

LEADERS IN EDUCATION WEEK MESSAGES FOR WINNETKA

English For Foreigners

By MRS. WILLIAM BROOKS MOULTON

Editor's Note: Mrs. Moulton has been conducting English classes for foreigners at Community House for several years. She is assisted by Mr. Moulton and several other volunteer workers, giving classes every Tuesday evening. In the following article she tells some of the difficulties which stand in the way of doing the work as effectively as she would like. In spite of these difficulties, however, Mrs. Moulton has had singular success with the new comers from foreign lands, who take advantage of her classes.

One of the most difficult problems in the work of teaching English to foreigners, is the finding of suitable textbooks.

Although these classes have been carried on for several years now in this country, experience has yet not been able to produce a really good book.

There are many books and the authors state that they recognize the psychological facts of the problems, but none of these books are really based on the fundamental idea that the pupils, though beginners, are adults. They are often slow in learning but their minds are not children's minds.

The chief disadvantages are that the lessons move too quickly from very simple and rather mechanical work to lessons which are full of generalized words about topics which require much background in order to understand the subject matter.

The same thing is true in advanced reading books. If someone would only write a History of the United States which contained the principal events interestingly told, but without much detail; written not in words of one syllable, but without many of what someone calls "Wardrobe Words"—words packed with meaning.

A book, somewhat like the old fashioned Readers, would be of great value. It should contain selections of prose and poetry, a few of the best speeches, short ones, of Lincoln, Roosevelt, Wilson, etc., and some patriotic songs. The old time Readers will not do, for the material, though not too difficult, is often not suitable, and sometimes too complex in idea.

Of course, this work of teaching foreigners is as yet in its infancy. There is much material available, but it is unrelated, and individuals are working alone.

It differs from teaching a foreign language in other classes, in that the pupils have a very practical interest in learning and want to put this acquisition into use without delay.

This is both advantageous and the reverse. They gain new words quickly but their pronunciation and their understanding of the grammar show far less proficiency. As their chief ambition is to be and to make themselves understood they are easily satisfied and do not in general wish to continue their study further than this.

The unfortunate result of this is, that our language, which is to become theirs, is very badly treated, and we who love it and appreciate its beauties dread the deterioration we foresee in their careless use of it.

One of the most important endeavors of the teachers of these most attractive peoples would be to give them the desire to keep on working and to improve, and also to put before them as high a standard in the use of English as they can appreciate.

High School Problems We Are Solving

By EDWARD J. PHELPS, President High School Board of Education

As I have studied the High School problem which was presented in our township, there were five things which were especially worth doing.

1. It was necessary to secure enough land for the uses of the High School so as to provide for its future growth for a long period of time.

2. It was necessary to provide, by a liberal bond issue, enough money for necessary increased building operations.

3. I have a pretty deep-rooted conviction, which it would be rather difficult to remove, that, not only in our secondary schools, but also in our universities and colleges and technical schools, the teaching force is wretchedly underpaid. This is no longer true at New Trier.

4. My colleagues on the Board of Education of the High School have felt with me that the best high school man, to be found in the United States, was none too good to secure as Superintendent of the school.

These four requisites have been put into execution. We have land enough to last us for a very long period of time.

The tax payers in our school district have generously supported us in the matter of allowing us to issue bonds for building purposes.

In selecting the men and women who compose our faculty, our Board has proceeded on the theory that it is impossible to secure and retain capable, red-blooded teachers unless they are paid sufficiently to keep them from lying awake nights over the financial problem, and in our selections we are trying hard to secure teachers who will be teaching all the while to the boy or girl, some things which are not always to be found in the text books.

In Mr. Clerk, the new Superintendent of the High School, our Board feels that we have a High School man who is certainly one of the best, if not the very best, in the United States.

