JOURNAL OF EDUCATION.

Vol. LXXXI.—No. 4 JANUARY 28, 1915 A. E. WINSHIP, Editor

SAN DIEGO EXPOSITION

A. E. WINSHIP, EDITOR

As San Francisco is to have the last and the grandest of the World Expositions, San Diego is having the first of a new order of Expositions.

Europe made the transfer and discarded the old style of World Expositions long ago, but they died hard in America. At last, the last has come and at San Francisco the old order of things will go out in a blaze of glory. This year will celebrate a sunset of surpassing beauty of the Golden Gate and the richest conceivable purpling of the dawn at the Bay of San Diego.

With peculiar delight have I been enjoying, from time to time, the unfolding of the brilliancy of the greatest and the last with the satisfaction that I have known every World's Fair in America since that first one, in which was celebrated the one-hundredth anniversary of the birth of the Nation, and because of that record it is with especial joy that I have seen the budding and the blooming of the first of a series of special expositions that bid fair to out-class as a series the larger ones that have had a brilliant career.

What of San Diego? First, it is permanent, as all expositions will be hereafter. Not that the Midway with its dazzling suggestions of the semi-sportive phases of life, will remain as a rendezvous of the idle, not that all of the charming lesser buildings will remain; but forever and forever the reinforced concrete buildings that neither shock nor flame nor the tooth of time can harm will be the greatest attraction in the world, so far as a revelation of Indian life, art, customs and traditions are concerned.

The archives of Germany and France, the treasures of the British Museum, the resources of the Smithsonian Institution, and the Anthropological Palace of Santa Fe will never rival the attractions of the San Diego Park as it will always be.

Anthropology is coming into its own. To Charles Eliot Norton of Harvard, genius and master of sacred memory, the world owes the modern devotion to the science of man in his physical unfolding through the ages.

Evolution was a good catch word for the non-scientific and the near-scientific peoples. "Evolving from the monkey" was the bugaboo used as the hobgoblins were used by thoughtless mothers; but here at San Diego, as nowhere else, is revealed the human unfolding.

Anthropology which deals with the natural history of the human being, with his origin from and present relation to lower forms, with his development and growth from the conception onward, with his present day variation in different parts of the world and from individual to individual, these anthropological exhibits represent in a tangible, instructive, and readily intelligible way, these subdivisions of knowledge. They place before the intelligent public in a concrete form that information which, concerning mankind most intimately, is to every one of direct and great interest.

No flight of the imagination can conceive as great an evolution from the crudest progenitors of man as is here demonstrated in the evolution of the unborn child from three months to nine months. Here may be seen the development of the unborn child at three, four, five, six, seven, eight and nine months, also of various parts of the body. For instance at four months there is no traceable difference in size or shape in the bones that make the leg and the arm.

When one sees how instinctively, unerringly, each bone, like every other bone at four months, becomes the femur, the tibia, the fibula and the humerus, it is no strain to his intelligence to see how in the race of time one phase of physical life can become an ape, another an orang-outang, and another the red man, the yellow man, the black man, the white man. Man no more came from the monkey than the black man came from the red man; than the femur, came from the tibia. Some power wholly beyond our ken enables a Jersey male without a drop of milk in his veins to give great cream-producing power to the heifer of a mongrel cow. The greatest service Anthropology as demonstrated at San Diego is rendering the world is the faith that some power or personality has always had an unerring aim in the unfolding of life.

Every teacher and every preacher in America should see the specialized Anthropological demonstration at San Diego.

Every normal school especially, should send at public expense one of its teachers to this Exposition. No equal amount of money can do so much for the schools of a city as to have the superintendent and one high school teacher study the demonstration at San Diego.

Here also American Indian Art is revealed to perfection.

The Greek alone has rivaled the art of the American Indian. And neither has followed the lead of the other. Greek art has ever magnified the human form and figure, American Indian art has never sculptured a human figure but has surpassed all other art in chiselling the human face, male and female. In symbolism, also, the American Indian has no equal among the races.

If there were nothing at San Diego but the Indian life in a five acre lot it would be well worth visiting. Fortunately this is to be a permanent possession of the Park.

