science program was the development and implementation of a sex education program to be taught to all junior high school students by the science teachers. "Sex education was introduced in seventh and eighth grades. This stirred up the community a bit, but it

³Donald Boyer, "Skokie's Former Faculty Recollections", videotape, 4 February 1976.

was taught."⁴ Washburne maintained that:

Sex education is closely related to mental hygiene training, because of the universality of the sex impulse, because of curiosity concerning it, and because of social taboos on expression. . . Since many homes fail to give their children sex education, or give it in such a way as to stimulate rather than satisfy curiosity, or with such embarrassment and restraint as to create unwholesome attitudes; since children will seek and get sex information from some source or other regardless of attempted restraints; since information clandestinely obtained from older children is liable to be inaccurate, distorted, and tainted with an atmosphere of secrecy and even obscenity; and since the school is the only universally available source of scientific information, a source where the information can be given naturally and under conditions planned to foster right attitudes, there should be no question about the responsibility of the school for sex education.

Washburne first offered this course as an elective to eighth graders, but it did not meet with his satisfaction.

The children who needed the course most, the children of parents who were too embarrassed or too warped in their own attitudes to discuss sex with their children, were forbidden by their parents to enroll. The next year I simply reversed the procedure and said that 7th-grade children would have the biology course unless the parents came to me in person and assured me that they would give their children complete, frank sex education at home. This worked. The self-conscious parents didn't want to discuss the matter with me, and the line of least resistance was to allow the children to take the course.⁵

⁴Cecilia Powers, letter, 29 February 1988.

⁵Carleton Washburne, A Living Philosophy of Education (New York: The John Day Company, 1940), 86-87.

At the fifth grade level, the unit on Human Reproduction was handled as a system of the human body which also includes the circulatory, skeletal, muscular, respiratory and digestive systems. Fifth grade boys and girls were not separated for these science classes which were taught by their classroom teacher.

Instruction at the seventh grade levels took three forms: (1.) The fundamental anatomy and physiology of the reproductive system; (2.) The endocrine system and its scientific implications for sex education; (3.) The social-hygiene and behavioral implications implicit in sex education.⁶ Ultimately, he enlarged the scope and sequence of the sex education program in the Winnetka Public Schools as follows:

Sex education begins with nature work in the kindergarten and primary grades and honest answers to children's questions. The instruction becomes more explicit and systematic in the fifth grade, in connection with the study of physiology. And in the seventh grade it is an integral part of a year's course in biology, culminating in preparental education.

It is for this culmination that we have put a nursery school into our junior high school building, to serve as a laboratory in which the early adolescents' interest in sex is guided toward a sense of responsibility for future parenthood.

⁶S. P. Marland, Jr., "The Winnetka Experience: Placing Sex Education in the Curriculum". Reprinted from Phi Delta Kappan, (December, 1961), 133.

⁷Washburne, Living Philosophy of Education, 92.

This area of human sexuality represented the forward thinking and progressive ideals of Dr. Washburne. In the early 1920s, few school districts, if any, responded to the students' curiosity regarding human growth and development at a time when this interest was piqued by their own rapid changes in their emotional and biological maturity. The concepts of science, in general, were enhanced through the "project or activity" approach to learning and understanding. This principle of student participation and involvement was also evidenced in the social studies program.

SOCIAL STUDIES

In order to establish the "common essentials" in social studies and determine the units of study at the various grade levels, a group of faculty members developed a recommended list of national magazines, newspapers and books. From this wide sampling of periodical literature the participants noted every allusion to a person, place or event that was not explained. Here the writer of the article assumed the reader had sufficient background information to fully comprehend the writer's intent.

With a grant that Washburne received from the Commonwealth Fund, (a Rockefeller subsidiary), a full-time

research assistant and secretary were hired to interpret the information. From this extensive collection of data, the topics were grouped and classified. For example, in ancient history, the order of the highest ranking allusions were to Greece; Christians (including Christianity); Christ; Julius Caesar; Palestine; Mediterranean; and Athens. In the geography of Europe, the top ranking allusions, in order, were England, France, London, Germany, Paris and Italy. Washburne wrote:

With this kind of information now available, we planned our social studies curriculum. We decided to devote the time of the fourth, fifth and sixth grades to a history of Western Civilization, more or less chronological, with all the pertinent geographical and sociological factors included. We continued in the junior high school with a similar treatment of what, in time, became the United States, with special emphasis, in the eighth grade, on government and civic education.

For the fourth, fifth and sixth grades we had to write our own books -- American schools usually devoted only one year to "Old World backgrounds", and gave American history two overlapping treatments. Louise Mohr, who had been my assistant and successor at the San Francisco State Normal School, had been brought to Winnetka to develop our program in science, but was taken off from this work to write our social studies textbooks. For the junior high school we used the Social Science Series prepared by Harold Rugg and Associates, since it fitted our plans admirably.

⁸ Sidney P. Marland, Jr., and Carleton W. Washburne, Winnetka: The History and Significance of an Educational Experiment (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1963), 80.

Unable to find sequential commercial curriculum material which supported the study of allusions at the appropriate reading and grade levels, Louise Mohr undertook the task of developing social studies material guided by the results of this study. Her Social Studies Series included Days Before Houses, Egyptians of Long Ago, Babylonia and Assyria, Palestine and Syria, Greeks and Persians of Long Ago, In the Days of the Romans, Why We Believe As We Do, The Middle Ages, Building a New Civilization in Europe I, and II, The Renaissance, and Exploration and Discovery. These were published by The Winnetka Educational Press.⁹ This curriculum material which grew out of a need in Winnetka was made available by Rand McNally for commercial use.

PROJECTS AND ACTIVITIES

Washburne defined projects as a "group undertaking" sometimes by small groups but usually by a whole class in the elementary school.¹⁰ In Winnetka: The History and

⁹Ibid.

¹⁰Ibid., 89.

significance of an Educational Experiment by Washburne and Marland, there were listed the following seven elements common to all projects:

1. There was a base of knowledge and experience, from trips, visual aids (such as slides, mounted pictures, films, etc.), from reading or being read to, and from discussion.
2. There were no subject-matter boundaries. The experiential base, however, was usually the social studies, science or literature.
3. There was no attempt during the hours devoted to the project to teach any specific skill or to have the children learn any specified facts. Incidental learning, a very great deal of it, inevitably took place, but it was purely incidental and never the primary purpose.
4. There was much creative activity -- it was the creative ideas and work of the individuals in the class that brought about the entire development of the project.
5. There was cooperation. The children learned to coordinate their ideas with those of their fellows and they learned to cooperate with each other toward a common end.
6. All aspects of the schoolwork were freely used -- reading, of course, arithmetic frequently, composition from time to time, art very often, music, rhythms, and obviously social studies, science and literature. None of these were forced into the project, but any or all might play an important part.
7. This work was in a sense individualized. Each child contributed his special talents, interests and ideas, different from those of any other. No child was asked to do anything beyond his capacity. No child was impeded by less mature or less able ones. The project might be called coordinated and cooperative individualization.¹¹

Elements commonly found in a junior high school setting for group and creative activities always: arose from a real need felt by the children and were organized and conducted

¹¹Ibid., 94.

by the children; has as an advisor a teacher who accepted responsibility for counseling them; cut across subject matter divisions and involved a variety of classes; involved comparisons, through visits and reading, with corresponding adult enterprises. In addition, "the seven elements common to all projects in the elementary school were common likewise to the enterprises of the junior high school."¹²

From the beginning, Washburne realized the value and importance of group activities. He felt he had to clear the way for mastery of the tool subjects by eliminating the waste of time inherent in the lock-step system.

This being accomplished, Washburne recruited Frances Presler, a successful third grade teacher, with a flair for group and creative activities, and reassigned her to be director of group and creative activities. Such a position was rarely found in any school district. In speaking of Frances Presler, Washburne said:

It was Frances Presler who developed the philosophy and techniques of group and creative activities. Our individual work had cleared first a third and later a half of the school day for such activities. Soon it was evident that one person could not meet the demand of the teachers for help in all three elementary schools; so Myrtle Craddock and Florice Tanner, both of whom were art advisers and had shown conspicuous ability in developing creative activity in children,

¹²Ibid., 100.

were assigned to Frances Presler and learned to add their specialties to hers.¹³

According to Julia Ostergaard, "The activities -- drama, play writing, music, art and projects tended to follow our social studies program."¹⁴

Frances Presler wrote that it was her goal to provide varied creative expression and an opportunity for social growth.

We find that expression is the overflow of rich experiences, and springs from a background of information, imagery, and feeling. Such a background we build up during a period of several weeks through literature, information, music, art and adapted experiences of the people considered. When the children are full to overflowing with a feeling for the unit used, they are ready to choose an activity.¹⁵

It seems evident that shop and construction projects were an essential element of various projects. Set design, group planning and problem solving, painting and decorating provided children with opportunities for leadership,

¹³"Leaders in American Education -- Carleton Wolsey Washburne" In Seventieth Yearbook of the National Society for the Study of Education, (Chicago, Illinois: The University of Chicago Press, 1971), 469.

¹⁴Julia Ostergaard, videotape interview with author, 5 February 1988.

¹⁵Frances Presler, "Group and Creative Activities in the Winnetka Public Schools". Reprinted from Progressive Education, (September-October-November, 1929), 226.

responsibility and recognition. In a letter to the writer of this study, Cecilia Powers, a Winnetka teacher retired from thirty-five years of service, wrote:

The school day was not all academic work. The arts were encouraged, wood working, field trips, physical activities. At one time we smiled as "a house in every room" was the motto -- a Swiss chalet, a Dutch windmill, a cave, a pioneer room, an igloo, etc. The costumes, work, activities, food, etc., were studied. Assemblies were held where outsiders came with slides, etc., to enrich those subjects studied. Two horses were brought when studying the wild horses. Weekly music assemblies were held with nature slides, etc. Current events brought the groups together. I well remember we were all in the assembly to hear General MacArthur say,¹⁶ "Old generals never die -- they just fade away."

DRAMATIC PLAY AND CREATIVE DRAMATICS

There was general consensus among faculty and administration that dramatic play and creative dramatics should be a part of the language arts curriculum. Washburne wrote, when considering creative dramatics as one of the arts of communication:

. . . we must look beyond the final verbal dramatic expression to find the conditions basic to all creativity. We must look at non-verbal forms of communication which precede language expression, and suggest techniques found useful in developing these early rhythmic, pantomimic expressions toward a genuinely creative dramatic expression.¹⁷

¹⁶ Cecilia Powers, retired Winnetka teacher, letter to the author, 29 February 1988.

¹⁷ "Dramatic Play and Creative Dramatics", Winnetka Public Schools, (March, 1961), 1.

Dramatic expression combined many aspects of the arts. Bodily movement, dance and music, were included. The crafts were used in set design, properties and costumes. Dramatic expression utilized the elements of art -- color, form, space and arrangement as well as language. The whole child was involved in this experience -- the mind, the body, and emotions. Dramatic expression provided for the child's creative and imaginative needs. The child's reaction and involvement to the many artistic forms of expression also communicated a non-verbal message to the teacher which often led to a greater understanding of the child. The value of the dramatic expression was in the many strands of the experience rather than simply the culminating activity. In order to create, there was general agreement that certain conditions were necessary.

1. Experiences needed There must have been some moving, vivid, exciting experiences which may have generated feelings of surprise, affection, anger, fear and joy. Field trips, nature study including plants and animals and other first-hand experiences provided the child opportunities for "seeing" and "doing" in a heterogeneous framework.
2. Time There must be sufficient time to provide children with an opportunity to work in a cooperative, multi-experienced setting. The new experience has been assimilated and the child begins to move, to dance, to construct, to draw or to speak. He begins to express his assimilated experiences.
3. Atmosphere Created by Teacher and Pupils Whether the expression takes the form of poetry, stories, rhythms, dance, pantomime, dramatic play, dramatics or expressions in the form of color, an atmosphere of acceptance, of respect for each individual's expression must be established by the teacher. If

the expression is a group project (class play) then the teacher must establish a method of objective group evaluation and constructive criticism.¹⁸

Role-playing or dramatic play -- unrehearsed, spontaneous reenacting of some real or imaginary experience, was encouraged and accepted. As this activity for the primary grade child began to unfold, the setting, the characters, roles and situation became more clearly defined. With guidance from the teacher, plans were developed, committees formed and materials assembled. As the activity branched out, more facts and information were needed -- new stories, more reading, films, pictures or a field trip. Written expression through writing or dictating creative stories or poems followed after the child had experienced and played new roles in new situations. Art, music, movement, construction, science, social studies and language arts took on new meaning to the child as he applied and used the information in the imaginary situations.

Creative dramatics and play production were usually introduced in grade four and continued through grade six. Choosing or creating the story, developing the script, choosing the cast, working on character roles, scenery, props, costumes, lighting and all of the other aspects of play production provided children with opportunities for

¹⁸Ibid., 1-2.

individual and group expression, problem solving skill development and a means for enhancing the learning process through involvement.

The staff recognized the value of creative dramatics in the following:

1. Poise is developed through freedom in bodily expressions. The most natural way to introduce dramatic play at the kindergarten level is through rhythms, using mimetics, playing stories or nursery rhymes in which the action is highly rhythmic.
2. Through creative dramatics children are helped in making social adjustment in learning subordination of self to the good of the group.
3. Dramatization is a fine way to understand other civilizations and cultures. (Social Studies material often lends itself to dramatizations.) Factual material is given meaning.
4. Oral dramatization develops vocabulary and improves diction.
5. Children learn thoughtfulness and respect for others as they evaluate others positively.
6. A good dramatic activity calls for clear thinking on the part of individuals and of groups. Resourcefulness is encouraged. Playmaking is a natural part of an education which stresses all the language arts -- speech, writing, reporting, listening, reading for research, vocabulary building, etc. The above learnings are natural outcomes of a successful creative dramatic experience.¹⁹

Role playing and play production were encouraged in all areas, but particularly social studies. This was evidenced in that specific units and guidelines were written and developed for each grade level. It was believed that dramatics in the four grade levels provided for:

1. Many opportunities for free choices

¹⁹Ibid., 12.

