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CLYDE A. DUNIWAY URGES TEACHERS TO MAKE SCHOOLS CIVIC CENTERS

Address of President of University Before Inland Empire Association Creates Much Favorable Comment—Is of Special Interest in Missoula as It Is in Line With the Playground Work.

At the recent convention of the Inland Empire Teachers' association held in Spokane, Dr. C. A. Duniway, then president of the association, delivered an address which has been most favorably commented upon by all the educators who heard him speak.

Ladies and Gentlemen, Members and Friends of the Inland Empire Teachers' Association:

Custom decrees that the president of this association should deliver an annual address upon some phase of education that appears to him as significant. Obedient to your expectations, I present for your consideration certain aspects of current educational development which seem to me deserving of special attention during the coming year.

You may perhaps realize that the choice of a topic from among the many questions of our great profession which press upon us for investigation and solution is not an easy matter. The inherent probability is that each one of us, in his own peculiar work, devoting his attention to his little corner of the great field of education, may get a perverted sense of values, may find himself exalting his special interest into a place of first importance.

To me, for example, has been presented the real temptation to discuss, in this presence, certain problems of higher education. With these problems I am in daily contact. They seem to me to possess high intrinsic interest and to be full of meaning for the effect which they may produce upon all education from the lowest grades to the highest.

It is peculiarly true in the field of education, especially in its scientific aspects, in its requirements for original thinking, careful investigation, sound deduction of principles, that progress is most likely to come from the top. This is a subject requiring, in an extraordinary degree, the service of experts, the work of men of creative power. The best interpreters of educational needs are not so likely to be found among the men of most intimate practical experience in teaching as among the investigators, scholars, and philosophers, theoreticians. If you please, who stand apart from the busy and absorbed toilers, and who, therefore, see in the truest proportions the significance of facts having a real relationship to educational progress.

With thoughts such as these, I have had a half-formed purpose to use this occasion to dwell upon the organization, plans and development of schools of education in association with universities. It would be a pleasurable task to expound the service which universities should render by training the highest type of educational leaders for the service of the people.

Could I adequately set before you the outcome of a proper cultivation of the scientific aspects of education in our universities, to make you feel as I do that we should have not merely skillful teachers, fitting into highly organized systems as useful workers, but more than all educational mechanics, but those whom we might call educational engineers—I should then feel that this presidential address had not been without good purpose.

Another subject, too, naturally presents itself to the executive officer of an institution of higher education addressing an association like this. The relationship of secondary schools to the university is of perennial interest and requires very frequent re-examination. So large a proportion of the time and thought and effort of the increasing thousands in our high schools goes to the subject of preparation for college and university that the adjustment of relations between colleges and secondary schools has a large importance.

Fortunately, by my way of thinking, this subject has reached, or is reaching a satisfactory solution under the social conditions of the present day, so that we do not feel the matter pressing upon us urgently. It is cordially recognized now by practically the whole body of the officers of higher educational institutions that secondary schools exist for ends of their own in the service of the people; that preparation for college and university is not so important in these schools as the attainment of reasonable ideals in the educational results for the young people who never go beyond the high school. At least with us here in the west, where the high school does not have a fixed curriculum, and the university does not have rigidly prescribed entrance requirements, the transition from secondary to higher education has been made natural.

mis-mind about and should have nothing to do with politics, that the teacher should willingly accept a low standard of wages because of the security and protected sphere of his activities, that the teacher is only an associate with, an older brother or sister of children, but can hardly attain the full stature of manhood or womanhood in citizenship? I believe that the suggestions in these questions must surely find answering lessons in experience, disappointing and often humiliating to all of us teachers who are serious men and women and who wish to have a development of our powers and a recognition of service to the community such as is our due.

Yet there is a current educational development which must surely tend to make every worthy teacher a significant social unit in his community. This is the movement which would make every teacher an officer in the army of social service, every schoolhouse a center for the production of a community consciousness such as may arise in America if we are to get the sound fruits of a real democracy.

