

The object of all education
is not the preparation of the pupil
- in the Grades for the Secondary
School; in the Secondary School
for College - tho this idea
has unquestionably dom-
inated the educational world
in what we call in the
U.S. the East, i.e. New England
& the Middle Atlantic States and
I am tempted to say the
entire South. The object of
education should be the best
possible development of the
individuals taught. The
Center of the teacher's ac-
tivities should not be in
the Curriculum but in
the individuals ~~taught~~.

Any kind of Curriculum
is good in the hands of
a good teacher and
any kind of Curriculum is

bad when in the hands of a
poor teacher. I once heard a
successful farmer say "Give
me a good piece of land and
a poor farmer and I will
show you in a few years
a poor farm. Give me a
poor piece of land and a good
farmer and I will show you
in a few years a good farm."

The same is true of teaching.
a poor curriculum and a good
teacher will give good results
and vice versa. The best thing
of course is a good course of study
and a good teacher — then we
~~will~~ get the best results.

But I must say this, when
ever I hear a person laying
so much stress upon the
poorness of the course of study

I feel quite sure that that particular individual is trying to direct attention to something else in order that he may cover up his own ~~poor work~~ ^{sins as a teacher}. Yt I suppose we will have to put up with such people; for we are told that The poor we have always with us, and I might put the emphasis on the with us.

While I put but little stress upon the Cause of Study in Comparison to other things Yt the Cause is important. It should be continuous and logical, one thing following another in natural sequence, one subject grow

ing out of the other. Where
 we have different Curricula
 as in the Grades and the
 Secondary schools these
 Courses should be so ad-
 justed that the first
 work in the higher school
~~should~~^{would} start exactly where
 the last work in the lower
 school ended. The student's
 point of view should not be
 lost sight of in making the
 transfer. Most of the burden
 of ^{this} adjustment rests ~~here~~
 with the Secondary School.
 For this reason I have often
 said and firmly believe
 it would be a most
 excellent thing for the
 Secondary teacher to be

put into a 7th ^{or} 8th grade
 About one year in seven
 And not a bad thing for
 the 7th & 8th grade teacher to
 be given 1st year work
 in the H.S. occasionally.
 If you know our ways
 and we know your ways
 then and only then
 will it be that the
 pupil will not suffer.

We are trying now in
 an honest humble way
 to get our Courses of study
 properly adjusted and we
 are doing it with but
 one object in view,
 the good of the pupil.

Not only does the pupil
 undergo a change of curricula
 but when he reaches the
 Secondary School he finds
 an entirely different system.
 This makes it all the more
 difficult for the individual.
 In the grades usually he has
 but one teacher with us
 not less than six. To get
 properly adjusted to these ~~it~~
 teachers is at least thirty six
 times and difficult as it ^{is} to
 get adjusted to the one. You
 have a peculiar interest
 in your grade, those who
 are with you all day, that
 a history teacher ^{for instance} ~~say~~ (as I
 taught history) can never

have in ~~any one~~ ^{any one} of her classes. ^{in visit} Each class writes but four times per wk and it takes a long time for a teacher to come to know each member of ~~this~~ ^{each} class of ~~40~~ forty pupils.

While you have but forty to adjust yourself to and they have but one teacher with us each teacher has from 150 to 250 and each pupil has at least six teachers. In the grades they have already formed some idea of the 8th grade teacher before they meet her - they know her perhaps - not so when they come from you to us

Do you not see therefore that this within itself is a terrific change that each pupil is making. We are trying in my school, and the same is true of the Western to ~~lessen~~ this help the child over this change. We have what is known as the Home Room Teacher, who is supposed to be a kind of clearinghouse for her group. She is the one person to whom they are supposed to go for help. She keeps the attendance, gives permit to go home for illness etc etc. She talks to them about all matters of interest to them and in

this way each first year girl ~~soon~~ knows at least one teacher. Sometimes I fear the year passes without her ever knowing more than one.

Early in the fall, I take the first year pupils out a wk and talk to them, telling them many of the things familiar to pupils who have been with us for six months, but very necessary for new ~~fall~~ pupils to know. I talk to them about "how to study" talking are subject for ~~the~~ talk etc

But there are ~~other~~
Other differences: e.g.

- a) Pupils move from Pm. to Pm.
with us, while with you they stay in the same Pm.
+ close at 2:30
- b) Short noon hour, which
means ^{that} the work for them
is more trying since it is
to be done within fewer hours.
- c) Much less time for study
in school which necessitates
more work at home, which
means less help from teacher
(This is perhaps a good thing)

While there is an element
of good in each of these, —
it is good to know as teacher
more than all for it
helps to broaden the pupil
and increases judgment
and reason. Moving from Pm.
to Pm. gives a little rest. Short
noons and concentration upon
tasks are what we are to meet
with when we are there with

Schools: less help from teachers
 means "do it yourself" which
 carries with it ^{individual} self initiative
 and self reliance, y^t coming
 as they all do at once and
 also at the most critical
 period of human life just
 as the boy ~~aa~~ or girl is turn-
 ing the point in life from
 boyhood to manhood or
 girlhood to womanhood
 Makes the change a terrify-
 ing one