2. More understanding of yourself as you learn to keep action moving, live a character, and make yourself heard in a big room.
3. Group achievement
4. Responsibility for your own behavior on and off the stage.
5. Opportunity to contribute your special ability to the group -- art, curtain pulling, sewing, acting, painting, and many small things to make a finished production.
6. The emotional experience gained makes it a lasting part of the child.
7. Source material is used as needed for facts.
8. Changing action and words necessitates constant thinking -- final production -- new facets.²⁰

At every grade level, there were areas of study which provided rich opportunities for dramatic play and creative dramatics. In 1940 a third grade social studies unit, "Early Days in America", included the construction of a reproduction of an early pioneer cabin in the basement at Crow Island School. As a culminating activity, each third grader in the Winnetka public schools lived in small groups of four or five for a full day in the Pioneer Room with the classroom teacher, role-playing an earlier time in history. Frances Presler wrote,

There are other forms which dramatics may take in school; charades, puppet shows, shadow shows, all of which are apt to use the humor which is the birthright of children. There are pageants with their possibilities for a large number of children to express an idea. There is the creative dance which is dramatic in its action. The form is immaterial; the important thing is to give children this means for living vividly, experiencing richly, expressing

²⁰ Social Studies Outline, Winnetka, Illinois: Winnetka Public Schools (September, 1956), 41.

beautifully. It does not matter where the teacher teaches, how untrained she may be. If she loves children sincerely, is sensitive to their feeling, is willing to steep herself with the children in a rich background, to work for honesty of expression, and to wait for natural child₂ growth, joy of creative dramatics may be hers.²¹

A MOBILE CLASSROOM: THE FIELD TRIP

Field trips were considered an essential part of the educational program in Winnetka and even excellent resources for direct experience. Field trips aided in developing social consciousness; in bringing children into a closer relationship with their environment; and in bringing reality to a child's education. How did a field trip activity fit into the Winnetka curriculum? The answer was clear when considered from the standpoint of the following educational objectives:

1. To broaden the school to include the larger community and more first-hand experience in it under school guidance and interpretations.
2. To introduce the child as soon and as completely as possible to the natural and social elements of the community of which he is a part.
3. To accentuate desirable educative experiences by means of preparatory, and reflective thinking.
4. To prepare the child in every way possible for active, understanding, purposeful citizenship in a democratic society.²²

²¹Frances Presler, "Developing Dramatics in the Public School." (No publishing source, date or page numbers given.)

²²"In Winnetka Schools The Special Bus Leads to 300 Routes to Learning." School Management, Chicago, Illinois: (May, 1939), 203.

Two faculty members, Frances Presler and Lloyd Long, researched locations and worked closely with classroom teachers in planning for the excursions. The teacher's decision on where to go and when to take the trip was based on her knowledge of her group -- their preparation, their interest, their needs and their maturity. Often the trip was an outgrowth of an activity at school or in search of additional knowledge -- providing "hands on or doing" experiences of learning.

But some trips are the primary stimulus for inaugurating a classroom activity. There is continuous interplay between children's needs and environmental resources, between the assimilation and use of experience in the classroom and the extension of experience outside.²³

In a recorded interview with Mr. Long on 4 February 1976, he recalled the new, deluxe school bus with its latest features and innovations: a public address system, accoustical tile ceiling, large comfortable seats, two-way radio and a desk for the teacher. There was ample lighting and good ventilation. The sound-proofing and sound-amplifying equipment enabled group discussions and lectures.

Both Long and Presler were responsible for researching appropriate locations for on-site visits. Below is a

²³Washburne, Living Philosophy of Education, 396.

description of a card kept on file with data on each field trip:

In addition to the name, address, and rating of the institution to be visited, the card shows the type of work that can be seen, the school departments to which the work is best suited, other possibilities on the route, the time needed for a visit, mileage, cost, advisable number to take, the person to contact, the telephone number and a space for remarks. The reverse side of the card is a record of trips to that particular point, and is ruled into columns headed, date, group, number (students, adults, teachers), amount collected, and person in charge. The card record file is kept in the library for ready reference by anyone who may be interested. Cards are filed alphabetically by subject -- Adding Machines, Airports, Archery, Automobiles, etc. The file now includes 65 separate headings.

Teachers make reports on all trips on a mimeographed form. Such information includes: actual time required, lunch accommodations (the children usually take lunch with them), supervision needed, preparation or background needed, best for what class or subject, points of interest along the route, possible combinations with other trips, and advisable number of students to take, etc. Teachers' reports are filed by subject for reference. Literature obtained during a trip is attached to the report and filed.²⁴

Trips were financed through a student activity fee paid annually by the parents to the school district.

ART

Washburne believed that self-expression was a

²⁴"In Winnetka Schools the Special Bus Leads to Learning," School Management, (Chicago, Illinois: May, 1939), 203.

fundamental need for every child's emotional well-being.²⁶ In developing the art program, Washburne wanted the teacher to place greater emphasis on freeing the child to express himself rather than on technique or the art medium. Washburne stated:

Technique was subordinate to free expression. But when a child was trying to get a result, yet was hampered in his desire by lack of technique, the teacher answered his need by showing²⁶ him how he could reach his own goal more effectively.

Art was a regular part of each child's study at every grade level during his elementary years. At the junior high level, a child was required to take at least one elective in art.

She [Alta Gahan, the art teacher in Winnetka], helped find a young assistant, Myrtle Ness who, more than anyone else, during the next quarter century, helped all teachers, especially in the elementary schools, to see the principles just outlined and to apply them in freeing the children. The art work done by the children, freed and helped in this way, was extraordinarily good -- spontaneous, uninhibited, and often beautiful.

The artistic experience was a central experience gleaned from several realms of art. There was value in the

²⁶Carleton Washburne, The World's Good, (New York: The John Day Company, 1954) 3.

²⁶Washburne and Marland, Winnetka: The History and Significance of an Educational Experiment, 101.

²⁷Ibid.

creative experience but a far greater meaning was given to one's understanding of himself and his relationship to a larger world. Early wholesome experiences in art led children to create and reshape their environment and brought a depth to the quality of their lives.

MUSIC

According to the Winnetka superintendents, "It is singing which is the natural foundation of music, and it is singing in which every child participates."²⁸ Like art, Washburne believed that self-expression could be developed through a music program. Music was a regular part of each child's study in the elementary school. At the junior high school, one elective had to be taken in music.

Children began by singing by rote simple songs of high musical merit -- such as the best of the folk songs of Europe. As they grow older, they learned to sing more difficult songs. Songs were selected in terms of high musical value, suitability to children's voices, and their level of difficulty. By the time children reached the junior high school,²⁹ they sang such music as madrigals and Bach chorales.

Instrumental music was considered an elective at the junior high school level. A large number of students participated

²⁸Ibid.

²⁹Ibid., 102.

in either the band or orchestra program. Before Samuel Mages joined the Winnetka faculty as the band teacher in 1939, he made the following requests of Dr. Washburne: That the band/orchestra program be so important in his (Washburne's) eyes that the program be offered during the school day rather than before or after the school day; that a cadre of private music teachers be established under the auspices of the Board of Education; the private lesson fee schedule was set by the Board of Education; private lessons could be given once a week during the school day; and that lessons could be given at school in a rent-free studio. Mr. Mages felt that commissions from the sale of instruments sold to families of students could be set aside in a school account for the purpose of purchasing larger, more expensive instruments which were necessary to the band. These instruments were owned by the Winnetka Board of Education. Students could rent the instruments for a small rental fee which was paid into the account. It was customary for the band director to receive this commission and Mr. Mages wanted no part of this.

As Carleton Washburne supported these requests, Samuel Mages became a part of the Winnetka faculty.³⁰

³⁰Samuel Mages, retired Winnetka Public Schools music teacher from 1939-1956, videotape interview with author, 25 February 1988.

In reference to the instrumental program, Washburne wrote:

In playing an instrument, a child had to learn the exact significance of the musical notation and had to have the usual amount of repetitive practice to master difficult techniques. But no child was required to learn to play an instrument and his learning was highly motivated since his right to play in the band or orchestra depended on his acquiring sufficient skill. Children who elected to play an instrument, therefore, thoroughly enjoyed the experience. In instrumental music, as in singing, emphasis was placed on music of high quality, yet simple enough to be within the children's range of ability.³¹

As indicated in Chapter V, Washburne believed that another fundamental need for every child's emotional well-being was social integration. This goal was realized through the socialized group activities especially the art, music and physical education programs.

PHYSICAL EDUCATION AND RECREATION PROGRAM

As indicated in Chapter V, Washburne believed that another fundamental need for every child's emotional well-being was social integration. This goal was realized through the socialized group activities especially the art, music and physical education programs. The value of a sound physical education program was evidenced by the Board of Education as far back as 1913 when they employed Harry P.

³¹Washburne and Marland, Winnetka: The History and Significance of an Educational Experiment, 103.

Clarke, a highly competent and experienced Director of Physical Education and Recreation.³²

By 1922, Washburne had a director or teacher of physical education in each elementary school as well as one male teacher and one female teacher in the junior high school. In commenting on the physical education program, Jean Duffy said:

This program included everything -- movement, modern dance, field sports, games, folk dances, rhythms activities before and after school and recess. Children learned how to play the game or the techniques during the smaller, instructional class period and then implemented the skill during the larger group activity period (recess). These larger group activities were often led by student leaders and all the students joined in. Oftentimes these activities grew out of some project in the classroom. We always stressed sportsmanship and fair play over technique or competition.³³

Superintendents Marland and Washburne also commented on the program:

The competitors were considered as partners who, by the very intensity of their competition, made the game interesting and called forth one's best efforts. The ideal of cooperation was developed both within the team and with one's opponents. Herein lies an important aspect of both character and citizenship.³⁵

³² Ibid., 104.

³³ Jean Duffy, retired Physical Education Director, Winnetka Public Schools, 1929-1943, videotape interview with author, 25 February 1988.

³⁵ Washburne and Marland, Winnetka: the History and Significance of an Educational Experiment, 104.

ELECTIVES AND CLUBS

Electives were offered primarily at the junior high school level. Electives did not include those courses such as physical education which were required of all students. Electives were offerings under broad categories of instructional activities which offered students some choice within the category. According to Washburne and Marland,

All junior high school students had to take at least one elective in some form of manual arts: woodworking, metal work, printing, or automobile mechanics. They also had to take one elective in music and one in art. They could take dramatics, typewriting, or additional³⁵ work in manual arts, cooking, music and art.

Clubs at the junior high school level were formed by voluntary groups of children who desired to explore or discover an interest area. They differed from committees in that committees were more service-oriented while clubs were more interest-centered. Clubs and electives permitted children additional opportunities to develop their special interests and talents in cooperation with other children of similar interests. These groups also provided for social integration, another need of children at this age level. The school itself was a social institution, responding to

³⁵Ibid., 103.

the children's need for the security of a group and for socialization.³⁶

CITIZENSHIP AND DEMOCRACY

Washburne believed children learned citizenship by practicing it. The classroom was to evidence the principles of democracy: the freedom of thought, speech and action. Also, social responsibility and a balance of independence and interdependence was to be evident. He hoped that practicing these principles would give every child the greatest possibility for self-fulfillment and social consciousness. The superintendent wrote:

The democracy within the faculty and administration of the schools has been indicated by the way in which the total program has been developed. There is also democracy in the classrooms themselves. Each classroom in the elementary schools was to a considerable extent a self-governing unit. The children, with some guidance (but not dictation) by the teacher, worked out, from year to year, the standards of group behavior and the forms of group organization most suitable to them. They had legislative and executive authority, within the framework of the larger democracy of the school as a whole, the community and the state,³⁷ and they elected their own officers and committees.

³⁶ Ibid.

³⁷ Ibid., 105.

At the junior high school level, still other opportunities helped students to understand the principles of self-government. The multi-aged, multi-year advisory system at this level provided continuity for the child and built a sense of family. This advisory group formed the self-governing unit at the junior high school. Washburne and Marland describe the school council as follows:

That council was the legislative body for the school as a whole and appointed committees for the execution of its decisions. It was conducted by the children (with a faculty advisor) in parliamentary form. Its discussions were vigorous and usually much more intelligent, thoughtful and in better spirit than those of their adult counterparts in government.

In all the Winnetka schools there were school assemblies. Some of these were for the transaction of business brought before the assembly by the classroom units in the elementary schools, or by the Council (representing the "advisory rooms") in the Junior High School. Other assemblies were for entertainment or general instruction--dramatizations, concerts, motion pictures, lectures, assembly singing, and so on. It was in the assemblies that one felt the heartbeat of the entire school.³⁸

The students learned self-government in the schools through study and curriculum programs of government and partly through participation in activities under the guidance of a faculty member. According to the Annual Report of 1941-42,

One of the principal objects of study is government, as we know it in our own country and as it exists elsewhere, and of history-geography and current

³⁸Ibid., 106.

developments which make government meaningful. Along with teaching self-government goes cultivation of real respect for persons, regardless of race, religion, economic status, party and nationality, and cooperative skill. Education is a matter of helping children to function with understanding, consideration and courage in all relationships.³⁹

Assemblies provided opportunities for students to speak before their peers as chairs or representatives from advisories, student council committees, school corporations, clubs or committees. The components in music and drama were vital to the creative and group activities program. The following quote describes the advantages of student assemblies: "In the self-governing assemblies, children work out a large number of their own problems of discipline. They are allowed a free expression of their own opinions on all matters, the idea of democracy which pervades the entire system having full sway in this particular."⁴⁰

Student Council. The students at the junior high school enjoyed democratic and representative self-government with authority vested in a student council. According to Berglund:

Although the school principal, as their advisor, has the power of veto, he has never felt it necessary to exercise it. The council has

³⁹ Annual Report 1941-42, Winnetka Board of Education, Winnetka Public Schools Archives, 3-4.

⁴⁰ Pepper, The Winnetka Technique, 10.

jurisdiction over all phases of school life and is composed of representatives from social studies classes and chairmen of student enterprises.

The school principal, who acts as advisor, and other staff members who work with the council, try to see that all sides of important issues have a fair hearing and are understood by all members of the council.

All matters of policy concerning students' activities are brought before the council for consideration. The decisions of the council are respected as final. Any errors in decision are made the best of until a plan for revision is adopted. Neither the principal nor the⁴¹ staff tries to influence council decisions.

Rae Logan, the principal at Skokie School from 1926-1943, wrote:

If our students continue to be concerned with just and democratic government as the knowledge and responsibilities grow, we may expect their country and world to be well served. Our experience in self-government in the school is the first step toward understanding and taking part in the government⁴² of our village, state, nation and all nations.

There existed many corporations which provided an array of activities for the adolescent at the junior high school. The offerings provided students with leadership opportunities and responsibility, and the corporations gave students practice in group dynamics and decision-making

⁴¹Albert O. Berglund, "Skokie Junior High Rejects Bicycle Court." Safety Education, vol. 28, no. 6, February, 1949.

⁴²S. R. Logan, "Preface", The Skokie Law Book, Skokie Junior High School, Winnetka, Illinois (no date given.)

skills. Corporations included:

a mutual insurance company in which the members help each other carry the financial shock of dish breakage in the cafeteria; the Skokie Credit Union, set up in the pattern of the Federal Credit Union and furnishing credit and savings facilities to its members; a public ownership corporation called the "B.B.B.'S." (Bureau of Bees of the Biology Department), which promotes nature study and keeps bees and sells honey, with its profits going into the public (Council) treasury; the Livestock Corporation, a profit corporation, which raises rabbits, guinea pigs and chickens, and sells feed and rents pet cages; the Research and Production Company, which manufactures ink, paste, face cream, etc.; the Skokie Cooperative, which operates the school store; the Skokie Conservation Authority, which raises trees for the school grounds; and a Dishwashers Union, which washes the cafeteria dishes.⁴³

CORPORATIONS

When the new Skokie Junior High School was opened in 1921, Washburne invited Willard W. Beattyk, a friend and colleague under Burk, to come and head the school. His successor, four years later, was Rae Logan. It was Logan who was largely responsible for the development of the economic enterprises which, to a great extent, took place at the junior high school level.⁴⁴ In establishing the corporation concept at Skokie School, Principal S. R. Logan wrote:

⁴³"The Philosophy and Program of Skokie Junior High School", Winnetka Public School Archives (no date given), 6.

