

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION



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Privileges of Membership

An Editorial

THE platform of the National Education Association declares that *every teacher should be a member of a local teachers' organization, a State teachers' association, and the National Association.* To justify this assertion it must be shown that such membership will contribute to the welfare of the individual teacher, to the interests of teachers collectively, and to the cause of education.

The advantages of membership in a local teachers' organization are so apparent that they need not be demonstrated. The teachers of a community have common interests and are confronted by common problems. They are generally quick to realize the benefits to be derived from good fellowship, common counsel, and united effort. They recognize that the combined knowledge and strength of all will contribute to the success of each, promote the welfare of their entire group, and advance the interests of their profession.

Likewise, the advantages of membership in the State association should be appreciated by every thoughtful teacher. Because of the territorial extent of the State, teachers cannot come into so close a relationship in the State association as in their local associations, but the educational problems of the State are of the highest importance to every teacher. The State is the source of educational authority. The laws under which public schools are organized and conducted are State laws. The teachers of a State must look to their legislature for the enactment of such statutes as will establish proper standards, furnish adequate support, and give just recognition to the teaching profession. Experience has demonstrated that a strong, effective

organization of the teachers of a State is essential not only to their welfare but to the cause of education.

But what are the privileges and advantages of membership in the National Association? They are no less real and important than the benefits derived from membership in State and local

publicity in the magazines and press of the country which no State or local association could possibly have obtained. Representatives of the National Association have appeared before State legislatures to assist in securing needed legislation, and have given direct assistance in local campaigns for higher salaries and higher standards. The best salary schedules and professional accomplishments of a State or community are immediately brought to the attention of the entire country by the National Association, so that all may share in the highest attainments of each.

The influence of the National Education Association has been potent in developing and unifying educational standards and methods throughout the country. Although there are forty-eight separate school systems in the United States, there is

a marked uniformity in the essential elements of these different systems. This, admittedly, has been brought about largely through the meetings of the educators of the country in the National Association, and by the published reports of the committees of the association on educational problems. Through the

National Association there has been developed a national consciousness in education, and a great educational program has been projected which is commanding nation-wide attention.

The National Education Association is a federation of State and local associations. Through it they exert a united and national influence. Their programs become its program, their purposes its purposes. The policies of the National Association represent the collective will



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The War and Navy Departments are asking Congress for more than Sixteen Hundred Million Dollars (\$1,600,000,000), for the next fiscal year. The friends of education are asking for only one-sixteenth as much for education

organizations. The National Association represents the unified ideals and purposes of the teaching profession of the United States. The work of each State and local organization is promoted and supported by the combined influence of all as represented in the National Association. State and local campaigns to obtain higher salaries for teachers have had the effective support of a nation-wide campaign conducted by the National Association, with national

of the teachers of the Nation as determined by their chosen representatives. Every member of the National Association is kept in touch with its work through the JOURNAL, which now has a circulation of seventy-five thousand copies. An active member is privileged to attend all meetings of the Association and its departments, to hold office, to participate in its programs and in the election of the respective departmental officers, to vote for the election of dele-

gates to the Representative Assembly from the affiliated State and local associations to which such member may belong, and to take part in the discussions at the annual meetings of the Representative Assembly. *But above all is the privilege of having some part with the organized teachers of the country in carrying forward a program for the advancement of the teaching profession and the promotion through education of the highest welfare of the Nation.*

Problems of Tenure¹

JOSEPH SWAIN

President, Swarthmore College, Swarthmore, Pennsylvania

THE PRESENT unrest in educational affairs affords the teaching profession a unique opportunity for taking stock of itself and for considering the essential conditions that will make the profession attractive to new recruits, that will endow the profession with the dignity that it merits, and that will most satisfactorily promote the educational welfare of this country. The economic crisis through which we are now passing has necessarily directed and concentrated attention on the problem of salaries. But the problem is not merely one of raising salaries to meet the high cost of living; it is not merely a problem of economics. A statesman-like and professional view of the situation must look to the future. Merely to increase salaries this year will not ensure the retention of able teachers or secure a constant flow of promising candidates into the teaching profession. Future prospects and status weigh as much or perhaps more than immediate compensation in the choice of a vocation. Absence of rewards for experience and faithful service, unsatisfactory conditions of appointment and promotion, and lack of protection against disability or old age are strong factors in determining the kind of recruit that the teaching profession will obtain.