What can we do to remedy
 this evil? It is here that
 we find the foundation
 for the idea of a six year
 H.S. putting the pupils into
~~H.S.~~ at the end of the 6th grade
 and ~~then~~ ^{and then} let the

teaching begins in the
 first year of the U.S. very
 much like it is in the
 7th grade. ~~There~~ slowly
 change from the grade methods
 to the U.S. methods. This
 makes the beginning of the
 change at the age of 12 ^{and has many things in its favor}.
 It is also in the face
 of these facts that we
 find the foundation
 for the idea of beginning
 departmental teaching
 in the grades. ^{if you can} Let them
 know something of our
 methods before they
 teach ~~us~~ it will not be so
 difficult for them to adjust them-
 selves to our ways.

feeding for growth and development. Not every tree can grow to be perfect simply on account of its environment and not every human being can be a perfect specimen; but it is the business of education to help each individual to become the very best possible of his kind in his environment. What the Secondary School needs from you is not a certain prescribed number of facts rammed, and crammed and hammered into the heads of its pupils, but a definite amount of brain power, of capacity for doing things, of mental development. Education is in part a

growth. There are certain things that time only can produce and under certain kinds of environment time with the most skillful help possible cannot produce perfection. In fact, there is no environment out of which human perfection may ^{be} develop. The teacher ^{in the 2d dom}, therefore, who expects a pupil to come from the grades with all of the grade curriculum done perfectly is not fit for a secondary school room. She is not fit to teach anywhere. Furthermore, in the physical world, plants and animals do not develop evenly. Some grow faster than

others of the same species. So it is in the mental world. All children are not developing at the same rate. Consequently when they came up to us from you we find many variations—about as many as we have pupils. But there is one thing just here that will help. If we would lay stress, not upon the maximum amount of work possible for an 8th grade pupil, but have a definite minimum amount, below which no pupil will be recommended to the H.S. Then we would have a definite working basis and upon your minimum requirement we would build. We'd soon discover

the pupils who can move along with the work more easily than others. We can ~~correct~~ adjust ourselves once a year to the varying abilities of pupils by allowing them to take one subject more than our minimum yearly requirement.

But this is a Teachers and Parents' Club. What has the parent to do with all of this nothing more than furnish the children and pay the bills? That is, we are tempted to say, only a small part of the parent's duty. Teaching is just becoming a profession

Men and women are giving their best thought to "How to Teach" and as a result methods are quite different from what they were when you — the parents — were pupils. But ~~Masters~~ Methods of living, Methods of doing business, Methods of conducting religious exercises, Methods of doing everything are different from what they were when you were a child. And therefore, if Methods of teaching were not different they would not be so good as they were when you and I were ^{in school} ~~youngsters~~.

Do not condemn ~~these~~ before you see that the results are not good. I heard of one parent in this City who

Condemned very severely the methods of teaching Geography. When she was put to it and forced to say in what the present teaching is faulty,

she said "It is not taught like now like it was taught when I went to school, therefore it is not properly taught". That is what I call Argumentum ad hauriendum. The hat you are wearing today is not like the hat you wore when a girl there for the hat you wear today is not worth anything." But it costs. You have no right to condemn without a mass of facts to back up your position. It becomes your duty therefore, in so far as you ~~can~~ are public

spirited and can get the
 time to keep yourselves ^{informed} ~~posted~~
 on educational subjects. And
 don't let your children be
 your sole source of in-
 formation. You ought to
 take some kind of educational
 publications. It is good for
 every parent to read at least
 one good educational maga-
 zine each month. Have
 these Clubs and get people to
 talk to you on professional
 subjects so that you may get
 their viewpoints. Visit the
 school, but do not be one of that
 prying, inquisitive, meddling
 kind. Come with a good spirit
 and ~~talk~~ see what we are doing.
 But do not expect school ~~to~~
 life to be home like. I have

heard people say School life
 should be like the home. I do
 not agree with that. This is the
 child's first experience in
 a life different from the
 home and it is not only useless
 but folly to try to make a
 school a home. It is good
 for a child to get accustomed
 to a life different from that
 in his home or the circle
 of his acquaintances in
 the neighborhood. As we
 move along the great high-
 way of human existence
 we are constantly coming
 into new social environ-
 ments and it is good for us
 to learn, early in life, how
 to adjust ourselves to these
 social changes.

We hear it said to day that
 our methods are not getting
 the good results as they did
 40 or ago. Go back into the
 life of the times 40 or ago and
 you will hear the same
 story and 40 or prior to that
 people were saying the same
 thing. We hear people
 saying "The office boy of to day
 does not know as much as
 the old office boy of 40 or ago. As
 a matter of fact he knows
 more than the Conductor
 of the business knew
 40 or ago. Did you ever
 think what he has to do?
 The trouble is here, not too many
 facts and fancies in new things
 in education but not enough

I could talk on indefinitely
 but my time is up. Let me
 in Conclusion ~~what~~
 what we need now is more
 cooperation, more support
 by the people, more real
 "Parents and Teachers Clubs"
 i.e. more real Cooperation
 of parent and teacher. You
 evidently have it here
 And I Congratulate you
 upon the fact.

Delivered before the
Parents and Teach-
Club of School No. 5.
Nov. 24, 1908.