⁴⁴Washburne and Marland, Winnetka: The History and Significance of an Educational Experiment, 97

The corporation is important. It is through the corporation in its various forms -- including the labor union -- that people get together and provide cooperatively for their economic, social and political needs. All men should acquire practical knowledge of this great social machine; to assure its democracy of organization, method and purpose; to extend popular government; to achieve greater freedom from poverty and fear; to function more effectively in voluntary cooperation.⁴⁵

The Tax Commission. Under the Charter of the Student Council, the Tax Commission offered opportunities to students in leadership, problem solving, group dynamics and decision making through political processes. With meaningful and appropriate experiences for students, the complexities of many aspects of school management were left for the commission to resolve. Through an elaborate process, it was decided that: (1.) Guards (students) should be hired and paid for monitoring the bicycle area; (2.) The corporation must assume the costs of printing and distribution of information to students; (3.) The purchase, replacement or repair of corporation equipment would be handled through the Commission; (4.) Student workers in the cafeteria would be hired; (5.) Building damages or vandalism by unknown persons and student carelessness of textbooks/equipment were resolved with the Commission; (6.)

⁴⁵S. R. Logan, "A School Credit Union." Reprint, Winnetka Board of Education Archives. (No date or pages given.)

There should be contributions to the Red Cross; and (7.) Other contributions and gifts were necessary.

To finance the Commission, revenue was generated through a tax Levy made up of one week's allowance paid yearly by each student; a yearly bicycle tax of 15 cents (license tax) which was used to defray the student guard cost; a 10% Corporation Tax; revenue from the Lost and Found Sale; student fines; profits from publicity; selected activity or membership fees; rent or use of corporation equipment.⁴⁶ The corporations functioned as a unit, each growing out of a need from students and with students responding to that need.

The Livestock Corporation. According to the statement of philosophy of the Skokie Junior High School, children were to be introduced to the concept of the corporation:

Chartered by Council and operating under the law of Skokie School are other service organizations more economic in nature. In order that our children may become acquainted with the corporation -- that most important organization in this big machine age -- and get some training in democratic control of it, these economic enterprises have been organized as miniature corporations -- public, cooperative and profit.⁴⁷

The Skokie Livestock Corporation was the first enterprise to

⁴⁶ Skokie Tax Bulletin, Winnetka Public Schools Archives, Revised, 1952.

⁴⁷ "The Philosophy and Program of Skokie Junior High School", Winnetka Public Schools Archives, no date, 6.

be established at Skokie School. The student-run livestock corporation sold shares of stock, bought feed and equipment, cared for animals and declared dividends.⁴⁸ A description of the workings of the livestock corporation is as follows:

Some of the students decided to raise rabbits. At Easter, especially, there is a great demand for baby rabbits as pets. Discussing the idea with their teacher, the students realized that they would have to have money for lumber to build the rabbit house for shelter, to buy the breed animals, and to buy feed. Since they expected to make a profit, they recognized that those who did the work of cleaning the rabbit house and feeding the rabbits should be paid. All this required capital.

In their arithmetic class they had begun to study a little about corporation stocks. The arithmetic teacher seized on this new interest to help the children learn what stock companies are, how they are organized and managed and how they keep their books. The originators of the idea, with the arithmetic teacher as their advisor, organized a "corporation." It got its charter from the school instead of the state, and of course had no legal standing. The incorporators then sold stock in the enterprise to all students who wished to buy, at 10 cents per share. It was agreed that stock still held by those who went on to the Senior High School would be bought back, finances permitting, by the corporation.

The whole school of 500 children became actively interested, and the stock issue was oversubscribed. There were plenty of "laborers" glad to earn a little by taking care of the rabbits, and there was a board of directors. The social studies teacher later took advantage of some unrest of the workers who felt they were underpaid, and introduced the topic of labor unions. The children were eagerly interested, and soon there was a union, with collective bargaining between union and management.

So that the students might learn both sides of

⁴⁸"How Progressivism Works", Reprint from Newsweek, March 25, 1940, no page given.

this universal struggle, it was suggested that there be a certain⁴⁹ rotation, laborers becoming managers and vice versa.

Skokie Mutual Insurance Company. This company insured students and staff against glass breakage in the cafeteria and permitted students to learn first-hand the concept of insurance in its purest form: "A mutual pooling of many small sums to provide protection at cost for the few who suffer loss."⁵⁰ The corporation afforded youngsters practical opportunities in math through surveys, calculating risks, establishing insurance premiums, reaching settlements with student and teacher clients and distributing dividends to the policy holders.

The Credit Union. The school credit union, under the Charter of the Student Council, permitted students to borrow money for necessary supplies, lunch, transportation and other purposes. The profit and loss concept took on new meaning as students studied loans, interest and dividend. "Business enterprises in the school are intended to engender professional perspective in business," said Logan.⁵¹

⁴⁹Washburne and Marland, Winnetka: The History and Significance of an Educational Experiment, 97-98.

⁵⁰"They Know Their Insurance." Reprinted from Journal of American Insurance, Winnetka Public Schools Archives.

⁵¹S. R. Logan, "Schools That Are Prophecies: The Winnetka Schools". Reprinted from Journal of the National Education Association, June, 1929.

SCHOOL COMMITTEES

Functioning at both the elementary and the junior high school level were committees. A committee differed from the corporation in that the committee was more civic in nature and was developed around the concept of service. Committee members volunteering their efforts provided a necessary service for the betterment or safety of the students, the school or the community. Like corporations, committees offered students responsibility, recognition and leadership and were less concerned with economic issues. Examples of committees included the: Bicycle Committee; Building and Grounds Committee; Bank Committee; Traffic Committee; Tax Commission; Lunch Committee; Publication Committee.

Bicycle Safety Committee. Not only was this committee concerned with the safety of the cyclist, but it also worked closely with the Parent/Teacher Association and the Winnetka Police Department.⁵² For many years, the faculty advisor to this committee was Albert O. Berglund.

In 1942, the Nationwide Emergency Safety Campaign asked Skokie School to participate in a study of unsafe

⁵²Albert O. Berglund, "Check and Double Check." Safety Education, (vol. 21, no. 8), 354.

practices of drivers and pedestrians in Winnetka. Frank Richardson said:

When the faculty at Skokie was approached, its response was characteristic. "We'll be glad to help, of course," said D. C. Cawelti, the principal. "But we'll take it straight to the pupils themselves and leave it to them to devise and prepare the project they believe will be the most effective."⁵³

Twenty-two different faults of automobile drivers were noted during the survey. The three most common were: (1) Following other vehicles too closely; (2) failing to stop at stop signs; and (3) incorrect parking. Of the 13 listed violations of bike riders, the three most common were: (1) Carrying an extra rider on crossbar or handlebars; (2) failure to have the bicycle equipped with lights, reflectors, and horn or bell; and (3) two or more bicycles riding abreast. Thirteen pedestrian violations were also noted. Chief among these were: (1) Crossing a street between intersections; (2) failing to obey traffic signals and signs; and (3) jaywalking.⁵⁴

In addition, the Winnetka Talk reported that:

Pupils of Skokie School in Winnetka have again shown their initiative and ability to get things done, as they have in times past, in the progress they have made in the safety campaign they are conducting at the request of the National Safety council.⁵⁵

Also, the May issue of Public Safety (1942) reported:

⁵³ Richardson, Frank M. "Skokie Starts Something." Public Safety. Vol. 21, No. 3, (March, 1942), p. 16.

⁵⁴ "Check and Double Check." Safety Education, (April, 1942), 354.

⁵⁵ "Skokie School Pupils Engage In Practical Safety Project." Winnetka Talk, (March 26, 1942), 65.

At that time Skokie, because of its national reputation as a progressive, modern school where the ingenuity and initiative of the pupils are given every opportunity to assert themselves, was asked by the National Safety Council to undertake a carefully planned traffic safety project as part of the Nationwide Emergency Safety Campaign being conducted by the Council at the request of President Roosevelt.⁵⁶

Still another example of where students in Winnetka were permitted an opportunity to apply their knowledge to practical use was in revising the bicycle ordinance of Winnetka.

The [Bicycle] Committee's investigation revealed that over 75 per cent of the bicycles ridden to school were lacking in safety equipment, that most riders were notoriously careless in their riding habits and that many had only a vague⁵⁷ knowledge of the Village Law regulating bicycles.

The student committee conducted a safety campaign throughout the village with the cooperation of the police department. The Village Bicycle Ordinance was studied. They conducted an extensive study of bicycle ordinances of other communities of similar size. After drawing a first draft, the student committee invited representatives from the other public and private schools, the village council, the chamber of commerce and the police department to review

⁵⁶ "Stop and Test Your Driving I.Q." Public Safety, (May, 1942), 16.

⁵⁷ Albert O. Berglund, "So The Children Made a Law." Progressive Education, (December, 1940), 548.

the draft.

After the legal form of the ordinance had been prepared and adopted by the Council, the Bicycle Committee was not entirely satisfied with certain omissions and changes that had been made. They requested a meeting with a committee of the Council to discuss the matter further. This request was granted and every word of the ordinance was gone over carefully. Except for one point that was thought to be unconstitutional the children carried the day. The Councilmen agreed to accept their suggestions.

On the night of the final hearing, about 100 children and an occasional parent and teacher filled the chamber to capacity. As the sound of the gavel died the President of the Village Council called up the Bicycle Ordinance as the first order of business. It was read in its revised form by the chairman of the Bicycle Committee, after which he moved its adoption. The discussion that followed was started by a Councilman who wanted to know the reason for a certain provision in the ordinance. Immediately the children's chairman arose and took the floor and gave his interpretation. Others rose; some to question, some to justify. Parents, teachers, children and Councilmen all exchanged views freely upon this cooperative project.

Silence followed while the roll was called. The vote was⁵⁸ unanimous and the children's ideas had become law.

Health Committee. Students selected for this committee were under the guidance of the school nurse, and worked to familiarize other students with good health and hygiene habits. Students at the seventh and eighth grade level were taught to present units of study on dental hygiene to all the sixth grade classes. In addition to working with students and assisting the nurse, this committee visited hospitals and made treats or favors for nursing homes.⁵⁹

⁵⁸ Ibid., 549-550.

Art Committee. The art committee encouraged those students to join who had an interest and talent in this area. The students assumed the responsibility for sign making, posters, block prints, bulletin boards and other requests from both school and community. Scenery, backdrops and other visual aids were also considered.

Audio Visual Committee. The purpose of this committee was to familiarize students with all the equipment within the building. Once they had demonstrated a thorough understanding, students assisted other students, faculty and parents by delivering the specific equipment as requested, setting up the equipment, running it, and returning it to the proper location. The piece was checked and readied for the next request. This was the responsibility of the student member. This committee, as well as others, gave Skokie students a chance to serve others, as described in the following statement:

Another aspect of Skokie society was the service assembly where a student's qualities of good citizenship were recognized publicly in a formal and dignified assembly. Skokie served the nation, too. I remember knitting mittens for the Junior Red Cross, gathering paper and other items which supported home

59 "Service Committee: Skokie School." Winnetka Public Schools Archives (no date or page given.)

front efforts, and buying war stamps from the War Stamp Committee. Skokie's motto "Skokie Serves" was within the school and beyond.⁶⁰

THE REPORT CARD

Reporting to parents was an important function of the Winnetka Public Schools. Report cards were devised by the faculty and administration to communicate a child's school progress to his parents. These report forms were printed by the Winnetka Educational Press.

One side of the document showed the student's progress in completion and mastery of commonly needed knowledges and skills, i.e., the "common essentials." Dates instead of grades were used to designate the student's progress in each academic subject because each child had to achieve a complete mastery of each unit of achievement.

The other side of the report card was reserved for teacher comments in narrative form on the child's organizational and study habits, attitudes and group development skills as well as his participation in group activities. This report card was completed every six weeks with the child. Washburne believed that conferring with the child gave the student the benefit of considering his own strong points or deficiencies.⁶¹

⁶⁰Betty Williams Carbol, The Skokie School: 60 Golden Years. Winnetka Public Schools (1981), 11.

⁶¹Pepper, Mary. The Winnetka Technique, 11.

Superintendent Washburne implemented the group activity program in Winnetka. Perhaps his convictions for this program can best be summarized in the following which appeared in the Thirty-third Yearbook of the National Society for the Study of Education in which he was an active and contributing member. According to him, the purposes were:

1. To give the children understandings and experiences that are considered necessary in the well-rounded living of any individual.
2. To get away from mere verbalism and to add concreteness to the child's learnings.
3. To have the child get his understandings through experiencing them himself in a life-like situation.
4. To help motivate the formal school subjects by giving specific purposes for their mastery.
5. To give children more opportunity to take responsibility to do their own planning, their own initiating, and their own problem-solving.
6. To aid in the development of character through furnishing greater opportunity for social interaction in life-like situations.
7. To accomplish these social objectives without detracting from a mastery of the tools of learning.
8. To help develop the creative impulse, or at least give it stimulation and opportunity to operate.
9. To add more physical activity to the school situation, thus bettering the child's physical well-being.
10. To add interest to all of school life through helping children to identify their interests with life's finest values.

Through research, Washburne proved that children could master necessary knowledges and skills at a satisfactory

⁶²William Kilpatrick, "The Activity Movement". Thirty-Third Yearbook of the National Society for the Study of Education. Part II. (Bloomington, Illinois: Public School Publishing Company, 1934), 123.

rate of speed in half a school day. According to Mary Pepper, the other hours, usually half the morning and half the afternoon, were:

given over to socialized activities for the purpose of arousing group consciousness and for supplying the joy in creative achievement to which, the Winnetka Technique holds, children as well as adults have an inalienable right.

There is, however, a more far-reaching purpose back of the activities of that part of the day which is freed from academic subject matter. We are attempting to develop each child's individuality, each child's special interests and abilities, as fully as possible. And we are trying to train him in the use of his own particular abilities for the welfare of others, to instill in him a fundamental sense of his dependence upon and responsibility for the group of which he is a part--a group which gradually enlarges until it embraces all mankind.⁶³

There existed a continuous interplay and interdependence between the two major aspects of the program, i.e., the "common essentials" and "group and creative activities". Washburne believed that the group and creative activities program should respond to the needs, interests and talents as well as the initiative, originality and creative components of the child. For the child who was gifted intellectually, creative and social development was also encouraged and nourished. A minimum standard of effective learning was established for the child who was far

⁶³Mary Pepper, "The Winnetka Technique", Reprinted from Welfare Magazine, (October, 1928), 8-9.

below the average in any of these areas. Every child was helped to realize his potential in self-confidence and self-respect.⁶⁴

Washburne exhibited many personal traits and qualities which enabled him to effectively work with and lead the faculty in the implementation of his philosophy. A study of his leadership style will be addressed in Chapter VIII -- Carleton Washburne: The Leader.