To what extent is it still true, as a characteristic description, that most American schoolhouses and school teachers are accepted by the community merely as agents to train children in traditional book learning? Do you meet many teachers who regard themselves as having done their whole duty when they have spent prescribed hours teaching the subjects set down by boards, superintendents, or principals? Do you meet superintendents or principals who are fully satisfied when they have a smooth-running organization with automatic promotion of pupils at set intervals, with an absence of disciplinary contests, with rooms and halls and basements in good order, with school yards neat and desolate, with school buildings carefully guarded and locked against extraneous mundane affairs outside of school hours? Do you meet members of school boards exalting smug satisfaction when they have succeeded in keeping down the rate, in securing the services of politic superintendents and principals, in having seats enough and teachers enough to take care of the numbers of children of school age who present themselves for regulation school work? Clearly, all these results are good; the questions is, are they good enough? Fortunately we have been or are being rapidly convinced that these results are not good enough. School boards should not be content merely with successful business administration of taxes and property devoted to a simple pedagogical purpose. Superintendents, principals and teachers should not be merely loyal subordinates and faithful servants for the control of children and the imparting of prescribed doses of learning. All should have the vision of the school organization, its grounds and buildings, its officers, teachers, boards and patrons as community groups combined for maximum efficiency in social welfare. The schoolhouse should be the civic center for its district in the county or for its city in the city. Of course it has always been true that men and women of character and training, placed in the positions of American school teachers, have given service far more than their salaries by the good which they have been able to accomplish. What is now wanted is a conscious adoption by all of us, whether on school boards or in the position of administrators or teachers, must not fail to do the most that is possible in the public service.

A little over a year ago there appeared a helpful and informing book by C. A. Perry of New York, entitled "Wider Use of the School Plant." Mr. Perry's work centered itself mainly in a description of what had actually been done in making use of school plants outside of traditional curricula and customary hours. These "wider uses" embrace evening schools, vacation schools, supervised playgrounds, organized athletics, folk festivals, evening recreation, lectures, entertainments, meetings of civic, social, philanthropic, patriotic, and religious organizations. Certain facts of this general nature have been made known to the reading public through magazine articles explaining well developed activities in such cities as Rochester, N. Y.; Boston, Newark, Philadelphia, Cleveland, Chicago and Los Angeles. Commendable and successful efforts in similar directions in our own states may have come under your observation. But if you have not read Mr. Perry's summary you will be surprised at the variety and extent of this development, now reaching millions of rural and urban communities. Evening schools in cities get about one-half of their pupils from the adult for whom long vacations are apt to be periods of idleness and retrogression. School playgrounds under trained directors, during vacations and in hours after school and on Saturdays, put into the children these ideas of fair play, honor and team work, which mean so much for character. Organized athletic and folk festivals cultivate in our young people admiration for trained physical powers, love of beauty and grace. Evening recreation centers for boys and girls no longer in school, give them rational recreation, keep them interested in the schools, compete successfully with the demoralizing commercialized public dance halls. Where these agencies just enumerated leave off, provisional for the older young men and women and adults generally begins with lectures and entertainments. Sometimes voluntary societies and local clubs, sometimes boards of education, organize and

support these educational courses. Organizations of adults claim the use of school buildings evening and Sundays for the common good along all lines of social endeavor for effective and intelligent citizenship. In the language of Edward J. Ward of Rochester and now of Wisconsin, "The first thing, the fundamental thing in the movement for the wider use of school buildings, in the American spirit, is their gratuitous use for the free examination and discussion of public questions. It is no exaggeration to say that in making the schoolhouse the forum of the people lies the chief hope of perpetuating the republic and of perfecting its institutions."

An expression similar in spirit from Dr. L. H. Gulick is as follows: "The school is the natural focal point of the community's social life, since it centers the universal interests in children and cuts through social, religious and even racial lines. As a result, the school plant already belongs to the people. It is proper to employ it for their social activities. Indeed, the improvement of education resulting directly from the wider use legitimates such action by school boards."

The newer ideal (of education) does not limit its application to the schooling of children, but extends to the intellectual progress of all who would follow the paths of learning."

Dr. H. M. Leipsiger, the head of the New York city system of school extension lectures, took for his slogan, "Education for the grownup." His profession of faith in his great work reads thus: "Every school should be the nucleus of its neighborhood, the center where, in its intellectual, moral and political life of the residents shall be developed, where civic clubs shall be freely held, where discussion shall be formed to encourage neighborhood interests so that through the medium of this chain of people's forums and houses of instruction extending throughout the city there may be developed a higher type of citizenship."

The picture in a statistical statement the enormous success of Dr. Leipsiger's department in New York city, I may point out to you that the attendance upon one year's courses of lectures has equalled the total adult population of the entire constituency from which this Inland Empire Teachers' association draws its membership. Last year a representative of the Playground Association of America gave us an account of the hopeful outlook of that beneficent movement. He would be able this year to report to you a vastly more extensive installment of public supervised playgrounds in all sections of the Union.