The question of salaries has been adequately kept before the public by the National Education Association; the problem of pensions was the subject of discussion in this Committee for more

than three years and resulted in the Report on Pensions for Public School Teachers prepared by the Carnegie Foundation. On the third fundamental condition of service, tenure, much has been written and somewhat extensive statistics have been published, but no concerted investigation of the subject has yet been made. Thus although it is known that 125,000 teachers annually leave the profession, a study has not been made of the laws governing the appointment and dismissal of teachers. While the subject of tenure has been adequately settled in the civil service, in the teaching profession the theory that should underlie tenure has not yet been discussed. The prevailing practice may be sound, but there are no standards by which it can be measured. The subject is a delicate one but it is fundamental to the efficiency of the schools. While intimately associated with the question of salaries and pensions, it is also closely allied to the problem of professional preparation of teachers, since uncertainty of tenure will not warrant intending teachers in undertaking lengthy preparation.

Although the situation in the matter of tenure has improved considerably in recent years, this only means that there have been fewer cases of unjust dismissals or of oppressive treatment. The question of tenure is determined mainly by two factors: satisfactory compensation and the provisions of the school laws. Other factors, such as equipment and housing, conditions of supervision and relations with the administrative authorities, the conditions of service generally, play an important part but are generally subconscious and intangible. Judged from the standpoints of these two conditions—compensation and

school legislation—the situation cannot be viewed with satisfaction. While custom and practice have moved in the direction of stability and permanence, the salary inducements have not kept pace. The result is seen in the tremendous shifting of the teaching population each year—and this not merely among rural-school or classroom teachers. Under present conditions teachers and administrative officers cannot be blamed if they see that the only line of advancement for them lies in change of position. President Coffman in a recent report concluded that we have 125,000 vacancies annually. It is generally assumed that this condition does not apply to administrative and supervisory officers, but another study by President Jessup shows that the median tenure of superintendents is less than three years and that from one-third to two-thirds of the principalships in some states are vacant each year. An efficient school system cannot be built upon such a foundation. The administrative and supervisory officer cannot develop a suitable program and policy if he changes his position every three years; the classroom teacher cannot realize the cumulative benefit of experience if she has her eye on a new position for the coming year. Improved conditions can only be secured by better remuneration and advancement in the position held.

An adequate solution of the problems of tenure accordingly involves a number of other factors for which answers are now being sought:

1. What should be the preliminary professional training of teachers?
2. How shall teachers be certificated locally or by the State? If by the State what sort of State authority should assume the duty?
3. Is the practice of annual elections "our barbarous school guillotine," as it has been called, in the interests either of educational efficiency or of the professional growth of the teachers?
4. Assuming that the practice of annual elections is inefficient and wasteful should appointments be for a term of years or on an indefinite tenure during good behavior and efficient service?
5. Should indefinite tenure be preceded by a period of probationary service?
6. In adopting indefinite tenure how can schools be protected against the incompetent or the unprogressive teacher?
7. What is the relation between a sound system of tenure, salary scale and pensions?

¹Extract from the preliminary report on Tenure of Teachers by the Chairman of the Committee on Teachers' Salaries, Tenure and Pensions, delivered before the National Council of Education, Salt Lake City, Utah, July 6, 1920. The full report will appear in the 1920 Volume of Proceedings.