CHAPTER VIII

CARLETON WASHBURNE: THE LEADER

Previous chapters have dealt with Washburne as an innovator during the progressive era of education; as a proponent of individualized instruction; as a writer and editor of curriculum materials; as a creator of new programs and establishments, including a nursery school, Department of Research, Department of Educational Counsel and the Educational Press; as an originator of research; and as an advocate for the child and childhood. These innovations were introduced into the educational organization of the Winnetka Public Schools from 1919-1930. The greatest number of changes took place in District Thirty-Six during these years. This, in Winnetka historian Caroline Harnsberger's opinion, was due to "the number of students attending the Winnetka Public Schools and their families living in the community increased dramatically from 1919 to the early 1930s. In 1918, the village population was 5,285 compared to a population of 12,692 in 1932."¹

¹Caroline Thomas Harnsberger, Winnetka: the Biography of a Village (Evanston, Illinois: The Schori Press, 1977), 376.

Julia Ostergaard, a classroom teacher who joined Washburne in 1920, recalled the board of education as:

A liberal progressive, forward-looking Board of Education; courageous and idealistic in their thinking. From that point of view, Carleton didn't really start the Winnetka; he picked it up from a bit of blossoming that had taken place. He (Washburne) certainly went on with it more rapidly and more emphatically and developed a strong determined staff. There existed a spirit of adventure and excitement on the faculty. There was a great deal of pride and satisfaction in working in Winnetka.²

Chapter VIII focuses on some of Washburne's human qualities and character traits which enabled him to actively accomplish his goals for the district during his superintendency in Winnetka from 1929-43. This was a time of refinement in methodology and instructional materials; a time of financial stress due, in large part, to the Depression; and a Board of Education which was more conservative and cautious in its thinking.

CARLETON WASHBURNE: HUSBAND AND FATHER

The following section will examine Washburne as a husband and father. His behavior as a human being indicated

²Julia Ostergaard, videotape interview with author, Winnetka, Illinois, 5 February 1988.

the values that he cherished and the behavior that he exhibited. Washburne's daughter recalls:

Theirs was an extraordinarily happy marriage, very loving. Mother was supportive and participative in all that Father did, and he fostered and encouraged her career as a writer. Together they made our family life happy, interesting and adventurous. As we grew up we were always included in conversations and were well informed about their interests, even as they took pleasure and helped in ours.³

In one of her own studies, Heluiz Chandler Washburne, wife of Dr. Washburne, conducted an extensive investigation on the appropriate toy for a particular aged child. A discussion of Mrs. Washburne's study indicated her involvement in educational concerns and research. This involvement suggested that Washburne's family life might have been integrated around shared interests in education. Heluiz Washburne wrote,

A child's play is his work and he cannot do productive, creative work without the right type of play materials. "Toys are the tools of play." A mere collection of toys, however, unrelated to the child's age, special interests or abilities may permit him to grow into types of play which are unproductive and wasteful. Materials that are too young for him do not challenge his utmost abilities -- do not develop initiative, draw out imagination, or stimulate physical prowess and endurance. Materials that are too advanced for him bring a sense of humiliation and futility. They offer enticing possibilities of enjoyment, but he is thwarted through his inability properly to use them. Materials that are poor and flimsily built develop habits of carelessness and neglect, an attitude of,

³Margaret Washburne Plagge, daughter of Carleton Washburne, letter to the author, 11 March 1988.

"Oh, they're no good anyway; why bother to take care of them?" A surplus of toys may lead to destructiveness. A large number at a time, even though each be good in itself, tends to tire a child and, by distracting him, prevents his exhausting the possibilities of each one.

On the other hand, a wise selection of play materials that provide an outlet for his constructive and creative powers, will help to develop right habits of thought and action and an appreciation of the materials with which he plays. The right toy at the right time brings to a child the joy of achievement, the sense of power and satisfaction, and stimulates him to further effort.⁴

Mrs. Washburne was interested in this study from a mother's point of view, the child's point of view and the view of both educator and psychologist. Having been employed as a consultant to buyers of a large department store, it gave a new dimension and another impetus to her study. Her study consisted of: an extensive overview of the literature on the subject; interviews with leaders of thought in the field of children's play; gathering findings from hundreds of children who completed questionnaires; dialogues and discussions with psychologists and educators; observations and visits to private and experimental nursery schools, kindergartens and research studios; discussions with toy makers and visits to toy stores and toy sections in large department stores; visits to manufacturing centers.

There was a general consensus from the educators,

⁴Heluiz Chandler Washburne, "The Right Toy for the Right Age". Reprinted from Child Welfare, (December, 1930), 1.

psychologists, manufacturers, research centers and literature that good playthings should: stimulate self-activity to develop in the child the attitude of participator rather than spectator; be durable to stand the normal handling of children; be adapted to the level of the child's interests and abilities; stimulate thinking, imagination and invention; further muscular development; and be usable in a diversity of ways.⁵

The children's questionnaires, which consisted of four simple questions, clearly indicated the changing interests of children from year to year. This research project became a complete guide for both parents, educators and manufacturers. On the basis of this extensive study, a complete graded list of toys was published. The writer cites this study in particular to show the parallel interests and philosophies of Dr. and Mrs. Washburne. Mrs. Washburne's main career, which she pursued over many years, was as a writer of children's books. Her research for her stories of children of other lands was done during extensive travel with her husband.

In speaking of Heluiz Washburne, S. R. Logan, principal of Skokie School from 1926-43, who followed Washburne as superintendent in Winnetka from 1943-46, wrote,

Washburne's wife, Heluiz Chandler Washburne, is a

⁵Ibid., 2.

charming companion of positive temperament and originality, quite as dauntless as her husband. Without material resources and without jobs, but with the courage of mutual confidence and the daring of perfect health, they were married ten days after they met. Together they have worked happily at every stage. In playground supervision, rural and college teaching, public school administration, writing books, and community living, Mrs. Washburne has been ever ready and resourceful. At the same time she has made a career of her own. There are two daughters, fifteen and twelve, and a son, five years of age. The home is a center for many interesting friends. Appreciation of individual differences and social mindedness are practiced in the daily life of the household. There, in mutual encouragement and companionship, each personality grows.⁶

WASHBURNE: DEMOCRATIC LEADER TO TEACHERS

Another dimension into Washburne's personality and character is provided by the impressions of the teachers in the Winnetka schools. For example, Cecilia Powers recalled:

Mr. W. had boundless energy and the kind of enthusiasm that was contagious. He stated his ideas clearly and forcefully and he encouraged people to speak out and even to disagree.

The sheer magnitude of his personality was felt and responded to. He accepted negative responses with respect. He allowed people to challenge his points of view and encouraged all to be part of discussions and decisions. The many faculty meetings were lively affairs and always well attended. He gave generously of his time and made his staff feel that he really cared for their ideas and opinions.

The weekly grade meetings kept the staff on their toes. One felt the need to come prepared especially as the individual materials were being written. The staff was well prepared to handle the material being used as they were in on the

⁶S. R. Logan, "A Biographical Sketch of Carleton Washburne." Reprinted from Modern Education, (October, 1929. No volume or page numbers given.)

preparation and then found ways to best present it. If better ways were found to clarify what was being taught, all felt free to present new ideas.

I think we all were convinced that some better ways must be found to break the old lock-step system of each child being on the same page at the same time. Individual instruction became the by-word. We all knew from our own education that not all children learn at the same rate. It was up to us to try to find a way to implement this.⁷

Jean Duffy, a physical education teacher in Winnetka during the time of Washburne, recalled: "He was a tremendously big man in every way. He was physically big and he was mentally a big man. He was socially a gregarious person. He was philosophically and religiously a big man. The root of his leadership was his philosophy."⁸

Logan has credited Washburne for developing an atmosphere of mutual respect, adventure and for having the ability to attract good teachers with a "pioneering" spirit who were regarded as colleagues and friends rather than subordinates. This was also similar to the way that Washburne worked with parents.⁹

The teachers had an admiration for their leader, as

⁷Cecilia Powers, retired Winnetka teacher letter to the author, 29 February 1988.

⁸Jean Duffy, retired Winnetka teacher, interview with the author, 25 February 1988.

⁹Logan, "A Biographical Sketch of Washburne."
(No page numbers given.)

witnessed by the following quote:

Teachers tended to stay to begin with as, after seven years, a sabbatical leave was granted at half pay. This gave many the chance to go on for a master's or doctorate. Also, foreign teaching was possible. Several teachers went to Japan and Lebanon. Salary credits were given for travel for both foreign and domestic. Salary credit was also given for summer jobs far afield from teaching.

His ideas were fresh and new and there was a feeling of excitement and satisfaction in being part of something fresh and new. We enjoyed the recognition given to our hard work.

The spirit displayed at the general meeting in the fall of each year was indicative of what being a part of Winnetka meant to each one. It is hard to put into words the excitement of gathering together and of learning of the vast number of different experiences each had. There was a spirit of freshness and eagerness to try out possible ways of making education in Winnetka more meaningful and appropriate for children who probably were away at a camp for part of the summer.

The spirit of accomplishment would carry us enthusiastically from one project to the next. The spirit of accomplishment does carry one a long way. The great number of visitors that came to see what was being done also helped to give us satisfaction in knowing that others felt it was time to find a better way of teaching children.¹⁰

Julia Ostergaard, a Winnetka teacher from 1920-59, recalled that social studies dominated their efforts during her early years in Winnetka.

One such project was a year-long study to scan newspapers, magazines, library materials, some scientific publications and some educational publications in history and geography. We had set companions; both reading; both taking notes. We met from 7:00 to 10:00 p.m. two times a week and Saturday mornings. Our goal was to expand our own knowledge and broaden our own background of information. I

¹⁰Cecilia Powers, letter, 29 February 1988.

recall the results of this study were published in one of the yearbooks¹¹ of the National Society for the Study of Education.

Cecilia Powers, a teacher in Winnetka from 1928-67, recalls:

Our faculty meetings were always inspirational and meaningful. The kind of a faculty he chose, one could be sure there were challenging discussions. Many speakers were brought¹² in for our benefit. Seminars were held often.

In a conversation with Samuel Mages, instrumental music teacher in Winnetka from 1939 through 1956, Carleton Washburne was described as a leader who:

would discuss things. His door was open. You could talk to him about anything. Probably the best thing that could pinpoint his approach was when I first went and said, "Should I do this or should I not do this?" and his answer was to me, "Look, I hired you as my expert and you should be telling me."

It was like a family. He made everyone feel as if they could do their best. I think that I can say that there was great unanimity among the faculty that the whole child was important. That was our reason for being there.¹³

In another interview, Charlotte Carlson, an elementary classroom teacher in Winnetka from 1935-72, who worked with Dr. Washburne, recalled him as an educator who:

¹¹Julia Ostergaard, 5 February 1988.

¹²Cecilia Powers, 29 February 1988.

¹³Samuel Mages, 25 February 1988.

made a point of visiting every classroom once a week. The kids knew him when he came in. "Here he comes again," said one. Sometimes he'd come in, sit down and talk to the kids. One time he got down and showed a youngster how to do a long division problem in fourth grade and the next day she did a whole step of long division all by herself and she was just thrilled.

He got into the whole setup of the school. When we had grade level meetings, he would be there. He listened to us. He didn't tell us what we had to do. He had an awful lot of good ideas.

We were like a family. We would sit in the Kate Dwyer Room at Skokie School, all cozy and comfortable, in the middle of a winter day, with a fire in the fireplace and we'd talk about anything, just like a father with his family.¹⁴

Finally, S. R. Logan described Washburne:

As an administrator, Mr. Washburne is systematic as well as indefatigable. In his grade, subject, and principals' meetings, strategy is devised in minutest detail although ultimate objectives are kept prominently in view. Records are kept and work once started is pressed to completion. All members of the group participate as equals whose differences, within the common purpose are invaluable.¹⁵

Sally Nohelty, another long-time Winnetka teacher, looked to the superintendent to give her larger responsibilities so that she might prove herself and make herself feel more confident. She believed that, when assured and secure as a teacher, staff members were more likely to be constructive, creative and more successful in

¹⁴Charlotte Carlson, 25 February 1988.

¹⁵S. R. Logan, "A Biographical Sketch of Carleton Washburne".

the classroom.¹⁶

Washburne exhibited several traits and characteristics which, coupled with his dynamic personality, had broad appeal and acceptance to the staff. Washburne maintained a high visibility with the professional staff, children and the community. This visibility positioned him to participate and actively support the staff and the educational process in an environment of enthusiasm, trust and mutual respect for one another. The faculty appreciated his "open door" policy and his ability to "listen". Because Washburne felt comfortable with the democratic process, teachers were invested in participating in the decision-making process. Staff members were invited to participate in leadership roles through writing and publishing curriculum and educational articles, lecturing and teaching at colleges and universities, conducting workshops and other in-service activities and through traveling and teaching in foreign schools. To the staff, Washburne conveyed a sense of partnership and a sense of belonging, which gave teachers a feeling of purpose, growth and recognition.

¹⁶Sally Nohelty, "Educational Leadership from the Standpoint of a Classroom Teacher." Reprinted from Educational Administration and Supervision, (September, 1939), 454.

WASHBURNE: DEMOCRATIC LEADER FOR THE BOARD OF EDUCATION

Washburne believed that it was not sufficient nor prudently sound to think that democracy had been served by simply electing members of the community to the board of education and/or by providing all children with a free education. Washburne wrote:

And recognizing the importance of expertness and specialization, we justify the supposedly expert executive in determining the way of life of those under his control. Furthermore, the executive feels a right [just] responsibility to the community which is democratically responsible for his appointment. Lacking real faith in democratic procedures, he tries to assure efficiency by assuming managerial authority, in order that he may be true to his trust.¹⁷

Though the electing of school board members may be satisfying to some parents and convey to them a sense of power, control or participation in the type of school their children are attending, it does not take into account the fact that their children, future citizens, are living and growing up in an autocratic environment; that teachers experience little freedom or feel that a dictator has been appointed superintendent. According to Washburne:

It is fallacious to assume that one can make effective citizens of a democracy through an education which, so far as they are concerned, and so

¹⁷Carleton Washburne, "Democracy in School Administration". Reprinted from School Management, vol. 7, number 7, (March, 1938), 205.

far as their teachers are concerned, is entirely autocratic.

A second fallacy lies in the assumption on the part of the superintendent that he can live up to his trust more faithfully by autocratic management than by democratic procedures, the assumption that in the long run autocracy is more efficient than democracy.

A third fallacy lies in assuming an expertness which does not and cannot exist on the part of the administrator. The administrator may be expert in matters of finance, he may be expert in matters of office routine and administrative efficiency. He cannot, however, be as expert as the child in knowing what fits that child's need at a particular time, nor as expert as the teacher in the classroom in knowing how best to help each child to his own full and satisfying development.¹⁸

Washburne believed that superintendents needed to be freed from the board of education. Just as he viewed the teachers as experts in their respective areas and looked to them for direction and guidance, so also did he desire the same relationship between himself as superintendent and the board of education. He felt that, once a superintendent had been appointed, all routine or procedural matters of running a district should be left to his discretion. Washburne saw as a duty or responsibility of the superintendent to keep the board informed and to listen to their counsel. It was the duty of the board of education to know enough about the policies and general effectiveness of the superintendent of schools to give him counsel and support; to interpret the superintendent and the schools to the community; to

¹⁸Ibid.

communicate the needs of the community to the faculty through the superintendent and to determine whether or not there is enough faith in the superintendent to continue his employment. For him:

The superintendent's most important job is to free the teachers under him for the full, creative use of their powers.