It is a veritable Indian settlement with every exterior and interior setting for the oldest of Indian life. Within the enclosure, which the visitor reaches by mountain climbing on a small scale, are realistic reproductions of the real Indian homes true to life in every minutest detail from the Cliff Dwellers to the Apaches.

In these Indian homes there are living representatives of twelve tribes of Indians at work manufacturing articles of shell, earth, bone, stone, skin, wood, and metal after the manner of their forefathers using methods which in every detail have been handed down to them from remote times through a long line of ancestors. The Indian does not strive to make something different from that which his people commonly make. He tries to make what he makes just as his ancestors made it, and knows when he starts to make an object just how it should be made and what it ought to be like when it is finished.

This acme of Indian life interest is built at great expense by the Santa Fe railroad as its contribution to the Exposition. It is what it is because of the creative art of Jesse L. Nusbaum.

I fear the emphasis I have placed upon the greatest anthropological exhibit ever seen will create the impression that it is wholly a scientific affair, this San Diego Exposition. Far from it. From the standpoint of the artistic there has been nothing more beautiful than the famous, literally famous "California Quadrangle." It comprises the buildings surrounding the Plaza de California—a paved square, which is entered at the east of the Puente de Cabrillo (Cabrillo Bridge). The building of the State of California is the dominant architectural feature of the Exposition. It is a striking example of Spanish-Colonial architecture. The style is that of the Eighteenth Century cathedrals of Mexico and Central America.

Naturally the San Diego Exposition will find its real glory in the trees, shrubs, foliage, fruits and flowers. Nowhere else in the United States could there be such a setting for an Exposition as here. The grounds themselves are in natural scenery infinitely above anything possible at Philadelphia, Chicago, St Louis, Nashville, Atlanta, Omaha, Portland or San Francisco. It would be impossible to get such a natural setting.

Here in a primeval forest, with trees undersized for their years just off the Quadrangle, marvellous in artistic effect, is a labyrinth of paths and retreats bordered with flowers of surpassing beauty and acres of lunching tables shielded from the sun by the thick foliage. Nature never had just such an opportunity to vie with human nature in art and her triumph is complete.

But when Anthropology has reached the height of its success, and architecture has challenged the Panama-Pacific, and nature has brought human art, ancient and modern, to her feet, the crowning success has not been attained for this really lies in the nearly a hundred acres of orchards, vineyards, fields and gardens with all implements, animals, model buildings and a home which a Speckels could well covet, and is yet appropriate for any man with ten acres of orchard.

Never before has it been possible to see five acres of perfect trees of every variety of orange, lemon, and grape-fruit, and, nearby, other acres of figs and dates, pomegranates and persimmons, casabra and rockyfords, and every variety of grape for table, raisins and wines.

Never before has an Exposition had all out-of-doors available, an entire year with open gates, and such climate as has never been on exhibition at any Exposition, as 1915 will show the multitude.

Nobody will go to the Pacific Coast without going to the Panama-Pacific, and if anyone goes to San Francisco without going to San Diego it will be a crime. The railroad ticket will cost no more and one can live in San Diego for just as little money as he chooses to pay for his living. He can camp out for a month with more luxury and less labor than anywhere I know, or he can find rooms at any rent he chooses or he can live at the U. S. Grant like a prince.

The initiative energy for all this was Mr. Collier the business man, the financial guidance and general administration has been directed by Mr. Davidson, president of the leading bank in the city, and each department has had a master mind and an inspiring genius, but my personal interest is in my long-time friend, the schoolmaster, "Director of Exhibits," to whom the Exposition is indebted for those features that make this Exposition different from all others, Edgar L. Hewett.

While this most remarkable specialized Exposition owes much to President Davidson and other directors who have made its financing possible and its beauty a glory, and while former President Collier's vision and initial energy were indispensable the San Diego Exposition as the first revelation of the surpassing skill of those who glorified the New World when it was the Old World could never have been suspicioned as a possibility but for Edgar L. Hewett, director of Exhibits.

As president of the Archeological Institute of America, a privately financed organization first conceived by Harvard's noblest modern scholar, Charles Eliot Norton, Mr. Hewett spent six years in Central America, notably at Quirigua, when he discovered and revealed the wonderful demonstrations of artistic skill only surpassed by the Greek's in all time.