But there is a fifth thing which must be done at the High School before the school can do perfectly the task which is before any High School. The fifth thing furnishes a problem much harder of solution than any one of the other four which have been mentioned above. Somehow, we must carry into effect a process of character building among our young people. They are to be the fathers and mothers of the future. None of the complex problems which face the American people at present are going to be solved by those of us who belong to the older generations. The High School boys and girls of today must be so educated, from the standpoint of character, that they will become the problem solvers of tomorrow. Our Board of Education, our Principal and our Faculty at the school, propose to work hard and in co-operation with each other to do the very best we can to make the boys and girls of this generation wise and thoughtful men and women of the next generation, but the three influences which I have mentioned in this paragraph are not sufficient by themselves to bring about the desired result. We must have the hearty and unselfish support of the parents. We propose in the near future to put into operation what we hope will be an active and influential Parent-Teachers Association. We wish to establish a much closer connection between the school and the homes of the boys and girls, and in the execution of such a project, we bespeak the hearty and unselfish support of the fathers and mothers. It is a big task that we have before us, but it is worth doing—even at cost of considerable personal sacrifice.

Educational Ideals

By EDWARD YEOMANS

There is nothing new to be said by me on this matter, or by anyone else. The educational ideals in which I am interested are not modern things at all, but very old things. From the "wise and prudent," however, they seem to have remained hidden, the wise and prudent being those who have always run things.

With that flawless insight into the character and proclivity of mankind that was illustrated so copiously during his life time, Christ confronted the adults of his day with a child and said without reservation that the Kingdom of Heaven for which he was concerned, was composed of people who could compare favorably with that child. Now just what he meant by that, the world has never really discovered; or, at any rate, has refused to discover, because such a discovery would interfere with all those very much cherished ambitions and activities which reversed that meaning.

And as a result of that preference for darkness rather than light among the leaders of nations we finally developed a world war and a situation following it which seems even more destructive of ethical standards.

Now what shall we believe was meant? Was that statement just a figure of speech such as we have made ever since, or a reference to a future state quite outside this world?

It seems to those of us who are classed as Educational Idealists and who are therefore considered rather more off the ground than on it, and on that account not likely to get anywhere at all—that the "practical" education—the education based on utility—on the general adult standard of things, on the scale of values prevalent and on the definition of success prevalent, however much disguised—it seems to us that this practical education does get us somewhere very decidedly but that this destination is not very much short of a kind of hell.

It is the kind of education that, if continued, will go right on arriving at the destination it has recently arrived at. It is the kind of education that really has too little discrimination—which cannot appraise life in any terms except materialistic, though it would deny that with passion. It is the kind of education that, in America, can applaud the career of Henry Ford, for instance, even when it has had the opportunity of looking through his factories, and of really believing that such a person would make a suitable president of the United States.

Now one does not have to apologize certainly for taking a very different point of view and for electing to associate himself with people like William James, Francis Parker, John Dewey,

G. Stanley Hall, and Marietta Johnson. For these people understand quite well what that picture of the child standing there as the only hope of human society, meant.

They understand that unless those inherent virtues—strengths, not weaknesses of childhood—can be protected and stimulated—and rooted deep in the soil of life—unless those seen and unseen potentialities of good will—of co-operation, of creative power, of love of truth and beauty, can be preserved and carried over into maturity, there is no hope whatever for human society. And they understand also that these virtues are naturally associated with the most useful, and, therefore successful, careers, and that there is no ambition which dis-associates them which is worth consideration.

Moreover they know this—that as the world becomes more and more crowded—as people are more and more pressed against each other—as the necessity for more co-operation and for less competition, increases, these qualities must be at hand or civilization—and especially democracy—will become a hideous thing, a thing to which no one could commit his children with any feeling except of apprehension.

And so the ideals of the Educational Idealist—which are not, let me say, the ideals of our standard education at all as at present administered—are clustered around the vision of a better society than the present—of something that promises more—of something not concerned with bigness, and speed and efficiency—but concerned instead with the welfare of the Soul.

For it is the starving of the Soul—it has certainly been that—which has produced the present European situation and which will always produce similar situations on any continent—the starved soul rendering the body in agony of its disappointment and despair, and descending into hell before ever it can find any ground to stand on again.

There are two forces opposing the Educational Idealist, two forces of the first magnitude, and within these all manner of complicated things growing out of them. One is the present industrial system based on profits and competition—on quantity production and on the debasing of craftsmanship in favor of efficiency and speed.

The other is the increasing numbers requiring education—the "wholesomeness" of the job—and consequent tendency of standardization.

Where the answer is—the formula which can reconcile these two attitudes toward life with the attitude of the idealist—I will not pretend to say, except this much—this much to remind people who may need to be reminded—that the only thing that has any quality in it—the thing that has any real value in this world is something which standardization absolutely kills.