And I believe that every superintendent should hold his position subject to recall by his staff. The staff is expert in knowing whether it has a superintendent with whom it can work effectively and happily, and has a right to exercise that expert knowledge. Machinery should be set up, and can very readily be set up, by which teachers, without in any way jeopardizing their position, can, through their own organization, ask for a secret ballot, after a full hearing, as to whether or not they wish a change in administration. Granted that power to the teachers, I should say that it was not counter to democracy in school administration for the superintendent to have the right of appointment, promotion, and dismissal, subject only to an appeal by the teacher to the Board of Education.

In matters having to do with curriculum, method, and textbooks, the superintendent should have frequent meetings with his teachers, should bring to them all the knowledge he can gather that will bear upon their problem, and should coordinate their thinking. He should not, however, determine any of these matters. In those parts of the educational program where teachers affect each other, his duty as a coordinator calls for bringing about not uniformity,¹⁹ but harmony among the various parts.

As a progressive school administrator, Washburne believed that participation was essential. It required the cooperation and partnership of the administrative team; the

¹⁹Ibid., 218.

participation and involvement of the staff in curriculum methodology and research; communication with parents to bring the school into the community and the community into the school; and in the development of each child's potential. Finally, the progressive leader would have children involved in planning their activities and in administering the school as a social organization.

According to Washburne:

The entire school system, where there is progressive administration, is a democracy in the best sense. It involves cooperation; but it involves, too, the use of expert knowledge, of research, of specialization. It involves organization, but organization which makes full use of the thought and individuality of each person concerned, whether it be child or parent or teacher or supervisor or principal or superintendent. All alike are participants in the organic administration of the school community.²⁰

One example of parent participation was the joint development of a handbook for parents by school officials and representatives from the parent-teacher association. It outlined the aims of the Winnetka Public Schools, suggestions for a harmonious relationship between home and school and a suggested reading list for parents with a brief overview of each title.

Washburne encouraged parent participation through:

²⁰Carleton Washburne, "What is Progressive School Administration?" Progressive Education, (April, 1935), no page given.

knowing the school, reading educational information and literature, visiting school, attending assemblies and performances, volunteering at school, knowing the teachers and principal, inviting them to the child's home, and including them in social and cultural community events. He also encouraged parents to become informed through child study courses which were offered by the P.T.A., reading literature on parenting issues, knowing of the child's special talents, abilities and interests, and knowing and participating in the parent-teacher organization.²¹

Washburne maintained it was necessary for the school authorities to take the parents into their confidence. Schools had the responsibility of informing parents and the community of broad goals and how they were to be put into operation. School authorities also had the responsibility of providing ample time for parents' questions and concerns. Parents, on the other hand, had the responsibility of keeping the staff informed concerning the reactions of their children. A communication to parents advised:

Best of all, if parents can be made to realize the importance of educational research in deciding technical problems and to submit their pet theories to the light of such research, demanding in turn that the schools use such research in determining methods and curriculum, much disagreement between parents and school authorities can be avoided.

²¹Winnetka Public Schools. "Your Child and Your School". Issued by the Winnetka Parent-Teacher Association, Winnetka, Illinois, no date given.

In general, school authorities need the confidence of parents and the criticism of parents when that criticism points out specific cases in which school procedure is not effective. Parents, on the other hand, have a right to demand that the schools give their children the kind of education that fits their childrens' needs, and that will develop each individual fully.²²

Because the progressive educators desired to educate and understand the development of the "whole" child, parent participation was valued and encouraged. Parent involvement in the educational process gave them a deeper understanding in the goals and beliefs of the school. A sharing of information between teacher and parent during a conference gave both a better understanding of the child. Through this increased awareness of the child, both teacher and parent were positioned to better respond to the individual needs of the child.

Parent participation served as a barometer which gave staff and administration a reading on community feelings and concerns. The parent involvement also served as a supportive instrument for the school in the educational process. A positive parent/community relationship with the school was valued by both staff and administration. Soren Ostergaard, principal of Horace Mann School in 1921, wrote,

Under the influence of Carleton Washburne I gained a deep respect for democracy as a working

²²Carleton Washburne, "The Public School and the Parent". Reprint from Child Study, (March, 1928), 9.

principle. He asked me to inaugurate a system of pupil government in the school. I agreed to try this but, coming from the army where the leader commands and the others obey, I had reservations.

I proceeded gingerly, retaining in myself both veto and final decision. Winnetka youngsters were accustomed to free expression. So I started to discuss classroom and school policies with the children. In the beginning, I was surprised that they frequently had better ideas than mine. The children saw that "the purpose of rules is to regulate behavior so that life for everybody is smooth and comfortable." I learned to trust democracy.

At a point in time when many school districts dismissed a teacher for smoking or dancing or terminated employment of a female teacher who married, Washburne said,

Now, smoking may be an unhealthy, unclean and expensive habit. As a smoker, I believe it is more or less all three of these. But if the community tolerates smoking among its accepted members, and the teacher is not allowed to smoke, the harm of the distinction is far greater than the harm of the tobacco.

Another social problem in the community is the mutual feeling of inferiority on the part of both parents and teachers. . . The teacher must be more than a classroom teacher -- his own life must extend far beyond the classroom. He should, for example, know something of the industrial world through first-hand contact. Let business men discuss their problems with teachers, not assume that a teacher is not interested in the business world, but assume rather that since the teacher is educating those who make up the business world, he is bound to be concerned with its problems.

Teachers need also to participate actively in the non-vocational life of the community. They need to take part in all kinds of community efforts and activities -- whatever things are at the time of most concern to the community.

²³Manuscript by Soren Ostergaard, provided by his wife, Julia Ostergaard.

The great majority of women teachers are unmarried and extra males to balance them on social occasions are not always easy to find. To the outsider, this may seem a relatively trivial problem -- to the teacher, it often means a walling off from the social life of the community and isolation which is inimical to her full development. The most obvious answer to this problem is the²⁴ encouragement of marriage on the part of teachers.

WASHBURNE: TRAINER OF NEW TEACHERS

In 1928, Carleton Washburne and others organized a six-week summer session at the University of Minnesota. The demonstration classes were taught by Winnetka teachers. Washburne required all new staff members joining the district to attend this summer session. This venture, being unusually successful, was continued in Winnetka for many years and was known as "The Winnetka Summer School for Teachers." It was available to all teachers -- both in and out of the district -- but it was required of all new staff members joining the Winnetka Public Schools. The superintendent wrote:

Even then we were not fully satisfied. It was impossible in six weeks of lectures, seminars, and observations to undo the habits and techniques learned by teachers trained for dealing with classes rather than with individuals, to teach them to organize group and creative activities, to give them insight into the causes of undesirable behavior of children and how to deal effectively with children who exhibited such behavior.²⁵

²⁴Carleton Washburne, "Are Teachers People?" Reprinted from The Parents' Magazine (no date or page given.)

²⁵Washburne and Marland, Winnetka: The History and Significance of an Educational Experiment, 124.

In order to provide a longer period of time for working with prospective teachers, a Graduate Teachers College of Winnetka was established in 1932 and two well-known progressive educators were invited to participate in this endeavor. One was Miss Flora Cooke, head of Francis Parker School in Chicago and the other was Perry Dunlap Smith, the head of North Shore Country Day School in Winnetka. Their participation strengthened the training of graduate students, varied their experiences and provided training for students at the high school level. These three leaders became the "educational directors" of the Graduate Teachers College and their respective boards of education became the legal corporation, establishing and maintaining the teacher center.²⁶

According to Washburne and Marland:

One of the greatest needs in education today is teachers trained in the more progressive phases of education. To help meet this need, and in the hope of providing an opportunity at a graduate level for carefully selected students to secure fruitful training for teaching, supervision, and administration, the Graduate Teachers College of Winnetka has been established, in conjunction with the Francis W. Parker School, the North Shore Country Day School, and the Winnetka Public Schools.²⁷

²⁶ Ibid., 125.

²⁷ "Announcing The Graduate Teachers College of Winnetka", Winnetka Board of Education Archives, no date or page given.

Marion Stern, a former student in the Graduate Teacher's College and a retired Winnetka teacher, said,

The college itself was one room in Skokie School manned by Frances Murray. We worked in the three cooperating schools as student teachers: North Shore Country Day School, Francis Parker and Winnetka Public Schools. We worked until about 2 p.m. with our cooperating school and then we had our classes at 4 and in the evenings. It was very exciting.²⁸ We saw things happening that were child-oriented.

Many prospective Winnetka teachers were discovered during their internship year in the Graduate Teachers College and were later invited to join the Winnetka Public Schools faculty. Three such people included Barbara Beatty, Charlotte Carlson and Marion Stern.

Washburne established the Graduate School concept because it had been difficult to get adequately trained teachers -- teachers with vision, broad cultural background and thorough professional training. In describing The Graduate Teachers College, Washburne wrote:

To make a beginning in filling this gap -- to give a few highly selected graduate students the requisite professional training and to supply some of the demand for teachers with adequate background and training -- the Graduate Teachers College of Winnetka was founded at Winnetka, Illinois two years ago.

It is a strictly professional school. It makes no attempt to train students in subject matter or to give them a cultural base. It is open only to

²⁸ Marion Stern, retired Winnetka teacher, 1938-1950, videotape interview with author, 25 February 1988.

students who have that base. A student needing special subject matter courses is taken care of through a cooperative arrangement with Northwestern University, the National College of Education, the Art Institute of Chicago and the Institute for Juvenile Research in Chicago.

While the Graduate Teachers College is legally an entirely independent corporation, the heads of the laboratory schools are the educational directors of the college. Most of the members of the college faculty are leading members of the faculties of the laboratory schools. These schools have for many years been sufficiently well known to attract outstanding teachers to their staffs. These teachers are admirably qualified by training, experience, personality and ability to conduct graduate seminars and some have given university graduate courses. Their present daily contact with the actual problems of teaching, supervision and administration assures a practical nucleus for their theoretical work.²⁹

As the quality of teacher education training programs improved and with the retirements of Flora Cooke in 1934, and her successor, Herbert Smith in 1956 from Parker, Perry Dunlap Smith in 1954 from North Shore Country Day School and Washburne's departure from Winnetka in 1943, the Graduate Teachers College of Winnetka closed in 1954.³⁰

STAFF SALARIES

When Washburne arrived in Winnetka in May 1919, there

²⁹Carleton Washburne, "A New Venture in Teacher Training", Reprint from The Nation's Schools, vol. 14, no. 2, (August, 1934), no page given.

³⁰Washburne and Marland, Winnetka: The History and Significance of an Educational Experiment, 128.

existed a wide discrepancy in faculty salaries between teachers of equal training and experience. All male teachers received an additional stipend which was given under the assumption they had additional dependents.

After having been in Winnetka for less than a month, Washburne attended the annual meeting of the Winnetka Parent-Teacher Association on Monday, 22 May 1919, and announced that he had requested a minimum salary of one thousand dollars for each teacher in Winnetka beginning in the fall of 1919.

I'll tell you another way you can help us. Make our teachers feel as happy and as much at home as you have made Mrs. Washburne and me feel. Two very good teachers are seriously thinking of leaving us because they have not been happy here this year. Their salaries were too low for them to go into the city for their fun. They were shifted from pillar to post in the matter of boarding places, and they had very little social life in the community. They're fine young women, both of them, and we can't afford to lose them. You parents can help to keep such teachers here by going on with the good work Mrs. Eisendrath has been telling of, and carrying it still farther. See that they have real homes to live in, give them a little more fun, make all our teachers feel that Winnetka is their home town.

You see how much I believe in you good people. I am so sure that you are sincerely looking for a chance to help in the schools that I am giving you two practical jobs the first time that I come before you. They used to say of me at the San Francisco Normal: 'It's never safe to ask Mr. Washburne if you can do anything for him unless you really want to be put to work -- And your president and one of your members called at my office the first day I was there and said you wanted to help. I've lived up to my reputation and given you two definite and practical things to do -- see that Winnetka passes the increased school revenue bill June 7 and make Winnetka homey for our teachers.

Once more, let me express my appreciation of

you and let me assure you that I consider your live Parent-Teacher association one of my best assets in administering the schools of Winnetka.³¹

Due in part to a successful referendum, Washburne developed a salary schedule for teachers which was approved at the June 1919 board of education meeting. Following an interview with Carleton Washburne, the editor of the Winnetka Talk wrote:

The teachers in Winnetka are going to receive salaries based upon their experience, training and efficiency from now on. This was the action of the Winnetka Board of Education at its last meeting on the recommendation of superintendent, C.W. Washburne.

"The object of working out this rather elaborate schedule," said Mr. Washburne in an interview yesterday, "is first to give every teacher a square deal. There will be no room for anyone to make a charge of favoritism, nor to feel in any way slighted, where the salary schedule is based upon the tangible facts of training, experience, and efficiency. This means a happier teaching force. In the second place it gives encouragement to advanced professional work and increased efficiency. In the third place it eliminates the undesirable practice of asking for salary increases -- the salary increases will now be automatic, and no personal request will be necessary. Finally it lets the Board of Education and teachers know exactly where they stand finally, not only for the present, but for the future. A detailed schedule has been worked out, providing a thousand-dollar minimum for an inexperienced normal school graduate, with increases for each year of experience for all training beyond the normal school training, and for efficiency shown in the work in Winnetka.

The schedule for experience is based on the assumption that the first year of experience brings the greatest increase in efficiency, the second year

³¹ "Ask Pay Increase for Winnetka Teachers," Winnetka Weekly Talk, 23 May 1919.

a little less, the third year not quite so much, and that by the time the teacher has taught for five years the increase in efficiency from experience alone is relatively small.

The schedule for training is based on the assumption that a year at the university costs at present about \$1,000 and that teachers who make this investment should receive a salary increase which would be the equivalent of six per cent interest. Therefore, \$60 is added to the teacher's salary for each year of university work after the completion of the normal school.

The schedule for efficiency provides that the most efficient teachers (graded A) should receive \$50 more per year than is provided by the general schedule. Teachers graded B in efficiency will receive \$25 more than the general schedule provides."³²

The structure of this schedule remained for several years with annual increases and slight revisions. The rating scale created some dissatisfaction with staff and proved rather difficult to implement for the administrative group. As a result, when the schedule was revised in 1928, the rating scale (a form of merit pay) was dropped.

Included in this revised schedule were:

1. Provisions for a sabbatical leave after seven years of experience in the district at half salary;
2. Health insurance. The Board of Education agreed to pay a teacher's full salary for up to one month due to illness; and a salary of one hundred dollars a month for one year for long-term illness.

³²"Efficiency and Experience Determining Factors in Teachers' Pay -- Washburne", Winnetka Weekly Talk, 20 June 1919.