Realizing of laws to permit school boards to acquire public property and to use public property for these uses in some cases necessary. In my own city of Missoula last summer, when a progressive school board wished to assist a private association of ladies and gentlemen in maintaining supervised public playgrounds it was necessary to employ play directors under the name of "kindergarten teachers."

Wisconsin took an advanced step last year in requiring school boards to allow the use of school property for all these "wider uses" under reasonable regulations. Soon we may expect the lagging steps of legalism to keep pace with this new conception of the functions of our school systems. The initiative of public-spirited clubs has bridged the trail which is to become the broad highway of new departments of public education. I venture to say that every large school system will have as one of its officers a "social engineer."

Do you not agree with me that our public school system is incomplete, that it should have a more vital relationship to citizenship? When such large numbers of our children do not complete even the eighth grade, when many more do not complete high school courses—should we not see to it that opportunities for well-rounded social education are easily within the reach of those who, for whatever reason, do not have the normal life of maturing children. Let no one think that the conscious removal of education—training in language, the written and spoken word, number work—are to be neglected. Adapting means to ends, our school systems must supplement training in the use of the simple tools of social life by giving to all people opportunities to be intelligent on matters of common interest. Democratic citizenship must mean community consciousness.

Wider use of the school plant of the public school system to provide the elements of education in community consciousness for all our people.

The realization of such an ideal as I have ventured to expound will call for infinite patience and tact. Many good teachers will protest that they are already overburdened and that they can assume no new functions. Let them remember that added functions will mean enlargement of staff as soon as needs are clearly seen. Many capable superintendents and principals will declare that their work is sufficient when they give intelligent expert service along the traditional lines of education. Rather let them welcome the enlargement of the field of their public service, fitting themselves to tell in similar directions in our own states.

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HARDWARE DEPARTMENT—Household Ware Section

Stallion Law. Bozeman, May 14.—The Montana stallion registration law in preventing unscrupulous stallions coming to the state is attracting national attention. The following is a copy of a letter from one of the largest breeders and importers in the United States: "I am fully in accord with your law."

MOIESE NEWS. Moiese, May 18.—(Special.)—Robert Sharp made a business trip to Missoula the first of the week. Mr. Sharp has filed a water right on an unimproved spring, near his ranch, on the east flat. Mrs. C. G. Higgins returned to Missoula Monday, after spending Sunday with her parents here. Mr. Priehard motored over from Ronan Wednesday evening. Mr. Lundholm is in Missoula on business. Mr. Handy, who was a delegate from Moiese to the republican county convention at Missoula, returned to Moiese Wednesday. Moiese goes to Dixon Sunday afternoon to the Roman-Dixon game. Miss Austin's bungalow is finished, and she will begin residence on her ranch in a few days. The Independent Telephone company has installed the first telephone in Moiese. The company already has 25 subscribers and is giving excellent service. Irby Clark made a business trip to Ronan Friday. Plans are going forward for the May party to be given by the Moiese Valley club on the 25th. The music will be furnished by Mr. and Mrs. Arthur Davenport. Rev. E. O. Cole returned from the Congressional conference at Missoula Thursday. Mrs. Cole will follow on Saturday. Moiese is more than interested in The Missoulian's report that parties of surveyors are being sent out from Helena and are coming into Missoula county. There are several tracts of land here that Moiese wants appraised.

There should have been a similar United States government law 35 years ago, and if enforced, the benefit by now would be almost beyond estimate. Among other letters received is one from the state veterinarian of Iowa. "Des Moines, Iowa, April 15, 1912. R. W. Clark, Sec. "Stallion Registration Board, "Bozeman, Montana. "Dear Sir:—I am very favorably impressed with your law, especially section 6; this one section I think is worth more to your state than our entire stallion law is to the state of Iowa. This I claim should be the first and important clause in every stallion law. The last clause of this section is a very important one which excludes scrub stallions, entirely. I also prefer your law in regard to the registration fee. Our board of agriculture charges \$1 for recording stallions and issuing licenses and allows the veterinarian to charge his own fee which is not nearly so satisfactory or uniform as it will be under your law. "I request that you send me 100 of the veterinary certificate blanks and 100 copies of the law for distribution in this state. "Yours very truly, "J. I. GIBSON, "State Veterinarian." Section 6 of the law prohibits the importation of unscrub or scrub stallions. The railroads are being allowed to comply with the law and horses are being held in transit at the expense of the shipper. For information and blanks apply to the stallion registration board, Bozeman, Mont.