The Educational Trend in Europe

JAMES F. HOSIC

Chicago Normal College; Associate National Director, Junior Red Cross

THE following observations as to the trend of education in Western Europe are based upon a ten-weeks' visit to France, England, Holland, Switzerland, Italy, and Greece. The main object was to present to the ministers of education and other leaders the peace-time program of the American Junior Red Cross. This provided a definite issue to which those whom I approached could react. I bore also a letter from Commissioner Claxton commending me to educational officers and authorizing me to make inquiries as to educational conditions. A similar letter from President Hunter and Secretary Crabtree empowered me to represent the National Education Association. I had no difficulty, therefore, in getting interviews and in being admitted to schools.

The main proposition which I had to make was that the ministers of education in the countries named should approve and support the plan of inter-school correspondence and educational exchange which the Junior Red Cross is instituting. In all of the six countries the proposition was heartily received.

Since France is undoubtedly the most conservative of the six countries, my experience there may serve as illustration for all. The first interview was held with M. Salles, Assistant to M. Honnorat, the present Ministre d'Instruction Publique et des Beaux Arts. M. Salles lent a willing ear to the details of the proposed plan and promised to arrange interviews with the Minister and with the directors of primary and secondary education. This he did. M. Honnorat gave unqualified approval and explained that he was himself collecting a comprehensive library to represent the intellectual movements of present-day civilization.

Even more significant was the attitude of M. Bellin, director of secondary education. "Before the War," said he, "we felt well satisfied with our schools. We were not conscious that we needed America. Now, we realize that in some respects you are many years in advance of us. We are eager to profit by your example." He described his efforts to establish in the Ecole Normale pour Jeunes Filles at Sèvres the first practice

school in the French secondary normal schools and urged a visit to that institution, where would be found Mlle. Amieux, a real progressive. He asked for bibliographies of secondary education in America and lists of publications reflecting our newer educational movements.

Mlle. Amieux proved to be indeed a progressive. "What we need in France," said she, "is a thorough-going reform of our whole system. We need a democratic school system."

Educational Attachés

AN important provision of the Smith-Towner bill is the appointment of "educational attachés" to our foreign embassies. Is such a provision significant? The answer will be found in the following statement from the address of Sir Auckland Geddes before the National Citizens Conference on Education held in Washington last May:

"It ultimately matters more to your State Department than anything else in the whole range of their manifold duties to know the color of the education given in the British Empire, in France, in Germany, in all the countries of South America—yes, in all the countries of the world: for, if your Secretary of State knows, let us say, the French color of education, he will know well how that nation will be thinking ten years hence."

With this remark we come to the main fact about the educational trend in Western Europe which I have to report. The educational leaders of the countries which I visited have accepted the democratic conception of social life and are seeking in various ways to embody this in their schools. To this effort the Great War and America's participation in it gave new and stronger impetus.

England, of course, leads. Most of the provisions of the well-known Fisher bill have now become operative. The effect of the bill is clearly to develop a

new sense of the importance of a national system of education which shall equalize the opportunities for all children by providing first-rate facilities everywhere, with differentiation of courses as the period of actual employment approaches. England is at last providing the single, unified school organization which the ideals of the Protestant Revolt and democratic movement of the Renaissance called for. In the provision for day continuation schools with compulsory attendance to sixteen and the supervision and inspection of all schools, private and parochial, as well as public or "board" schools, she is in advance of America.

Italy, too, is advancing. The new minister of education, E. Benedetto Croce, introduced into the Italian parliament in November a bill calling for extensive changes, particularly in secondary education. Modern languages and technical courses are to receive increased emphasis. Extensive provisions are also made for new elementary schools, with an intensification of their program, in order to combat illiteracy. There is also a great popular movement for the care and education of war orphans and for adult education.

Greece under Venizelos was on the way to a modern system of schools. First of all, a common language was to be established by means of instruction in the grammar of modern spoken Greek and practice in writing the spoken language. The newspapers of Greece are still published in a form so ancient as to constitute almost a dead language to the masses of the people. New and modern textbooks were in preparation, teachers' institutes being held, and normal school facilities being extended. Benches were being supplied to many children who last year stood or sat on the floor. American works on education, particularly those by John Dewey, were being studied, and representative leaders in America were translating our educational literature into Greek. How much of all this will come to fruition under the restored Constantine party no one knows.