3. Annuities. Because the Illinois State Pension was low (four hundred dollars a year) the Board of Education agreed to purchase an annuity for teachers who had been in the district for ten years. This annuity would pay the teacher one hundred dollars a month for life after the age of sixty.
4. Early retirement. The annuity was an incentive for early retirement. Washburne established a mandatory retirement age of sixty for all certificated staff. His rationale was,

With the Winnetka annuity, the state pension, and the teacher's own savings made possible by the greatly improved salary scale, the teacher would be free to travel and to find new ways of life while still young enough to enjoy them and make adaptations. On the whole this worked out very well. We lost, it is true, some of our finest teachers, still young in spirit and with much still to contribute to the children, when the age limit was reached. But we were able to retire humanely many others who were no longer a real asset to the schools.³³

Those retired staff members who desired to continue working with children often worked in private or parochial schools either at National College of Education or Roosevelt University. "At the time of its adoption this schedule made Winnetka one of the highest-paying communities in the country."³⁴

³³ Washburne and Marland, Winnetka: The History and Significance of an Educational Experiment, 131.

³⁴ Ibid.

WASHBURNE: IMPORTANCE OF PHYSICAL ENVIRONMENT

Because youngsters spent a large portion of their time in school, Washburne believed the physical surroundings should be colorful, warm and inviting. Aside from a sanitary, safe, well-heated, well-ventilated and well-lit building, Washburne maintained that the space should be flexible and readily adjusted to the needs of students and their activities.

During his years in Winnetka, Dr. Washburne was fortunate in that he was able to work with students, staff and parents in the planning and in the construction of another school, Crow Island School, which opened in 1940, replacing the Horace Mann School. Cecilia Powers, a fourth grade teacher, recalled her days planning for Crow Island.

We would all come together once or twice a week and go over the plans. Cabinets were wide enough to hold the construction paper. I remember all the conversation over the location of the classroom door from the corridor. Some wanted the door located in the front of the classroom. Others objected because anyone leaving or entering the classroom could distract the entire class.

After several meetings, the door was placed in the center of the room in order to maximize the instructional period and cut down on any commotion. Many objected to the location of the clock in the front of the room; that's why it was placed at the rear.

The pine planking on the walls was wonderful! You could hang things everywhere and it looked nice just plain. The storage space was tremendous.³⁵A teacher can never have too much storage space.

³⁵Cecilia Powers, telephone conversation with author, December, 1987.

Having visited schools all over the world, Washburne said,

Let me rather picture in some detail a modern elementary school classroom that approaches the ideal. Some of the details, of course, are subject to disagreement among experts, or the details are matters of taste and convenience to be modified by teachers and administrators in accordance with special interests, special likes and dislikes, and special conditions. My description is based partly upon actual classrooms that exist in many good schools, partly upon the criticisms that teachers have made of those classrooms, and partly upon projected classrooms which are being planned now by classroom teachers working with architects. This, then, is a somewhat idealized picture of a real classroom.³⁶

Other features of Crow Island School included:

private washrooms in every classroom; sinks and running water in each workroom; low ceilings under 9 1/2 feet in height; doorknobs, light switches and panic bars on doors are placed low for children; other details of the building are child-size; the glass on two sides of the room appeared to bring the out-of-doors inside; outdoor classroom provided for an array of activities from gardening to science or for just reading a story. There is direct access from each classroom.

Other flexible space in the school enhanced a wide

³⁶C. W. Washburne, Living Philosophy of Education, 5-6.

variety of activities. The large auditorium used for assemblies, creative dramatics, plays and concerts has pew-like seats which are graduated in size, with the lowest in the front row. The Children's Museum provided for "hands-on" activities in social studies and science.

Especially outstanding is the Pioneer Room, which the third grades of the three schools use. Each third-grade class uses the room for one week. A substitute teacher is hired to take over the classroom and the resident teacher brings groups of six children to spend one whole day in the Pioneer Room. There the children live as pioneers, wearing pioneer clothes, preparing and eating pioneer food, and working with pioneer crafts.

The school maintains a supply of pioneer costumes -- fringed cotton shirts and raccoon caps for the boys, and long cotton dresses and caps for the girls. Both teacher and children don these costumes at the start of the day so that pretending to be pioneers is simple. Their activities include cooking, churning butter, carding wool, weaving rugs, making horn books, and dipping candles. While in this room, the children used slates and slate pencils.

Pioneer recipes are used in preparing lunch of beef stew with vegetables cooked in an iron pot, and cornmeal bread baked in the real fireplace, fitted with a swinging crane. Water is carried to the room in buckets hooked on shoulder bars. Authentic furniture includes a small four-poster bed and trundle bed, a cradle, a chest and three-legged stools. Because of fire regulations, candles can not be lighted,³⁷ but electric lights are carefully concealed.

The library, like every other room, has movable furniture, tables and chairs. Here the upholstered chairs

³⁷ Florence Collins Weed, "Crow Island -- School for Individuals," Reprinted from the Elementary Edition of Scholastic Teacher, (14 May 1965), 10.

and the wood-burning fireplace extended a smooth and appealing invitation.

So numerous are the opportunities for learning at Crow Island School that at a recent meeting of the Student Council, the 16 members present listed and described 16 features of the school or its program which they especially enjoyed, without³⁸ once repeating a choice that another child had named.

In a letter to the architects, Frances Presler, director of activities at Crow Island School, wrote:

The school should look to the future. It should not seem complete and finished beyond any addition or adjustment to later demands. It should give children and adults the feeling of flexibility, possibility of change. This is the germ of growth. And rigidity of architecture can cage the energy, and irritate the spirit of those who live within.

Above all, the school must be childlike -- not what adults think of children. At the same time it should be dignified, and playful, but not a playing down to children. It must be a place for living, a place for use, good hard use, for it is to be successively the home, the abiding place for a procession of thousands of children through the years. It must be warm, personal and intimate, that it shall³⁹ be to each of these thousands "My school."

Carleton Washburne felt that:

The most important feature of the Crow Island School is that it is the architectural expression of an educational philosophy, which in Winnetka is essentially the philosophy of progressive education. The result of 22 years of practical research and continuous exchange of experience with educators

³⁸ Ibid., 11.

³⁹ Frances Presler, "A Letter to the Architects." The Architectural Forum, (August, 1941), 80.

elsewhere, it recognizes the child's need for physical health, emotional and social adjustment, self-expression and the development of special aptitudes, and the mastery of the useful parts of reading,⁴⁰ writing, arithmetic, history, geography and science.

Because children spent many working hours in a school, Washburne believed a school and classroom should have all the amenities of a comfortable home -- good lighting, proper ventilation and heat and a safe and sanitary environment. The space was open, flexible, attractive and inviting. The more flexible the space, the more likely it responded to the needs of both teacher and child. A classroom with moveable furniture, sufficient storage and display space, electrical outlets, running water, drinking fountain, sink and toilet created a self-contained unit. This unit responded to large and small group instruction and activities. It invited student interests and provided for an array of educational activities from a quiet study and reading area to a laboratory for science and construction.

SUMMARY

As a leader, Washburne involved staff and parents in the educational process. He facilitated the learning and participation of both these groups of adults around a common

⁴⁰ Norman Glubok, "Crow Island -- After Fifteen Years." The Nation's Schools, (October, 1955), 8.

interest -- the child. His success in this area enabled him to implement his own beliefs, goals and progressive ideals. Supported and respected by his staff and community, these ideals and successes impacted on the educational scene beyond Winnetka. Chapter IX will look at Washburne's national and international contributions to education during his superintendency in Winnetka.

CHAPTER IX

NATIONAL AND INTERNATIONAL CONTRIBUTIONS

Washburne's developmental philosophy and his ongoing educational experiments and research projects in Winnetka became known to many educators and non-professionals throughout the United States. His findings, with the cooperation of an energetic and skilled staff, were published in professional periodicals and magazines for parents and the general public.

Through the publication of articles and books, the Graduate Teachers College, the extensive domestic and foreign travel, the cooperative relationships with colleges and universities and Washburne's writing and lecturing, the "Winnetka Plan" became known all over the world. The findings and articles were published in England and Australia and in many languages such as French, Spanish, Italian, German, Finnish, Danish, Polish, Arabic, Chinese, Japanese and Bengali. The following illustrates how his reputation began to spread internationally:

With Winnetka as a center I was soon able to move out into national and international fields of

work. Teachers and educators from all parts of the United States, and soon from all parts of the world, came to Winnetka to watch our work, to question us and criticize us. Their thinking and experience became partly ours.

In our research we were able to get the cooperation of hundreds of cities and thereby further to extend our experience. As I taught, summers, in various universities, as I lectured throughout the land, our ideas were winnowed on many a threshing floor. As I participated actively in such national organizations as the American Educational Research Association, the National Society for the Study of Education, and the Progressive Education Association, I came into contact with all the leaders of American educational theory and practice, and brought their influence back to my staff and schools.¹

WASHBURNE: RESEARCHER

Because research was an essential component of the "Winnetka Plan", it often required the effort and cooperation of educators beyond Winnetka. The educators participating in these studies often benefited from the results through: confirmation or modification of teaching methodologies; an opportunity to purchase the curriculum material from the Winnetka Educational Press; creating opportunities for travel, lecturing and study for faculty members of the cooperating school and the Winnetka faculty; or an opportunity to challenge, accept or criticize the findings. Still others benefited from reading the research that permitted them to test their own beliefs against the

¹Carleton Washburne, A Living Philosophy of Education (New York: John Day Company, 1940), xix.

Washburne philosophy, recommendations or findings. This curriculum material which grew out of a need in Winnetka, was made available by Rand McNally for commercial use.

One project indicated teacher involvement and reflected student participation over a broad geographical area. Washburne wrote the following to the Commonwealth Fund:

A year and a half ago I appealed to you for a subvention to prepare a scientifically graded book list for children. You referred me to the Carnegie Corporation which gave me a subvention of \$5,500, through the American Library Association. With this grant we secured the cooperation of 36,750 children, under 800 teachers, scattered from Georgia to Rhode Island on the 100,000 ballots from our cooperating children showing their degree of liking of books they read during the year, how difficult they found them, and what they liked about them. We have each child's reading score on the Stanford Silent Reading Test, his age, sex, and school grade. 53,000 of the ballots were confined to about 800 books. On each of these books we have enough data to know fairly accurately the age and degree of reading ability necessary to its enjoyment. We have checked the validity and reliability of our grading in a variety of ways, all of which will be published this fall in the introduction to the resulting graded book list (American Library Association).²

In a letter dated 17 December 1925, to Mr. F. L.

Keppel of the Carnegie Corporation, Dr. Washburne summarized the status of the Winnetka Graded Book List. The summary conveys the widespread involvement, participation and impact

²Carleton Washburne, Winnetka, Illinois to the Commonwealth Fund New York, 30 September 1925, Winnetka Public Schools Correspondence Files.

of one piece of research which extended beyond the village of Winnetka.

The summary in total reads:

The book list itself, with a full introduction, will be off the press and on the market about January first. It will be nearly 300 pages in length. It will be sold on a non-profit basis by the American Library Association, at \$1.75 per copy. The first edition will consist of 5,000 copies.

The book list has had extensive publicity. Miss Mabel Vogel, research assistant of the Winnetka Public Schools who was in charge of the investigation, gave an address at the annual convention of the Illinois Library Association. This address was carried by the Associated Press and has resulted in inquiries from all parts of the United States.

The New York Times, New York World, St. Louis Globe-Democrat, and Christian Science Monitor have carried feature articles on the book list. Inquiries and orders have resulted from these articles.

Articles concerning the book list will appear during the next few months in eight different educational journals, these eight all having national circulation and a wide reputation. Reviews of the book list will be in a much larger number of educational periodicals.

The Delineator, Woman's Home Companion, and other lay periodicals have agreed to carry short articles or reviews of the book list.

Although not a cent has yet been spent in direct advertising, many orders have been received and are being received every day. Among them is one from President Suzzallo of the University of Washington, stating that he must have a copy the moment it is off the press.

I have been asked to give two talks on the book list at the Department of Superintendence (sic) Convention in Washington in February. One will be at the open meeting of the Educational Research Association, the other at a closed meeting of the same organization.

The above facts would seem to indicate that there was a wide felt need for the investigation carried out in the Winnetka Public Schools under a subvention from the Carnegie Corporation last year.³

³ Carleton Washburne, Winnetka, Illinois, to Mr. F. L. Keppel, California, 17 December 1925, Correspondence files, Winnetka Board of Education.

The following excerpt from Washburne's autobiographical sketch further points out the scope of Winnetka's studies on the educational scene:

In an article in the Journal of Educational Research (entitled "One Year of Winnetka Research"), Mabel Vogel and I described briefly some twenty-three projects on which we were working in Winnetka at the time (1927). These ranged from some of purely local interest to the first stages of research which involved, ultimately, schools in about five hundred cities, such as the work in arithmetic for the Committee of Seven. . . Publishing all results that were of general interest resulted in wide publicity. Many articles were translated into foreign languages, and the work of the Winnetka schools became known in educational circles throughout the world.⁴

Whenever the results of the research had general interest, the findings were published in various professional journals including the Elementary School Journal, the Journal of Educational Research, the National Society for the Study of Education Yearbook, and other periodicals including School and Society and Parents' Magazine.

WASHBURNE: WRITER AND LECTURER

During his twenty-four years in Winnetka, Washburne

⁴Carleton Wolsey Washburne, "An Autobiographical Sketch". Leaders in American Education, National Society for the Study of Education, Seventieth Yearbook, (no volume given, 1971), 468.

lectured extensively in the United States and other countries. He spent many summers as a visiting professor at various colleges and universities in the United States. Washburne encouraged and fostered faculty participation in leading and conducting workshops, seminars, travel, in-service activities and other professional growth opportunities. Marion Carswell, principal at Hubbard Woods School from 1921 to 1939 and later a principal at Crow Island School, gave summer workshops at Columbia University and lectured frequently in the United States. From 1927-1929, Miss Carswell reorganized the International School in Geneva, Switzerland. She was succeeded by other Winnetka teachers who worked there for one or two years. In 1934, Mildred Hughes went to Tokyo to assist in the organization of the American School with one to three teachers from Winnetka working there every year until World War II.⁵ As staff and faculty moved outside Winnetka, this helped to spread the philosophy of Washburne and the "Winnetka Plan".

Washburne authored or co-authored more than twenty-six books, many in foreign editions and translations. He is credited for having written some 214 articles or brochures for journal and periodical publication in addition to materials for students, parents and teachers for district

⁵Ibid., 471.

use. These books and articles brought both Washburne and the Winnetka Public Schools much recognition and publicity.

A Living Philosophy of Education, published by Washburne in 1940, was reviewed in numerous journals and newspapers. For example, Merit Thompson wrote, "A great wealth of actual procedures and solutions to difficult situations is given."⁶ V. T. Thayer said the book was, "A comprehensive, thorough but readable, discussion on education by one of America's most able and versatile school administrators."⁷ A review in The Educational Forum stated that:

It is satisfying to have on hand an authoritative volume by the President of the Progressive Educational Association and long one of its most experienced practitioners, in which the meaning of this type of education is lucidly and concretely expounded.

