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MEMORANDUM TO MR. EHLERS

From: John Kelly - Music Department

March 30, 1957

Subject: Music Resale Procedures

After our discussion the other day about resale procedure I have done considerable thinking and talking with the teachers on the matter and would like to present in a better organized way some of the arguments for the present system.

The chief reason for the present system of having resale books at ones elbow is to be able to maintain an uninterrupted flow in the teaching process. A child whose work is unexpectedly well done on a given lesson may be greatly stimulated through the reward of the next book in a series. He goes home with the book in his hand and applies his enthusiasm of the moment. Another child has heard a piece, perhaps a popular tune or something other than the regular pieces he is doing, that he is suddenly very eager to dig into. The teacher who can wisely capitalize on these momentary flashes of real interest on the part of the students is making the most of that delicate little matter of inspiration in the young student's makeup which usually gets twice as much practice and good work done. To make the inspiration and interest wait until he and his mother can remember to bring in the 85¢ or dollar is to raise a serious obstacle to say nothing of the problems it would raise for students working in the group system.

Practically all teachers working privately in their own homes have a stock of such books on hand and they expect to take a certain loss, to put it negatively, in the business as all "businesses" do. To look at it the other way around, having the books on hand and making the best use of the student's variable interests is worth the expense of certain books that don't get paid for.

On the other hand, to put all transactions on a cash and carry basis makes the teaching program wooden and inflexible and although it may make for better bookkeeping it is less sympathetic to the human side of the problem. My feeling is that for everything we do, no matter what it is, a big or small operation, there is a certain amount of lost motion and wastage - and that seems to be the price of dealing with human beings.

Accepting as a policy for students to fail to meet their obligations is wrong

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*Accounting
Demand*
*Kelly improves
annual loss \$50.00*

X Now on the black and white side of the ledger: We sell the books at the store's list price but we buy them at 10% discount. Thus if we exchange \$600.00 worth of books for the year as we do, the 10% difference covers the loss for the year for delinquent book payments. In the last 2 years, 1955 and 1956, we bought \$1,041.00 worth of books and sold them for \$1,144.00. The difference of \$103.00 covers the loss due to non payment which for 1956 was \$48.49.

X Or to look at it still differently, for 13 teachers, the price of \$48.89 for a year or about \$4.00 a year per teacher is a small loss that any teacher anywhere is willing to make who works privately.

*Questionable
Solemnity*

I think that if we can be sure that sales slips are being checked on monthly by Dorothy so as not be get too old, that all drop-students' resale accounts are checked before they are officially dropped and that teachers are regularly encouraged to be careful in their handling of the books and sales slips as I believe they are, barring a few normal errors, that the present system is about as good as it can be. All the teachers favor it over the cash and carry system for the reasons stated above plus others such as the element of distrust and termination of a "service" to our people.

*good
business
not
distrust*

We would appreciate your reconsidering the proposal and other thoughts you may have.

Sincerely yours,

John M. Kelly Jr., Director
The Music School

JMK:dm