A good schoolmaster was spoiled by New Mexican politics but one of the greatest of archeologists was given the world at a time when he was needed there more than as a schoolmaster.

We first knew Mr. Hewett at Greeley, Colorado, as the greatest discovery of Dr. Z. X. Snyder, probably the greatest discoverer of specialized brains in America. Later we were with him in Las Vegas, when he was president of the New Mexico State Normal College, where his passion

for archeological research got the better of his pedagogical appetite, and he went into the new field where he has attained international distinction and has made the San Diego Exposition a possibility.

And there would have been no dominant mind of a Hewett, no superb skill of a Nusbaum, had it not been for the Greeley, Colorado, Normal School and President Z. X. Snyder, who discovered both of them as lads in whom he first saw possibilities and to whom he first gave opportunities. Add this to the long list of achievements of Normal schools in order to make the glory of San Diego complete.

THE SIX-AND-SIX PLAN

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The first part of the paper consisted of an historical statement of the origin and growth of the plan for a Six-and-Six division, or a reorganized upper grammar grade and high school curriculum. From its suggestion in 1893 by the Committee of Ten, through its vicissitudes of fortune to the present, when it is experiencing a vigorous recrudescence, the writer traced its progress in educational discussion, literature, and experimentation.

Following this a summary was given of the arguments pro and con.

The arguments urged in behalf of the six-and-six-plan, or, as it is sometimes called, the six, three-and-three plan, are: —

First, that it marks the point of emergence into the adolescent period, with its new impulses, new interests, awakening purposes, and broadening activities, and for this reason should be paralleled by fresh subjects of instruction, different methods of teaching, a greater variety of activities, and a new type of school administration. These things would be provided by the organization of the seventh, eighth and ninth grades into a distinct group.

Second, that the six-and-six plan would admit of the introduction of a foreign language and of elementary science at an earlier age than at present; at a point when interest is keen, the memory more retentive, and the power of acquisition and assimilation greater.

Third, that it would make possible a differentiation between pupils who would be likely, if not certain, to drop out of school at the compulsory age limit and those who expected to continue their education into the high school and possibly beyond it. On the basis of this differentiation, a closer adaptation of educational material and activities to individual and group needs could be made than is now effected under the one-course-for-all-pupils program.

While there would be certain constants required of all pupils, there would be a sufficient number of options to respond to the special needs of boys and girls with varying purposes. There would be much larger provision for vocational and prevocational subjects.

Fourth, as a result of the closer adjustment of studies to needs, a larger number of pupils would be retained throughout the upper grammar grades and the early years of the high school. There is now a very heavy loss at the close of the sixth grade. It is probable—and this probability has been borne out by such experiments as have been made in the Junior High School plan,—that we should hold a considerable percentage of those we now lose.

Fifth, that it involves the departmental system of teaching—special teachers for special departments,—and gives to the work the variety and richness that satisfy the broadening interests and larger life of the adolescent.

Sixth, that for the thorough handling of the great variety of material that has now become incorporated in our high school curriculum, four years is insufficient. The work needs to be spread over more time so as to insure thoroughness, and produce the desired educational effect.

Seventh, the weight of educational authority is favorable to a six-and-six division, or at least to a reorganization of the upper grammar grades. Among those who may be quoted in its favor are President Eliot, G. Stanley Hall, John Dewey, Dr. David Snedden, Professor Suzzallo, Dr. O'Shea, and many others.

DIFFICULTIES AND CRITICISMS.

The objections to the six-and-six plan, or rather the difficulties,—for they are difficulties rather than objections—are chiefly traditional and administrative. They must, however, be taken into consideration by any superintendent or board of education that contemplates the inauguration of the system. In the first place, the eight-and-four division, whether logical or illogical, has back of it the fact that it is the custom, the established thing; that our school buildings are practically all constructed on the assumption of an eight-and-four arrangement, and have been for several generations. It does not help us much that the conditions out of which this system grew were not the result of forethought nor educational knowledge. That the present division is the result chiefly of accident and of unpremeditated evolution does not alter the fact that we have in visible and tangible existence a great system of schools based