Dr. A. Gordon Melvin of the New York Times suggested that, "Laymen, and all school boards, and each superintendent of schools, and school administrators of

⁶ Merit M. Thompson, review of A Living Philosophy of Education by Carleton Washburne in Journal of Educational Research. No date or page numbers given.

⁷ V. T. Thayer, review of A Living Philosophy of Education by Carleton Washburne in Survey Graphic. No date or page numbers given.

⁸ Review of The Living Philosophy of Education by Carleton Washburne in The Educational Forum. Reprint of article only.

every rank should read and weigh this careful description of good schools."⁹

Boyd H. Bode commented that, "The author has caught the spirit of the progressive movement without going on a debauch."¹⁰

In a review from Educational Abstracts, Francis Donohue said:

By describing typical policies and practices, together with the reasons for their adoption, Washburne manages to reach an audience to whom an abstract¹¹ philosophical discussion would have no appeal.

Finally, in another review of Washburne's book, A Living Philosophy of Education, Philip Kinsley of the Chicago Tribune, said:

Education here is presented in terms of the child as a human being having needs in common with all others, in terms of the child as a unique individual, that of the child requiring knowledge and skill for social life and in terms of citizenship.

⁹Dr. A. Gordon Melvin, review of A Living Philosophy of Education by Carleton Washburne in New York Times. No date or page numbers given.

¹⁰Boyd H. Bode, review of A Living Philosophy of Education by Carleton Washburne in Progressive Education. No date or page numbers given.

¹¹Francis Donohue, review of A Living Philosophy of Education by Carleton Washburne in Educational Abstracts. No date or page numbers given.

His chapters on social responsibility of the schools and the perils of democracy today are worthy of a wide reading public.¹²

While on a leave of absence, Washburne spent part of the school year 1941-42 assessing the schools in Louisiana. He worked with leaders representing business, labor, agriculture, the professions and women's organizations from each community.¹³ He was a member of several professional organizations but he was particularly active in the Progressive Education Association serving as president from 1937-41. The group's membership consisted of ten thousand teachers and administrators in the United States.

The organization is the United States section of the New Education Fellowship, an international organization of educators trying to find more adequate and wholesome methods of education.¹⁴

Washburne was also active in the New Education Fellowship where he was the international president from 1948-56. When the Progressive Education Association disbanded in the early 1950s, he organized and headed the United States section of the New Education Fellowship. Dr.

¹²Philip Kinsley, "Educator Gives Sound Ideas on Education Aims," review of The Living Philosophy of Education by Carleton Washburne, Chicago Tribune, 27 March 1940.

¹³C. W. Washburne, "Autobiographical Sketch," 478.

¹⁴Winnetka Talk, vol. 28, no. 18, (July 13, 1939), 1.

Washburne was also an active member and chairman of the Executive Committee of the Northern Illinois Conference on Supervision, an organization of superintendents, principals and supervisors interested in seeking solutions to common problems in education through research.

WASHBURNE: FOREIGN TRAVELER

Dr. and Mrs. Washburne travelled extensively. Dr. Washburne, on a four month leave from the Winnetka Public Schools in 1922 and 1923, studied and visited the European experimental schools. His thoughts and impressions were reported in New Schools in the Old World. Dr. Washburne's observation of the European schools in 1922 and 1923 reinforced and reassured him in his own ideals and philosophy of education. It was on this trip that he became aware of the New Education Fellowship.

In 1927, he visited the Union of the Soviet Socialist Republic. A guest of the Russian trade union, Washburne enjoyed much latitude in visiting elementary and secondary schools in the Soviet Union. His findings were reported in Soviet Russia in the Second Decade as a result of this study.¹⁵ On 29 April 1930, Dr. Washburne received a letter from Edwin R. Embree, president of the Julius

¹⁵C. W. Washburne, "Autobiographical Sketch," 477.

Rosenwald Fund. It read:

I have the honor to inform you that a fellowship from the Julius Rosenwald Fund in the amount of \$2,500 has been awarded to you for a study of educational methods and educational thinking in this country and other countries during the year 1930-31.

We feel it an honor to be associated with so important an investigation to be made by a man so well fitted¹⁶ to assemble and interpret these facts and opinions.

Remakers of Mankind was the result of this leave of absence from the Winnetka Public Schools in 1931. This leave permitted Dr. and Mrs. Washburne to spend nine months studying the issues and purpose of education and their influences on the future of Europe and Asia. As a result of this study, Washburne concluded that leaders of education would be unable to produce changes in society as long as they lacked the ability to work together and agree on a common purpose. Before schools can determine whether or not they are successful, there must be agreement as to direction, purpose and desired outcome with all the parts working together towards a common goal.¹⁷

Washburne was instrumental in helping the International School in Geneva, Switzerland; establishing

¹⁶ Edwin R. Embree, New York, to Carleton Washburne, Winnetka, Illinois, 29 April 1930, Winnetka Public Schools Archives.

¹⁷ C. W. Washburne, Remakers of Mankind, (New York: The John Day Company, 1932).

American schools in Tokyo, Japan and Beirut, Lebanon; and up-grading education in Italy. Just as he encouraged his staff to lecture and publish, so also did he encourage foreign travel. One staff member, Cecilia Powers, recalled her three years in Beirut and said:

One cannot but help to catch some of the enthusiasm from a person who has seen the world and who was taking part in getting education back on its feet in war-torn Europe. It fosters a desire to become involved in world politics and to become aware of the forces at work that are shaping the modern world. One's outlook can't but help give inspiration and meaning to one's life and to those with whom we come in contact.¹⁸

Washburne often lectured in the United States on his experiences and observations abroad. In 1930, he addressed the Annual Educational Conference at the University of Kentucky. His talk was entitled "The Good and Bad in Russian Education." Based on his study in 1927, he gave the following overview:

Education in Russia today is an exceedingly interesting combination of certain elements of the New Education with other elements of the old. Russia's schools are new and progressive in much of their methodology, in the activities and project work of the children, in the reorganized curriculum from which many traditional topics have been removed, and particularly in the spirit of experimentation. Russia retains, on the other hand, the restrictions of the old education in her highly centralized control of all schools, in her ignoring of individual differences, and in her attempt to form¹⁹ the minds of all her children in one common mould.

¹⁸ Cecilia Powers, letter, 29 February 1988.

¹⁹ Carleton Washburne, "The Good and Bad in Russian Education." Summary of Address delivered at the University of Kentucky. 24 October 1930. Winnetka

Interested in world understanding and unity, Dr. Washburne delivered a lecture to the City Club entitled "America's Part in World Reconstruction" in which he stated that America cannot isolate itself from the rest of the world.²⁰ In 1942, with a grant from the State Department, Washburne was asked to evaluate the elementary and secondary schools in five South American countries. His findings were shared with the Department of State.

WASHBURNE: EDUCATOR

Washburne arranged with the State of Illinois to award a Master's of Education degree to those students who, after a year or two, had met the necessary requirements of the graduate program. In 1963, Washburne wrote of the Graduate Teachers College:

We accepted only a small group of students each year. (The maximum, I believe, was 18 and the average about 12.) Among them were always some foreign students from European countries, Australia, Canada, China, or India. For these we raised money by private contributions to award fellowships. Because we had had visitors from all these countries, and because I had visited and lectured in most of them, we had friends in many places in whose judgment we could trust and to whom we turned for recommendations. The Vienna psychologist, Alfred Adler, and the Swiss psychologist, Jean Piaget, were

²⁰"World Reconstruction." The City Club Bulletin, vol. vii, no. 21 (Chicago: May 27, 1940), 1.

among those who sent us students.

Some of our graduates later made distinguished contributions to education. Perhaps the most influential was Anathnath Basu of India. He organized and headed the faculty of education at the University of Calcutta, and then developed and directed the Central Institute of Education in Delhi. On retirement from this in 1957, he took charge of the training of teachers at the University founded by Rabindranath Tagore at Santiniketan.²¹

Just as the Graduate Teachers College drew and attracted foreign and domestic students, so also did the Summer School Program for Teachers invite and encourage participation of professionals from abroad. In addition to the academic benefits, these cultural exchanges stimulated friendships, enriched staff and generated enthusiasm and excitement.

Dr. Washburne received numerous awards, certificates of recognition and accomplishment as well as letters of commendation from domestic organizations and institutions for higher learning. Four foreign citations for work overseas during and after World War II included: Grande Bene Merito, University of Rome, 1945; Knight Officer, Order of Crown of Italy, 1946; Legion of Merit, 1946; and the Chevalier de Monisaraphon (Cambodia), 1958.²²

²¹Carleton Washburne and Sidney P. Marland, Jr., Winnetka: The History and Significance of an Educational Experiment, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1963), 127.

²²C. W. Washburne, "Autobiographical Sketch," 481.

Frederick Reed, principal of Greeley School from 1933-1959 and later, a professor in the Department of Education at Brooklyn College, wrote:

Reference must be made to Who's Who in America for a list of Dr. Washburne's activities, writings, and honors. Each of them may serve as witness of the zeal with which he has served his ideal: "Man's good is the world's, and the world's good his own!" Perhaps this conviction explains better than anything else why he can²³ be numbered among the world's great leaders today.

Dr. Washburne's visibility at the national and international level can be credited to his success as a leader of education in Winnetka. His ideals drew the respect, confidence and support from the community and his faculty. This relationship enabled him, along with his staff, to reach beyond Winnetka. The awareness of his philosophy came through his efforts in writing and publishing of books and articles; his findings in research and development; his experiences in his lecturing and travelling; and through the relationships he established with people, organizations, and groups all over the world.

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Frederick Reed, "Leaders in Education XL: Carleton W. Washburne." Reprinted from Education, (vol. 82, no. 5, January, 1962), 315.

CHAPTER X

THE WASHBURNE LEGACY

Nearly seventy years after he came to Winnetka, the Winnetka Public Schools continue to reflect Carleton Washburne's philosophy with commitment to the whole child. Chapter X will give the reader an overview of philosophy, curriculum evaluation and development, and other district activities which were initiated under Washburne's leadership and continue to be an essential component of educational process in Winnetka today.

PHILOSOPHY

The distinguishing characteristics of education in Winnetka which came to prominence in the 1920's remain vital and effective today. Some of these characteristics are subtle and abstract, dealing with the spirit and commitment of the faculty and community; others are more concrete. The specific goals of the Winnetka Schools grow from the philosophy of individualized education and from the continued involvement of¹ teachers and community in the educational process.

¹ Statement of Philosophy, Winnetka Public Schools, (Revised 23 January 1981), 1.

Included in the Statement of Philosophy is a section entitled "Beliefs." It seeks to express the ideals and the hopes which underlie the total program of the Winnetka Schools and reads as follows:

We believe that our schools have served and should continue to serve as an educational laboratory for the pursuit and discovery of ever better ways to teach and to learn. We place high emphasis on providing a learning environment which will encourage the child's maximum capabilities. Fulfillment of the individual must take into account the wide spectrum of differences in readiness and in ability. We also believe that our schools have a responsibility to prepare children for active and constructive roles in the larger society.

In summary, we believe that our primary concerns are 1) commitment to the individual, 2) emphasis on intellectual excellence, and 3) preservation of the ideals of social responsibility and equal opportunity in the school setting and in the larger society.²

The Educational Objectives of the Statement of Philosophy include: giving primary concern to intellectual growth; teaching the basic skills thoroughly; considering the child a total human being; discovering and responding to the variety of interests and talents of all children; fostering physical and mental health; preparing the child for informed and responsible citizenship; providing a setting which stimulates aesthetic development; encouraging the pursuit of excellence.³

²Ibid., 2.

³Ibid., 3-7.

The district has continued to espouse the progressive ideals of Dr. Washburne and his philosophy of education. With an emphasis on the "whole" child, his emotional, social and physical growth and development are equally as important as academic advancement. Though the terminology may have changed over the years, the meaning and the focus have remained the same. The child is viewed as a "whole" and it is recognized that the components of development are inter-related and function in harmony with one another.

PUBLICATIONS DEPARTMENT

Committed to individualized instruction for youngsters at the elementary level, the Publications Department has continued to prepare units of instruction in math and language arts which permit individualization of use. The format of the material is similar in design, including pretests, drill and exercises arranged in a series of steps; additional practice and support through alternative steps; practice tests and a final test. Teachers worked in grade level meetings and with consultants in the revision process. The Publications Department also has assumed the responsibility for the printing and distribution of other district forms and information.

Because children grow and mature at different rates and because they have specific needs, a program or system

that can respond to the individual needs of students has been valued. The primary role and function of the Publications Department has remained the same over the past seventy years; namely, producing teacher-prepared units of individual instruction for student consumption. The staff has continued to view individual units of instruction as one way of responding to the needs of a child on an individual basis and insuring success with all children. When it has been felt that commercial material may be of greater assistance to the child, its use has been encouraged and supported.

GOAL CARD

Student progress continues to be recorded on Goal Cards. These cards have been revised from time to time, most recently in 1980. The present system has allowed for the cards to follow the child from first grade through his entry into sixth grade at Carleton Washburne School. Dates are used to indicate completion of an instructional unit. The Goal Card can be used as an instrument to give a parent additional insight during the parent-teacher conference.

In many respects, the Goal Card has continued to represent Washburne's philosophy of education. It has continued to provide the child and teacher with a framework of units of study required at a particular grade and a

systematized record of recording a child's progress. It permits youngsters to work on areas of study at different rates of speed insuring accountability and success for each child. Completion of a unit is noted by a date rather than a letter grade. The Goal Card permits a teacher to tailor instruction around the specific needs of a child. It is flexible enough to recognize a child's areas of interest, talents and other strengths.

THE PARENT CONFERENCE

Washburne encouraged parent participation in the development of the educational process. Today parent conferences continue to be held on a regular basis in Winnetka -- three times a year -- more often if necessary. A narrative summary, written by the teacher, goal cards, a compilation of the child's work and, if needed, curriculum texts and materials are used as tools to enhance the communication process. Cooperative planning of both parent and teacher is fostered and encouraged. The conference forms and report cards at the middle school level have provided for narrative comments. Letter grades (A, B, C) are introduced to the child for the first time on a report form during the second trimester of Grade Seven.

Our reporting procedures which are ungraded and anecdotal in the lower grades, ease gradually to more traditional grading in the junior high. In this way children can gain a sense of satisfaction from their

own performance rather than experience failure when measuring themselves against a personally unobtainable standard.

GROUP ACTIVITIES

Just as the group activity process was so much a part of Dr. Washburne's philosophy, so also has it remained an essential element of the Winnetka Public Schools today.

Children of all abilities and needs can find fulfillment not only in academic learning, but also in art, music, drama, journalism, woodworking, home arts, creative writing, and in leadership roles and participation in group projects, such as service projects and social events. Helping children discover their special interests and abilities will assist them in later life to choose the kind of work they can do best and that will be the most satisfying. Developing children's interests and talents will also increase their range of choice for enjoyable, productive uses of their leisure time, an increasingly important goal.⁵

Allowing for self-expression in its many forms is encouraged in the educational process. While the interests of a child are recognized and nurtured, the district also sees its responsibility to introduce children to an array of offerings which may generate an area of interest or avocation, or an opportunity for leadership or recognition. Opportunities are limitless and have included such exposures as tennis, photography, golf, gardening, cross-country

⁴Ibid., 6.