Switzerland is making much of trade education for adults. Diplomas in many trades may now be secured by pursuing

courses regularly laid out and passing the examinations set. Thus are the trades in Switzerland becoming professions. Holland, too, has her reform bill. Standards for the preparation of teachers are to be raised and extensive changes in elementary education are planned. Once more the ends in view are the same—increased, more nearly equal, and more varied opportunity for the individual.

France has her educational commission in the Chamber, to which has been referred the Viviani bill and other proposals for reform. Most ambitious is the program of Les Compagnons. This society, founded during the War by university men on leave from the trenches, is carrying on an active campaign for complete reorganization of the French "Université." First of all, they wish to make it possible for all the children of all the people to pass on to the higher schools no matter what school they have attended up to the age of twelve. This means the practical unification of the system. The distinction between primary and secondary education as the French use the term would disappear. In the second place, the society would decentralize and insure to each school unit and region more freedom to adapt instruction to the needs of the students and particularly to the facilities which a given region affords, as agriculture, mining, and manufacturing. In general, education would become less formal, bookish, and abstract, and more practical and vital. While there is no immediate prospect that the visions of this group of young enthusiasts will soon become reality, and while, as such veterans as Ferdinand Buisson and Paul Crouzet say, they do not know enough of the actual conditions to provide a working scheme, nevertheless, they have obtained a hearing and are able to claim that in several important features of their program they have the cordial support of the ministry, particularly as regards universal physical training.

Thus Europe, or at least important parts of it, is seeking to realize higher ideals of life and education. *While the political and economic reactionaries both at home and abroad are looking backward and prating of the human nature that will not change and the inevitableness of things as they were, the school men are dreaming dreams of a new and better world and are working unremittingly to make their dreams come true.*

Teacher's Part in Administration of the School System

AGNES S. WINN

President, Seattle Grade Teachers' Club, Seattle, Washington

SEATTLE does not gracefully relinquish her leadership in anything, and yet, as I have listened to the splendid plans and achievements brought forth by my colleagues and have surveyed the accomplishments of other American cities in the great movement for democracy in education, I am convinced of the necessity for taking back to our Seattle teachers a new incentive to shoulder their part of the responsibility in the great national program for widening the vision and increasing the efficiency of the classroom teacher.

Even as a phrase, "democracy in education" has a splendid ring, but when put into active operation, it opens up a new world alike to teachers and school officials. Although there has been a growing unrest among teachers during

greatest progress, according to a recent National Education Association report by the Commission on the Emergency in Education, boards of education and superintendents have requested teachers' organizations to make specific recommendations on courses of study, adoption of textbooks, types of buildings and equipment, organization of special classes, and formulation of budgets, always keeping in mind that the ultimate aim should be the development of the highest type of citizenship. We know, the report continues, that nothing will do more to raise the status of the profession and make its service attractive to the kind of men and women that the schoolroom needs, than the adoption of a policy that will lift the classroom teacher above the level of the mere routine worker carrying out, in a mechanical fashion, plans and policies that are handed down from above.

We hear much of teachers' councils, but it is a far-western city that has struck the highest note in this new phase of education. In Oakland, California, a classroom teacher sits with full power of discussion and suffrage in the Superintendent's Council.

In closing I wish to leave with you two points very clearly set forth by a well-known educator in a message to teachers contributed to the June number of the *Seattle Grade Club Magazine*:

"Teachers should insist upon ridding the school system of rubbish, lost motion, red tape, and autocratic methods, and exert their influence to introduce simple, direct methods in teaching the big, useful things of life. They should everywhere maintain broad, liberal standards of recreation and out-of-school activities, and should face their respective communities as red-blooded, full-grown humans who dare live abundantly and love little children. With a shoulder-to-shoulder stand for these big things, the classroom teachers of America may continue to form the inspiring soul of the system as they seek advancement through definite contributions to public welfare."

