

was read to me this morning.

The Chairman. Have you been disturbed in your position by any representative of the school here — where are you working now?

Mr. Schwiegman. At Grayson, just above Carlisle here six miles.

The Chairman. Have you been disturbed any way? Did anybody try to get you fired?

966

Mr. Schweigman. No one has so far.

TESTIMONY OF MRS. LYDIA E. KAUP.

The witness was duly sworn by the Chairman.

The Chairman. In what capacity are you employed at Carlisle, Mrs. Kaup?

Mrs. Kaup. Normal teacher.

The Chairman. How long have you been working in that capacity?

Mrs. Kaup. As normal teacher, I think, four or five years. I am not quite sure. I think this is my fifth term, or fourth, but I was a teacher in the grades before.

The Chairman. What are the relations between Superintendent Friedman and the pupils in the school?

Mrs. Kaup. Well, I do not know so much about that, but I am afraid they are not very good.

The Chairman. Do you know how he is looked upon by the employees in the school?

Mrs. Kaup. By some, I suppose, all right; and by some he is not.

The Chairman. Would you say that the relations between the superintendent and the employees generally speaking are



amicable or otherwise?

Mrs. Kaup. Otherwise.

The Chairman. What is that due to?

Mrs. Kaup. I think to his insolence to us.

The Chairman. Is he disagreeable at times?

Mrs. Kaup. Yes.

The Chairman. How many pupils have you in your department?

Mrs. Kaup. I have since last September enrolled 141, but some went to the country, some ran away, and I <sup>promoted</sup> ~~permitted~~ a few, and I have now 115, I think.

The Chairman. What progress is being made in the normal department? If it is not satisfactory, tell me briefly why you think it is not so.

Mrs. Kaup. Why, the crowd ~~I gave~~ is too big; I have too many. The pupils that come to my department are the beginners? Some are adults, and this year they brought in quite a number of small ones, and they are just a class of pupils without any individual attention, and the crowd is too large. I have six girls that are pupil teachers, and I am supposed to train those, and they are to have classes. The understanding is that each pupil teacher shall have about 6, and then I am to oversee and give them training. There was a time when there was an assistant, but that was abolished before I took the position.

It so happens that the number is so big that I have 53 pupils of my own that I teach, and they are of three different grades. That makes the work harder too. I have five grades, so that makes a great deal of planning. I have 53 of my own, and then I am obliged to give the pupil teachers my pupils,



those they ought to have. 2 of my most advanced pupils, those I have had two years — one is 16 and the other is 13. They need so much individual attention that I am not able to give the pupil teachers the same attention that I ought to give. I have what I call "observation lessons". I keep the whole school in the room, and I give a drill lesson for the pupil teachers to observe. They must be present. Then what little time I have I oversee the work, and I try to keep in touch with it. For example, when I have third grade pupils I have to give to two of the pupil teachers third pupils. Then I keep in touch with that. I consult with them and explain to them how to handle the lesson. If I think it is something special, I call the pupils out and give the drill in my room, and then I require them to hand in a program every day.

When they are excused the girls have so little time. There was a time when the normal teacher was allowed a half hour each session to consult with her pupil teachers on methods, but when the whistle blows the girls must go. Once in a while I just keep them a little and give them some extra training. I get my class started, and take the pupil teachers, and give them instructions. But I cannot look after them, because I have too many of my own. I cannot look after them as I would like to. The worst is the scholars are getting rid of the attention they ought to have. There are too many that need individual attention. Some of them when they come cannot understand a word of English, and they especially need attention.

The Chairman. How does the discipline now prevailing compare with what it formerly was?



Mrs. Kaup. It is very good to what it was.

The Chairman. When did it begin to improve?

Mrs. Kaup. Since last September about.

The Chairman. It is very much better now than it was up to last September?

Mrs. Kaup. Yes.

The Chairman. What is the cause of that improvement? Do you know?

Mrs. Kaup. No, I could not tell, unless they have made stricter rules.

The Chairman. How does the discipline compare under Mr. Friedman's administration with that of other administrations you have known here?

Mrs. Kaup. I came here just shortly before Mr. Friedman came. Well, I think it was — I know it was better before.

#### TESTIMONY OF WILLIAM H. MILLER.

The witness was duly sworn by the Chairman.

The Chairman. What employment have you now, Mr. Miller?

Mr. Miller. My official position is that of financial clerk.

The Chairman. At the Carlisle school?

Mr. Miller. Yes, sir.

The Chairman. As such clerk do you keep the records of the athletic association?

Mr. Miller. I do.

The Chairman. What is that association? Is it a corporation?

Mr. Miller. Yes, sir; it is a corporation, consisting of the employees and the pupils who are entitled to wear the