

The Bent Twig	Canfield
Alice Adams	Tarkington
The Magnificent Amber- sons	Tarkington
Jeremy	Walpole
A Prelude to Adventure	Walpole
A Personal Record	Conrad
Lord Jim	Conrad
Typhoon	Conrad
Youth	Conrad
The Shadow Line	Conrad
Greenmantle	Buchan
The Path of the King	Buchan
A Salute to Adventurers	Buchan
The Gray Room	Phillpots
The Courage of the Com- monplace	M. S. Andrews
The Americanization of Edward Bok	
Richard Baldock	Archibald Marshall
Abbingdon Abbey	Archibald Marshall
The Actor-Manager	Merrick
A Man of the Agest	Bachelor
Hesper	Hamlin Garland
Stranded in Arcady	Lynde
The Threshold	M. B. Cooke
The Little Minister	Barrie
A Window in Thrums	Barrie
Tommy and Grizel	Barrie
Margaret Oglivy	Barrie
Across the Mongolian Plains	R. C. Andrews
Green Mansions	Hudson
Walking Shadows	Noyes
Roosevelt's Letters to His Children	
Kim	Kipling
The Mutineers	Hawes
Spanish Dubloons	Kenyon
The Sword of Youth	Allen
In a Chinese Courtyard	Cooper
PLAYS	
Seven Short Plays	Gregory
Modern One-Act Plays	Cohen
Echoes of the War	Barrie
Half Hours	Barrie
A Kiss for Cinderella	Barrie
What Every Woman Knows	Barrie
Alice-Sit-by-the-Fire	Barrie
The Valiant	Holworthy Hall
(McClure's March, 1922)	
Three Pills in a Bottle	Harvard "47" Work- shop
Abraham Lincoln	Drinkwater
Abraham Lincoln	Dixon
The Blue Bird	Maeterlinck
Sherwood	Noyes
In a Chinese Garden	Wilcox
POETRY	
Songs of Men	Frothingham
The Spell of the Yukon	Service
Little Book of Modern Verse	Rittenhouse
Second Verse of Modern Verse	Rittenhouse

Little Book of American Verse	Rittenhouse
The Dauber	Masefield

But a short time is taken at the regular meetings of the club for comments on these. In this way interest is being stimulated and the fact that these reports are encouraging shows, I most sincerely believe, a direct connection between this growing appreciation for *good* reading and the presentation of the *good* one-act play. The vivid impression made by the latter on the hearts and minds of our boys and girls is carried over and unconsciously, of course, is applied to other forms of literature.

Our task is, indeed, a difficult one; but could we do our children a greater service than teaching them to love the great things in literature, and leading them to discover for themselves "that good books are indeed the best of friends, the same, now and forever"?

ERNA KRUCKEMEYER

II

EDUCATION FOR STABILITY

Progress in public elementary and high school education during the past few years has been characterized by a pronounced development of the technique of instruction, of the means of measuring human intelligence, of measuring school achievement, and the adjustment of educational means and methods to the individual differences of children.

We have defined with greater precision and in more practical terms the objectives of education both elementary and secondary. We have discerned in these objectives: Information, skill, health, habits and attitudes, ideals and interests. Unconsciously perhaps, we have emphasized those objectives that we could most easily attain—namely, information, skill, health and certain school habits. We have given less, in my opinion, too little, consciously directed effort to the formation of proper attitudes and ideals on the part of our young people. We have kept so close to our classrooms that we have not observed certain powerful and universal, disintegrating influences that are having a most telling effect on the rising generation.

I am not one of those who believe that the youth of today are inferior to the youth of the preceding generation. We too often compare the virtues of our youth with the vices of the youth of today, rather than virtues with virtues and vices with vices. The children of today in comparison with the children of a generation ago are better informed, have read more widely, have had a more liberal social experience, are mentally more alert, are decidedly more self-reliant, and undoubtedly are sounder physically. It is my firm conviction, however, that in regard to the virtues of stability of character, dependability, the ability to concentrate and to work for long periods at the accomplishment of school or life assignments, in self-control and obedience to constituted authority—the youth of today have not made the normal gains that we have expected of them.

What evidence have we to justify such opinions?

1. It appears to me that our youth are too anxious for quick results. They appear to be too eager to accomplish their school tasks in great haste. They show equal haste in leaving school, before they are properly prepared, to earn a living. "A recent investigation of 245,000 employed boys yielded many facts about such boys that are interesting and suggestive to educational authorities. The study, which was made by Mr. H. G. Burdge for the New York State Military Commission, is based on a questionnaire sent to sixteen, seventeen, and eighteen-year-old employed boys and shows the following findings.