Any systems of Education which involve, as they practically all do involve, the standardized processes and the factory psychology in the teachers, are not likely to contribute to the ultimate welfare of a nation.

Nothing will ever be found as a residue of such processes except chaos.

There never was such a stupendous example of the validity of this law as that exhibited by Germany today—the law, let us call it, of the Starved Soul.

How German educationalists and others, are endeavoring to find their way up out of this purgatorium, you may discover by reading Mr. Washburne's pamphlet published by the United States Bureau of Education.

Every school of this sort is a candle lighted in the night of European society—and if those candles blow out, then there will never be any dawning. For, of course, in children alone, and in those like them, is the whole prospect for future happiness wrapped up both there and here.

I beg to commend to those interested in education that book by the Englishman Tawney—called "The Acquisitive Society."

I believe an open minded person will there find an answer to many of these conflicting opinions regarding the methods and the content of educational processes and perhaps for the first time understand that these processes can never be right until we accept a very much superior philosophy for our conduct of affairs in the adult world than the one now in use.

The Winnetka P. T. A.

By MRS. EARLE BARBER, President P. T. A.

The Parent-Teacher Association of the Winnetka Schools has been in existence for some years and has been working on the ideas and ideals embodied in its charter.

1. It is organized to carry on constructive work for better parenthood, better homes, better schools, and better communities.

2. It co-operates with the principal and the teachers in promoting the best interests of the school and the community.

On the parents' side of the association, we are striving always to make parents realize that they have a re-

sponsibility beyond that of getting the child to school on time and signing a monthly report card. The parents should have a real interest in the work of the school and should know what is being done and in what way. Visiting the school, talking to the teachers, and attending the P. T. A. meetings are essential if the parents are going to give intelligent co-operation where their children's education is concerned.

During the week of November 18-24, all parents are urged to make a special effort to visit the schools of Winnetka. From nine until eleven each morning, women who are familiar with the schools and the work will be at the schools to act as guides for all visitors. We hope everyone will take advantage of this opportunity to do the first thing that Education week is really for—becoming acquainted with what is being done in the schools of today.

The Parent Teacher Association sees not only the problem of the parent, but also, that of the child. There is often need for special consideration of some child and the parents are urged to bring these things to the notice of the teacher, for in no other way can a teacher do the best for every pupil.

In such ways, the Parent Teacher Association fosters understanding and co-operation between home and school.

This association helps to procure adequate living quarters for the teachers. In our schools, we have a group of seventy teachers, forty-four of whom are not residents of Chicago or its suburbs.

Apartments are few and far between and there are no boarding houses. The teachers prefer to live near their work, but the problem of finding places for the teachers who want to live in Winnetka is a very difficult one.

This fall, seventeen new teachers came to our schools. Most of them desired small apartments, but as there were none available, the housing committee of the P. T. A. was obliged to ask people to open their homes. After a great deal of work of listing and inspecting rooms, we were able to get rooms for eleven of the teachers, the others being taken care of outside. Even after rooms are found, the problem of getting meals is serious. The teachers who are rooming have to go out to restaurants for their dinners and it complicates their living decidedly. Every year, the school board loses some of its good teachers, because they feel that their living conditions are not satisfactory.

That situation makes a problem for the Parent Teacher Association. We are interested in having our teachers comfortable and we want good teachers to stay. We are working now on plans for a building containing apartments of two rooms, kitchenette and bath, which would take care of at least twenty-five teachers. Mr. William Aitken has offered to build this building for us and to lease it to the Board of Education for a period of five years, providing the Village Council will authorize it.

We hope that the people of Winnetka will see the need and understand how this building can fill that need. It is necessary for us to provide satisfactory living quarters for our teachers in this community of homes if we are to continue to get the best teachers for our children.

The P. T. A. also interests itself in the social life of the teachers. Motor rides and parties of all sorts are planned by the social chairman so that this large group of teachers can become acquainted. Even more than that, we want them to have their part in the social life of the village.

In the schools themselves, we strive to beautify the rooms with attractive curtains and growing plants. We hope to do more of that work in the future. Each school now has a teacher's rest room that has been provided by the efforts of the association.

