
OTHER ASPECTS OF COÖPERATION.

COÖPERATION OF THE GENERAL OFFICE AND FIELD.

By O. C. HANSEN, General Office.

DEFINITE POLICY ESSENTIAL TO SUCCESS.

The merits of an educational organization are judged by the results achieved by pupils of the schools. It would be only the faintest praise of the Bureau of Education to say that the employees were well educated and capable of performing excellent service. Unless it could also be said that its energies were directed toward training children to become men and women well prepared to solve life's problems successfully, the organization could not be considered a model.

In order that the work of each member may be effective, all must be governed by a plan that is the result of thorough study, involving the question of available means as well as that of desired results. Under the head of means, the quality of personnel is of first importance. But there are other requirements to be considered, including the provision for finances.

Considerable statistical data are required. Comparisons of results in different towns and provinces, and in other countries, assist materially in shaping future policy. If successful effort is to be rewarded, and encouragement supplied where needed, such comparative statements must be available.

Local economic conditions control to a great extent the fixing of the course of study and determine the subjects to be emphasized. To secure development along manufacturing and industrial lines, education must have a mechanical trend; if the prosperity of a country is to depend upon the products of the soil, agriculture must have an important place in the school curriculum.

GENERAL OFFICE AND FIELD COÖPERATION.

The success attained by the Bureau of Education has been due to a thorough coördination of effort, which has been obtained largely through a well-organized supervisory system. This has been made possible by effective coöperation between the General Office and classroom teachers, through the supervising teachers and division superintendents. Teachers understand and appreciate the aims and objects of the Bureau and endeavor to carry

them out to the letter. Constructive criticism from the field is favorably received and is given very careful consideration by the General Office. Such suggestions materially affect the conduct of the Bureau.

EXTENT AND PURPOSE.

It is to the advantage of the teachers and the field personnel to have proper provision made for adequate salaries, travel allowances, and other service privileges; and the best interests of the Bureau demand that all employees be contented with their work and satisfied with the service in general. The Directors, therefore, exert every effort toward securing for them all possible advantages consistent with the interests of good government.

Given the required funds with which to work, the reputation of the buildings division depends upon the success of the building campaign. The chief of that division, therefore, has every reason to coöperate with the field. To make a success of the industrial program, a carefully defined policy and all possible assistance in the way of detailed instructions and suggestions are required from the industrial division. As a part of its duties, the academic division aims to standardize courses of instruction for the Islands. This involves a consideration of the needs of the people, as well as of the standards for other countries and the latest ideas of prominent educators. The success of the academic division is absolutely dependent upon the closest kind of coöperation with the teachers.

If unlimited funds were available each year for the purchase of property, hardly a word of complaint would be registered against the property division. Allotments of supplies are based on figures covering a careful study of the property situation for years and upon the recommendations of division superintendents. By taking full advantage of all property available, the field can assist the General Office very materially in making the most of a difficult situation.

In the administration of the accounting division, also, the lack of funds for certain purposes is likely to be decidedly embarrassing. The current appropriation is never sufficient to permit of the payment of salaries or of traveling expenses without limit, and the most careful economy is required to avoid an overdraft. Through the assurance of coöperation in this respect on the part of the field, it has been possible to allot funds for traveling expenses in excess of the money actually available, as the experience of several years has shown that a certain portion of such allotments will not be expended. This sort of an under-

standing between office and field results in a real advantage to both. If everyone could fully appreciate that reimbursement vouchers and all other accounts must not only actually be correct, but must also have the appearance of being legitimate claims against the Bureau, considerable difficulty in effecting payments could be avoided.

Upon the Directors rests the responsibility for deciding questions of policy, originating plans of action, and supplying the incentive for effective work. They are interested in securing thorough coöperation between office and field and among the various divisions of the office. Undue emphasis by one department might be almost as detrimental to the organization as a lack of attention on the part of another. For the success of the Bureau as a whole, all departments must be made to assist in preserving the general balance.

COÖPERATION ON THE INCREASE.

The issuance of the Service Manual several years ago brought about a better understanding between field and office than had existed before. Since then, carefully prepared circulars have helped greatly in clearing up doubtful points. Conferences of division superintendents, principals, and supervising teachers, at which members of the General Office force have been present, have made it possible to remedy difficulties before they assumed serious proportions. Coöperation is on the increase. It pays well and it is certainly worth cultivating.

COÖPERATION BETWEEN PARENTS AND TEACHERS.

By CHARLES E. HOYE, Acting Division Superintendent of Schools, Nueva Vizcaya.

Under the civil law as well as under the common law, teachers are considered to stand "in the place of a parent" with reference to pupils under their care. This relationship of the teacher to the father and mother, through the child, implies and makes necessary the closest coöperation in all things affecting a child's training.

Coöperation of teachers and parents should not be one-sided—it should work both ways. Some teachers are continually asking the local officials and parents for assistance, but forget that the school owes the parents and community in general all the help it can give. Much extra work should not be required of pupils when their parents need them; rather they should be encouraged to help their parents. One of the difficulties with attendance