"Six-sevenths of all sixteen, seventeen, and eighteen-year-old boys in New York State are out of school.

"The vast majority of these boys left school because they 'wanted to work' and not because they were obliged to.

"Less than fifteen percent reported that they were obliged to go to work."

The introduction into our high schools of the organization known as "Shifters" is another indication of this attitude of mind. This organization, as far as I have been able to determine, is a "hold-up-game" pure and simple. It should not be tolerated in any degree.

In the matter of wage earning, too often our young people are unwilling to make haste slowly but want big wages and rapid pro-

motion. Not infrequently the temptation is so great that they stoop to theft, forgery and robbery to achieve quick results. This fever has gotten into our people to such an extent that speculation in stocks and bonds, and the purchase of wildcat securities has never been so prevalent as during the past few years. Attribute the condition to the war or whatever you may, I believe it is an incontestable fact.

2. In the second place, the younger generation are excitable, nervous, over-stimulated, feverish, too full of pep. The best term I can conceive of to express their mental and emotional state is "Jazz". They have jazz music, jazz dancing, in fact, I have seen girls of high school age whose hair represented a regular symphony in "jazz". They lack *poise, stability, deliberation*.

3. In the third place, our children are inclined to be too *individualistic*. They break away readily from the secure moorings of parental authority. Since the schools have banished the rod and the autocratic regime of the martinet, we may have given rise to another problem—a lack of respect for the teacher. We certainly know that our age is not characterized by obedience to law and respect for those in authority in civil life. We know that bolshevism and various other forms of individualistic propaganda have found ready soil in the minds of our youth.

What are the causes of these conditions? They are the product of our times, *too much company*. Our children are not alone sufficiently with their parents, themselves, and nature. With the telephone they quickly reach their chums; the automobile and other means of rapid transit, hurry them along; and entirely too much of their time do they spend before the scintillating screen of the movie. The movies of America thrill daily 18,000,000 people with rapidly moving comedies and dramas. In other words, practically as much time is spent by our people in the movies as in our public schools. What is the result? "A study recently reported reveals the motion-picture practices of three thousand Chicago school children. Eighty-seven percent of these children attended from one to seven or more shows each week. One boy habitually attended nine shows each week. The preferences which the children indicated as to kinds of pictures suggest superfi-

ality, excitement, and the kind of overstimulation that too frequently exhausts and starves the development of the higher faculties.

"The data given showing the effect of the movies on school work furnish food for thought and suggest the need of further investigation if the interests of school children are to be safeguarded. The investigation showed that the 275 best pupils used 393 tickets in one week, whereas the 275 poorest pupils used 503 tickets weekly. Clearly here is an evidence of wasted energy by the very children who most need their energy for the regular work of the school. The abuse suggests two possible remedies—first, a clearer understanding between school and home in the matter of shows and the enforcement of reasonable limits; second, a general improvement of films to eliminate objectionable features and to place larger emphasis on materials that relate definitely to the curricula of the schools."

The automobile, in my opinion, presents to our high school girls one of the greatest dangers in our modern life. It has done much, through joy riding, to encourage a relaxation or lowering of many of our fundamental social standards.

Have we neglected these matters and to what may our neglect be attributed?

First, we have failed to properly comprehend some very fundamental doctrines of modern educational science. In our attack upon the humanistic studies, we have evolved a disbelief in the transfer of training—many believe that improvement in one ability does not result in the improvement of other abilities. Hear that "arch-enemy" of formal discipline, E. L. Thorndike. Mr. Thorndike says:

"In general, the improvement of any one of the abilities which are recognized as desirable, helps any other. There are certain elements—such as neglecting the impulse to idle and to heed sensory distraction, expecting to work with a will, desiring to find a wise method, not being worried or over-excited, and the like—which may play a part in making a man's responses to almost any situation more effective. By establishing or confirming these attitudes and ideals of method and procedure in the course of improving one ability, say, to compute, one may be in a better position in the case of many others. Also there are many elements which reappear in

very many different situations, so that encountering them in one prepares somewhat for many others."

Have we neglected to develop these fundamental attitudes and ideals because we believed there would be no transfer of these values from school to life outside?