¹Address before the National Congress of School Boards, Superintendents, and Classroom Teachers, Salt Lake City, July 8, 1920.



Alabama School Progress, Dec. 1, 1920.

the past ten years due, no doubt, to a longing deep down in their hearts to express themselves on school problems, it may be doubtful whether, up to the present time, many of them have sought or cared for an active participation in the shaping of school policies, or, perhaps, were even prepared to exercise such a privilege, but it is doubtful now, with every teacher a trained and valuable part of the great educational system, with every teacher gaining daily in breadth of outlook and capability of judgment, that she can long be withheld from active coöperation in the adjustment of problems of which she has first-hand working knowledge.

In communities that have made the

The Stranger Within Our Gates¹

WALTER E. CLARK

President, University of Nevada, Reno, Nevada

THE GREATEST GOAL for a nation is the production of the highest possible type of man or woman. Immigration is the most important of the greater public problems of this nation because the immigrant is a fundamental factor in the production of the American of tomorrow.

The theme, Immigration, naturally divides into two great divisions; that concerned with the international policy, which should control the inflow of new immigrants, and that concerned with the domestic treatment of aliens once admitted. The domestic policy has been so frequently and so fully presented to the teachers of America under the general heading of Americanization that I beg privilege entirely to pass this great phase of the subject. I shall devote the brief quarter hour allotted to me to outlining some of the leading reasons why complete restriction of immigration to this country should be put into effect. I have time but to suggest these leading reasons and shall present them under three main headings: Mass, Massing, and 'Alienness.'

The mere mass, the mere volume of immigrant inflow in recent years has grown so huge that it is imperiling the Republic. Record of the inflow of new immigrants, taken with fair accuracy since 1820, shows that such immigrants came by the thousands until the forties of the past century. The annual number rose to one hundred thousand for the first time in the early forties, mounted nearly to half a million in the middle fifties, dropped off during the Civil War and the crisis times of the seventies, and rose to its nineteenth century peak of nearly eight hundred thousand in the year 1882. The depression years of the nineties saw the inflow reduced to little above two hundred thousand a year, but after these depression years ended, the record shows a steadily continuing increase reaching a million for the first time in 1904 and mounting up to almost thirteen hundred thousand in 1907. During the decade just preceding the

World War, from 1905 to 1914 inclusive, a little more than ten millions of new immigrants came into this land, an average of more than a million a year.

The importance of this huge alien inflow in the determination of the American type of tomorrow is worth noting. Too frequently the error is made of assuming that even the million a year may safely come for we have one hundred million Americans to receive, as-

THIS article, while written from another point of view, indicates the enormous magnitude of the problem of Americanization which exists regardless of the policy which the Nation may in the future adopt with reference to the admission of immigrants. The Smith-Towner bill apportions \$7,500,000 for Americanization. This sum is less than seven cents per capita for the population of the United States and is surely not too much to invest in a work of such imperative importance.

similate and Americanize the incoming one million.

May I suggest that when America is receiving one million new aliens in a year, the part they will play in determining the American man and woman of the future is more properly stated in the ratio of one to one, than in the ratio of one to one hundred? We shall all pass. The Americans of tomorrow will be made up of the native-born babes of this year and of the incoming immigrants. Of perhaps the two and one-quarter millions of the American-born babes of this year there will be alive when that infant class is grown to twenty-one years, not more than thirteen or fourteen hundred thousand. The incoming million of aliens brings us eight hundred to eight hundred fifty thousand in the marriageable years between the ages of fourteen and forty-five and brings to us many already married. That incoming alien class of a million

will not only sustain itself but, accounting the fruitfulness of immigrant stock, that million will grow to be represented twenty-one years from its receipt by probably fourteen or fifteen hundred thousand. When America is receiving one million new aliens in a year those new aliens are destined to play a well nigh or wholly equal part with the native born of the year in determining the American type after we shall have passed. For this reason alone the problem of the incoming immigrant is the most fundamental of the greater American problems.

