

"The most noteworthy feature of the congress was the extent to which the members bent themselves to do constructive work. Committees appointed a year or more in advance gathered information and strove to reach conclusions on definite questions submitted to them in advance. Reports were in many cases printed, and the results placed in the hands of the members before the meeting. A two or three hour session was devoted to the discussion of one topic, a discussion led by four or five distinguished men, the time of whose speeches was strictly limited, sometimes to ten minutes each. At the conclusion of a session one commonly had a feeling that no time had been lost and that even though the discussion did not result in a definite conclusion, the last word that could at present be said on the topic had been said."

"The papers were confined strictly to professional topics. All had a direct bearing on problems of teaching or school administration. Scholarly essays on non-professional or semi-professional subjects were altogether absent. Every department had problems of school work calling for solution and on these the papers had in every case a direct bearing. It was a great experience meeting and the general interest of topics discussed was guaranteed by the fact that the discussion was shared in by speakers from various states whose local problems were quite different."

"Some definite conclusions were reached by the congress. The earnest advocacy of the six-and-six plan by Mr. P. P. Claxton, United States Commissioner of Education, resulted in a resolution in favour of beginning secondary education at the age of twelve. State Departments of Education and local communities should be urged to make provision for systematic training, both in professional teaching and in general subjects. A large percentage of teachers in some states, it must be remembered, have received no professional training whatever. The support of the congress was pledged to night and continuation schools for adults. It was further resolved to indorse the organisation of bureaus of efficiency and education measurements as adjuncts to the superintendent's office on the ground that the constant investigation of school problems by permanent officers is more effective than any other form of scientific study."

Liberty in the Schools.—Liberty has to do with the rights of the individual. Each individual, however, is perforce a member of society, and must obey its laws, which are the limitations of liberty the members voluntarily impose upon themselves. Law, representing society, restrains and keeps the individual within bounds; liberty releases and emancipates him. The ever-present problem is—how to preserve the greatest liberty within the bounds of law? That is—how to grant the