Again the conviction that direct moral instruction in the schools is a failure has caused us to overlook other means of moral education. We have distrusted the man who calculates his goodness. We have banished theoretical instruction in ethics and morality—we have virtually thrown our State adopted books on manners and morals out of our schools. We have believed too completely that moral character is not the product of any man made scheme. Let us hear on this matter, George Herbert Palmer, who has done as much perhaps as any one man to destroy belief in the value of direct moral instruction in our schools. Mr. Palmer says: "Let a teacher attempt to lighten the task of himself or his pupil by accepting an inexact observation, a slipshod remembrance, a careless statement, or a distorted truth, and he will corrupt the child's character no less than his intelligence. He confirms the child's habit of intruding himself into reality and of remaining listless when ordained facts are calling. Education may well be defined as the banishment of moods at the bidding of the permanently real."

"For morality itself is nothing but the acceptance of such habits as express the helpful relations of society and the individual. Punctuality, order, quiet, are signs that the child's life is beginning to be socialized. A teacher who fails to impress their elementary righteousness on his pupils brutalizes every child in his charge."

What can we as teachers do to bring into the lives of our pupils in greater prominence these elementary virtues?

First, without forgetting that we are dealing with children, without forgetting human tact and sympathy, we should insist upon the reign of law and order in the classroom and on the playground. As a member of the school community every child should be taught from the first to respect the rights of others. Respect for the teacher will follow. The child has little respect for the wishy-washy, hot and cold teacher, who preserves little order in his classroom.

Secondly, in our school work we need to emphasize anew thoroughness, exactness, completeness, even in small details. We have allowed spontaneity, originality, and individuality to run away with our sense of relative values.

Thirdly, greater stress should be placed upon biographical and literary material that pictures the great achievements of individuals and of civilization itself as the result of stern sacrifices, long cherished ambitions, and unremitting labor.

Fourthly, we should distribute some of the wreathes that we have placed so bountifully upon the brows of the brilliant and mentally alert to the plodding devotee of "stick-to-it-iveness".

Fifthly, we must spend longer hours upon those branches of history and social science that deal with the orderly processes of government, the fundamental laws of our land and those contractual obligations that every individual must assume as a member of any organized social group. We should go further there and provide practical experience in such matters as far as possible in the organization and control of the school.

Sixth, in our meetings with our patrons, let us discuss some of these matters with the parents of our pupils, let us urge them by all means to spend more time at home with or in the company of their children.

Lastly, let us look carefully after the recreation of our youth. Boys and girls when they are at home with their parents, in school, or at work, are usually safe, but the various social evils that beset them come largely during their hours of leisure. To detect the real leanings of a young man or young lady's character, find out how he or she spends his or her leisure time and you have the key to the situation.

These tasks, fellow teachers, appeal to me as the big problems that we must meet today. We must not avoid the issues because we have no organized curricula and textbooks for the purpose. As the foster parents of the children of our country, we must meet these problems with persistence and patience for without these fundamental virtues, our democracy cannot hope to survive.

SAMUEL P. DUKE

III

TEACHING POETRY IN THE PRIMARY GRADES

Children naturally love poetry and most children can be swayed by the rhythm of a poem when they do not understand the deeper meaning. The time to develop this natural love and to awaken in the heart of the child an appreciation for good poetry is in the primary grades. Many high school pupils have an aversion to studying poetry because they were poorly taught in the grades and their interest in poetry was killed. This situation should not exist, and only good teachers can remedy it.

Before the teacher can develop in her pupils an appreciation and love for good poetry, she must have that appreciation and feeling for poetry in her own heart; and she must have a knowledge of how to impart these to her pupils. To know how to teach poetry one has to understand it and, in poetry as in everything else, lack of appreciation comes from lack of understanding.

The general method of teaching poetry is the most natural method. There are four big steps in the development of a poem—the preparation, presentation of the whole, presentation of the part, and the new whole. The children's minds must be ready for clear understanding when the poem is first presented, and before examining details they must have an idea of the whole. After examining details they need again an idea of the whole, richer now because of analytic work. Primary grades need to work with the teacher, and only when very simple should they puzzle out a poem for themselves.

Let us consider the poem *Sweet and Low* by Alfred Tennyson, and develop the four steps as they should be taught in the fourth grade.

The teacher should prepare the pupils to understand and appreciate the poem when it is first read. The preparatory lesson in the primary grades is usually a discussion, the teacher supplying necessary information, and using the new words of the poem.