To do this work, requires first of all the interest of every parent in Winnetka. This interest can best show itself through co-operating with the Executive Board of the P. T. A. and helping with the work. Last but not least, the P. T. A. needs the financial support of membership dues. This year these are on a sliding scale from twenty-five cents to one dollar. To do our work on a business-like, efficient basis, we want 100% membership, all paying dues of one dollar.

Will you help us?

P. T. A. Program

To the Parents in Winnetka:

Next week, November 18-24, President Coolidge has designated as Education Week throughout the country in the hope that the people will know more of what is being done in our educational institutions.

In Winnetka, special visiting hours at all the schools have been arranged. From nine until eleven every morning, tours of inspection will be conducted for the information of our people. Every mother and father is invited and we hope that you all will visit your school on one day of that week. To each room which is visited by all the mothers and at least half of the fathers a prize will be awarded.

To start the week, the Education

Week Committee has planned a large mass meeting to be held at Skokie School on Monday evening, November 19th, at 8 o'clock. The program will be as follows—each talk limited to 20 minutes:

Mr. Willoughby Walling, presiding
The Development of Public Education in America—Perry Dunlap Smith, Headmaster, North Shore Country Day School.

The Winnetka Schools—What they are trying to do—Carleton W. Washburne, Superintendent Winnetka Public Schools.

The Skokie School—Its work and ideals—Willard W. Beatty, Principal of Skokie School, and Assistant Superintendent.

Trying to Keep Pace with the Growth in School Enrollment—Ernest Ballard, President Winnetka Board of Education.

New Trier's Response to the New Demands on the High School—Superintendent New Trier Township High School.

The P. T. A. is offering another prize to the rooms which have at least 80 per cent of their fathers and mothers at this meeting.

It will help your children to feel you are interested in the schools and it will help you. Let's have 100 per cent attendance.

MRS. E. S. BARBER,
President P. T. A.

Early Education In Winnetka

By KATE DWYER

Editor's Note: Miss Dwyer has been teaching first grade in the Winnetka Public Schools for 42 years. The children and grandchildren of those whom she once taught have come to her for their first year of schooling. No teacher is more universally beloved than Miss Dwyer. This article, telling something of her early recollections of the Winnetka Schools, will be of interest to every citizen of Winnetka.

In the year 1854 the population of Winnetka was very small and confined almost entirely to the tract on the east side of the railroad, which had just been constructed. This whole region was covered with a dense forest, except for the clearings in which the homes were located.

At this time there were no sidewalks and the streets were country roads.

The first school was private, held in a residence which stood on Elm Street near Sheridan Road. It was taught by Augusta Gould, now living in Chicago, who received \$3 per week for her services. It was attended by about fifteen pupils and continued through the winter months.

During the next four years a private school with a varying number of pupils was maintained for a few months each year.

The Public School history begins with October 1, 1859. A one-room building had been erected for its use, on the north-west corner of what is now the Village Green. The land was then owned by Chas. E. Peck.

I distinctly remember my entrance into this school. I was under six, and my sister who accompanied me was four and a half. When we entered three or four children, seated on a bench, moved along to make room for us. There had been no provision made for the spring arrivals.

Every beginner had a Sander's Green Primer. The alphabet was on the first page and was thoroughly memorized before anything else was undertaken. The second page was devoted to words of two letters. I recall the first story. It ran, "This was up. So we do. Up we go." This was in explanation of a picture showing two children on a teeter.

This illustration gives just a hint of the quality of the reading matter used. It was monotonous word reading with no thought given to the subject matter.

In the course of time Colburn's Arithmetic became one of the studies. The problems were long and difficult, and their solution required a series of mental gymnastics expressed according to formula.

Very soon Robinson's Written Arithmetic was taken. As each new process was presented, a rule was given which was memorized and followed exactly in the solutions of the problems.

Our geography text was made up of a series of questions and answers arranged in catechetical form. In addition to this there were maps with map questions and a strong point was made of the exact locations of physical features, boundary lines, cities, etc.

We wrote in copy books with great care. I think in those days the penmanship was good, but very slow.

During my attendance at the district school I had one teacher, Miss Delano, who for six years taught in Winnetka.

Miss Delano was a very fine woman. Though she was always very strict, not hesitating to use corporal punishment when it seemed advisable, she was very fair in her judgment; and in her efforts to make her school a successful one, she was untiring. I