⁵Ibid., 5.

skiing, writing, chess, The Great Books, bookmaking, coins and stamps, backgammon and printing. An area of interest can be incorporated into a creative activity or into an individual or group project.

Students are encouraged to work on special projects either individually or in groups and to value the work of others as well as their own. High expectations and standards are set for the project. Children are helped to see all projects through to completion, and are given recognition for effort and for quality of work.

Integrated learning, learning by doing and learning through participation have remained a viable model of instruction since the Washburne era. Permitting youngsters to explore and discover is still valued as a means for engaging and enticing the learning, thereby allowing him/her to gain satisfaction through meaningful achievement and understanding. The group process also offers opportunities for the development of social and emotional components in the youngster. In a volatile, shrinking world complicated and bombarded by media and advanced by technology there is a great need for the social sciences, teaching the skills of problem-solving together and a broader understanding of our inter-dependence on each other. Though the needs for group projects and socialized learning have varied from time to time and from child to child or group to group, the value for such experiences has remained much the same.

⁶Ibid., 7.

ART, MUSIC, DRAMA

The emphasis on the fine arts remains in the Winnetka Public Schools today. Vocal music is taught from kindergarten through grade five to every child with an instrumental music program offered at grade five. In addition, a Suzuki-method string program is available to every child who wishes to participate, beginning in kindergarten. Grades six, seven and eight offer instrumental and vocal music as electives during the school day to every student who is interested. Art and drama classes begin in kindergarten and continue through Grade eight. The following section from the Statement of Philosophy serves as testimony to the importance of the fine arts in the Winnetka schools:

Through rich experiences and exposures, children can internalize an appreciation for beauty. Art, music, literature, drama, speech, creative writing and craft work are the more obvious channels for the cultivation of aesthetic values. Building awareness of scientific phenomena and mathematical patterns also contribute to a child's aesthetic development.

One of the most meaningful and satisfying experiences for children is to make something original. The creative urge seems to exist in all. In the Winnetka Schools the opportunity is constantly held open to do something creative, whether it be the making of a scientific discovery, a poem or a picture. Even the child who is unable to excel academically can often

⁷Ibid.

do well in crafts, art, or shop. Thus the opportunity to succeed and to receive recognition of success is provided for all children through the use of creative work.

In spite of declining enrollments, budget restraints, the competition with the academics for instructional time during the school day and in an already over-crowded curriculum, the fine arts are valued, recognized and supported by the staff and community. The fine arts have continued to respond to the fundamental needs of the emotional state of a child's life -- the need for self-expression, the need for security and the need for social integration.

PHYSICAL EDUCATION

Dr. Washburne wrote that:

Progressive education sees the body, emotions and mind as parts of the whole child, continuously influencing each other. The physical health of the child is therefore considered an essential part of his education. It is not just a separate "subject," or a matter of a "gym period." It is interwoven through the whole school program.

The physical education program has remained an integral part

⁸ Inside Winnetka's Schools Winnetka Public Schools Archives, no date or page number given.

⁹ Carleton Washburne, "What is Progressive Education?" Reprint from Chicago Schools Journal, (January-February, 1940), 144.

of each child's day. The group dynamics and life sports have continued to be more highly regarded than the competition of winning or losing. This program can offer opportunities for sharing, sportsmanship and cooperation.

THE LIBRARY RESOURCE CENTER

On 8 March 1913, during Dr. Washburne's second year of teaching and as principal in LaPuente School District in California, he wrote a letter to Mr. Edward Hyatt, Superintendent of Public Instruction in California. The letter read, in part:

As principal of a somewhat overcrowded two room district school, I have done some experimenting with self-government on the part of the pupils with, on the whole, good results. The question has arisen, however, as to whether pupils studying, working in the library, or doing agriculture, under one of themselves during certain periods of the day, could properly be considered as present in the school.

Pupils who have an average of 90% or over for a day's work and have no department marks against them for that day, are allowed, when they have finished their work for the day, to go into the library to read. I seldom allow more than four at a time, and the plan of keeping order while they are in the library is similar to the one just outlined for the study room. This has encouraged good behavior and good work, and has at the same time helped much in cultivating the library habit. We have a library of over a thousand volumes aside from regular text books, and the children are learning through this plan to select good books and read them. They are of course allowed¹⁰ to take books from the library for home reading.

¹⁰ Carleton Washburne, Winnetka, Illinois, to Edward Hyatt, California, 8 March 1913, Correspondence files, Winnetka Public Schools.

In response, Mr. Hyatt wrote Mr. Washburne on 18 March 1913: "I think it entirely fair to count time spent in the library, garden etc., under direction of the school as school attendance. The plan under favorable circumstances ought to be a splendid thing for the young people concerned in it."¹¹

This early correspondence not only reflected Washburne's progressive philosophy but conveyed the importance he placed on the need for reading books and the library facility.

The library-resource center, richly stocked with collections of stories, literature, history and reference materials, has helped the child in his quest for learning. These diversified collections are enhanced with records, films and filmstrips, tapes, cassettes and computers. These centers, placed in high regard by students, faculty and parents, have provided for individual and small group activities as well as large group instruction.

DEPARTMENT OF PUPIL SERVICES AND OTHER PROGRAMS

Like the Department of Educational Counsel, the

¹¹Edward Hyatt, California, to Carleton Washburne, Winnetka, Illinois 18 March 1913, Correspondence files, Winnetka Public Schools.

Department of Pupil Services works with students; assists teachers and administrators; confers with parents; and generally helps children achieve their full potential and feel a measure of success and confidence. Just as the Department of Educational Counsel had the services of psychologists, social workers, speech clinicians and nurses, so also does the present-day Department of Pupil Services. In addition, teachers of children with learning disabilities and other special education teachers have been added to this department. Today, Public Law 94-142 has mandated certain rights for students. Washburne insisted on the same rights for students nearly seventy years ago without a law.

Another program today is sex education. This has continued as a normal part of the physiology science program at the seventh grade level since the Washburne era. The program has been handled by staff as a routine area of study. They have treated the unit in an open and scientific manner and students have accepted it in the same way. From time to time, parents have worked with staff in reviewing and updating the curriculum materials, but never with the intent to drop this program as a unit of study for students in spite of the occasional parent who has become concerned over the frankness of the instruction.

Field trips have been preserved and valued as components to group and creative activities. Not only have field trips enhanced the learning process but they have

continued to be a viable method for providing first-hand, on-site observations and participation for students which may not be possible within the classroom.

Manuscript writing, a system widely used in England during the 1920s, was implemented in Winnetka during the early 1920s by Carleton Washburne. Students worked through self-instructive exercises and were given tests for both legibility and speed. Washburne maintained:

As far as the children were concerned, the new system was decidedly successful -- writing was much more legible, more frequently good-looking, and no slower than the traditional "cursive" writing. The beginning of reading and writing was easier, because both used essentially the same alphabet. But parents gradually became impatient: "When will our children learn to write instead of print?" they would ask.

Had we known how long and difficult it was going to be to win parents' approval of the new system I doubt if we would have introduced it. That it was an improvement we were sure. But did it make enough difference to justify the struggle? We finally had to make a compromise.

We agreed that when a child reached the fifth grade, if his manuscript writing had reached a satisfactory stage, we would, at his parents' request, teach him to join his letters and use a cursive script. We had prepared a writing scale consisting of facsimiles of children's manuscript writing from very poor to excellent. It was by comparison with this scale (patterned after the well-known Ayres scale for cursive writing) that we judged the progress of each child's¹² quality while he wrote a paragraph, timed for speed.

This manuscript writing program, with youngsters receiving

¹²Carleton Washburne and Sidney P. Marland, Jr., Winnetka: The History and Significance of an Educational Experiment, (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1963), 66-67.

cursive instruction during the fifth grade year, has endured. It is the one program, in this writer's twenty-six years of experience in Winnetka, which has been the most difficult for parents to understand, accept and support. Defending the philosophy of this program has constantly drained the energies of staff and administrators.

Finally, the nursery school has helped in the transition from home to school. How the school day and its experiences are incorporated around and within the life of the child has occupied the best thinking of the professionals in the field. Recognizing the importance of a positive transition and experience, the district has valued the study and research which has given direction to both staff and parents. In Winnetka: The Significance of an Educational Experiment, the superintendents said:

The nursery schools affected all the education that followed. First they transformed our kindergartens, suffusing them with a new spirit and imparting to them many of their techniques. Then the influence spread up into the first grades, and from these, less conspicuously, crept into the upper grades.

For nursery schools at their best are the most perfect education we have today. Coming into being after the work of Freud was well known, after educational psychology was well developed, after pediatrics had become a highly specialized science, and after sociology and anthropology had begun to shed light on education, nursery schools combine and apply all these sciences. They are untrammelled by tradition and by parental ambition for academic learning by their children. They are built and equipped to meet the needs of growing children. They are taught by carefully selected teachers with some understanding of the contributions of modern science to the education of young children, teachers who also

have a warm and tender understanding of little children. Their primary, all-inclusive purpose is to help each child to develop naturally, wholesomely, happily. They recognize that no two children are alike and try to help each one, in accordance with his special design of growth, to achieve mastery of his own faculties and to coordinate his activities with those of other children and the surrounding adult world. The child's physical, intellectual, emotional and social well-being are seen as an interdependent and integral whole.

Such nursery schools become laboratories for research in child development and a center for study by teachers of all levels, by¹³ parents, and by students preparing to teach.

When it became necessary, due to declining enrollment, for Skokie School to close in 1978, the Winnetka Public School Nursery relocated for the first time since its inception in the late 1920s. Its new home is at Crow Island School. In a booklet celebrating the fiftieth anniversary of the founding of the nursery school, Elizabeth Puckett, director of the nursery school in the 1970s, wrote: "This is the legacy left to us by Rose Alschuler and Carleton Washburne and all those in the years between the beginning and today. May we carry on their tradition of excitement and excellence during this fiftieth anniversary year, and all the years to come."¹⁴ .li0

¹³Ibid., 121-122.

¹⁴Puckett, Elizabeth, Winnetka Public School Nursery. . . On the Occasion of its 50th Anniversary, Winnetka Public School Nursery, 1977.

STAFF DEVELOPMENT AND FRINGE BENEFITS

A high priority has been placed on staff growth and development which has created opportunities for staff leadership, recognition and professional growth. Though the fringe benefit program has undergone revisions, changes and alterations, the basic reward incentive of Carleton Washburne remains. It is possible for teachers to earn initiative units credit, thereby increasing their salary, through the following means:

1. Academic Credit. One initiative unit is given for each semester unit of credit.
2. Workshop Credit. Through attending workshops, seminars and other professional activities, workshop credit can be earned. One initiative unit equals sixteen hours of workshop participation.
3. Travel Credit. One unit of travel credit can be earned for each week of foreign or domestic travel.
4. Professional Writing Credit. A teacher may earn units in this area through writing and publishing an article, book or through some other writing project.
5. Leadership Credit. Units in this area may be earned when a teacher makes a leadership contribution on a state or national level in his/her discipline or in the general field of education which brings recognition to the teacher and the Winnetka Public Schools.
6. Independent Research Credit. Since the early days of Carleton Washburne, the district has placed a high priority on research. Initiative units earned by teachers will vary from one research project to another.¹⁵

¹⁵ Initiative Unit Program and Professional Growth Fund, Winnetka Public Schools, September, 1983.

SUMMARY

Experiences in Carleton Washburne's early life influenced his work in Winnetka. His mother, a lecturer and writer on Froebel and child study, worked as an associate of Colonel Francis W. Parker. She knew many of the leading educators of the day, including John Dewey who was a personal friend of their family. For a period of time, Washburne's early schooling was at Francis Parker School, one of the first progressive schools in the United States. His grandfather was an influential figure and nurtured his grandson's interest in philosophy and religion.

After graduating from college, Carleton Washburne taught for two years in schools in California. It was during this time that he became interested in meeting Frederick Burk who was doing much work in the individualized method of teaching at San Francisco State Normal School. Washburne worked with Burk for five years before accepting the invitation to be superintendent of the Winnetka Public Schools. During this time, he completed his graduate work for his doctoral degree in education at the University of California at Berkeley.

Arriving in Winnetka in the spring of 1919, Washburne worked closely with his staff in implementing individualized units of study in spelling and mathematics under a framework he had used with Burk. Educational issues were

scientifically solved through research. Within a relatively short period of time, the "common essentials" -- mathematics, spelling, reading and language -- were individualized.

Research was used as a tool for discovering more effective ways of teaching the basic subjects. A Department of Research was established and was the recipient of private grants which assisted this department in its projects. The Winnetka Educational Press prepared curriculum materials, assisted the research department in its publishing and distribution of studies and prepared packets of curriculum materials for Winnetka children whose parents were on foreign assignments.

The Department of Educational Counsel was developed in order that special help might be given to students, their parents, teachers or administrators, assuring that each youngster achieve maximum academic and emotional growth.

With Skokie Junior High School, a new concept in school organization itself, in operation, a nursery school was added with the assistance and support of Mrs. Rose Alschuler. Housing a nursery school within a public junior high school was a new concept and Winnetka was among the first to do this.

Having scientifically (through research) reduced the time a youngster needed to spend on drill and recitation, the Winnetka educators turned to the important development

of group and creative activities. These activities were as essential as the tool subjects and they permitted youngsters to interact with one another, explore areas of interest and experience success, recognition and leadership under the careful direction of a teacher. At the junior high school level, group and creative activities were offered through committees, clubs and electives.

As an educator, Washburne not only sought to motivate, challenge and support his faculty on the newer educational issues of the day, but also worked to educate laymen and other educators. He was a prolific writer, turning out several books and numerous articles for publication. He encouraged and supported his staff members in their efforts to write for publication also. In an effort to train teachers in these new ideas of education, Washburne implemented a summer school for teachers in 1929. Realizing that six weeks was not sufficient time, the Graduate Teachers College of Winnetka was established in 1932. With the cooperation of Perry Dunlap Smith of North Shore Country Day School and Flora Cooke at Parker School, a forerunner of the Master of Arts in Teaching (MAT) program was developed. The students trained under the guidance of the Winnetka staff in an internship format which also included seminars, readings and workshops.

The Winnetka Schools were an educational laboratory. The curriculum, methodology and programs were modified in

light of experience and research. There were themes of education which took place in Winnetka during Washburne's superintendency. Some of these were: the recognition of individual differences; the child-centered approach; a mental health concept; the scientific movement; and the school as an organization to improve society. Perhaps these themes are illustrated in the following quotation of Carleton Washburne: "As each child is a new creation, as life is ever growing, ever changing, so must education . . . be ever developing, never finished."¹⁶

Carleton Washburne's strong commitment to these central themes of education and his neverending determination to disseminate his educational ideas and research findings brought national and international recognition to the Winnetka Public Schools, the staff and to Carleton Washburne himself.

¹⁶Carleton Washburne, Carleton W. Washburne School Dedication Booklet, 12 October 1969.

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APPROVAL SHEET

The dissertation submitted by William G. Meuer has been read and approved by the following committee:

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

Date

June 30, 1988

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Director's Signature