There are those who would justify the receipt of even a million or a million and a half of new immigrants a year on the ground that the numerical strength of the nation is made greater and that greater numerical strength means greater martial power and more rapid industrial progress. Fair challenge may be made whether in the long run the incoming immigrants have materially increased the numerical strength of our Nation. Fair question may rather be raised whether we have not substituted new aliens by the hundred thousand, aye, by the million, for unborn native Americans! It will at least give us pause to consider the population facts since the birth of our Republic.

The first census in 1790 records an American population of roughly four millions; the fourth census of 1820 records an American population of almost ten millions. During that thirty years, when Europe was immersed in its French Revolution and its Napoleonic wars, immigration to America was well nigh negligible. Yet note that during this thirty years the American population increased more than 150 per cent. That is, our national population doubled, by native increase practically alone, in appreciably less than twenty-five years! Had this same ratio of native increase been maintained, started with ten millions in 1820, we should have numbered twenty millions in 1845, forty millions in 1870 and eighty millions in 1895. As a matter of census fact we had seventy-six millions in 1900. With margins to spare of five years in time

¹Address before the N. E. A. at Salt Lake City, July 6, 1920.

and four millions in numbers, we would have had fully as large a population in 1900 without receiving an alien after 1820 as we did have with open doors to all the immigrant millions that came in the eighty years.

Even though the building of our cities with their rising standards of living might appreciably have cut down the early ratio of native population increase, it would still have remained likely that our population in 1900 would have been at least sixty-five millions in place of seventy-six millions if we had not received an immigrant after 1820. That sixty-five millions would have been thoroughbred Americans schooled in the same disciplines, like minded, and the Nation would have been far readier to approximate democratic perfection than was our Nation in 1900, trammelled with its fourteen millions foreign born, its overflowing alien tenements, its millions of illiterates, its babel of tongues and its confusion of cultures.

The mere overwhelming mass of immigration into this land has imperiled the Republic and has retarded and to some extent has thwarted democratic solutions of American problems.

Aliens have not only come to us in huge and indigestible masses but they have on arrival congested themselves. Throughout the past generation, over eighty out of every hundred of our immigrants have located in the North Atlantic and North Central States. As a second degree of their congestion, more than three-quarters of this eighty out of every hundred have located in eight of our greatest industrial States. As a third degree of this congestion, these immigrants in the more congested States have thronged to the great industrial centers. In the fourth degree of their congestion, they have so crowded the tenement districts of these industrial cities as to make urban tenement life the plague spot of our day. Every phase of our democracy's struggle is made more difficult by this persistent congestion of the new immigrants. Time permits but an illustration.

No city in the world's history has been more royal in its total expenditures for free public education than imperial New York. Great school building after school building has risen like magic throughout that city, each housing its thousands of children a year, yet for a score of years prior to the World War, New York City had chronically from forty to seventy thousand half-sittings in its

schoolhouses. Build with what haste and liberality it might, it was quite impossible for it to catch up with the increasing stream of alien children.

I stood in Mulberry Street one day as the children thronged from the doors of one of the great city schools. As they ran to their play in the street I heard a group of well-grown boys begin to chatter Italian. I turned to a big blue-coated guardian of the peace, stationed to protect the children from reckless drivers, and commented to him upon the fact that boys coming from an American schoolroom should begin to speak a foreign tongue the minute they reached the school yard. He was a free-born American, scornful of this language treason, and in the perfection of his own American speech said to me something like this:

"Dat's nuttin', young feller. I knows a girl wot graduated from this school three years ago and she can't speak a word of English today!" Caught in that great Italian city of half a million between Bleeker Street and Chinatown,

IMMIGRATION into the United States is rapidly reaching the high tide of 1914, when 1,218,480 aliens were admitted.

In 1918, the last year of the world war, 110,618 foreigners were admitted. In 1919 the number increased to 141,132, but in the first six months of 1920—that is, up to June 30—430,001 aliens came to this country to stay.

While figures for more recent months are not tabulated, there is apparently an increase limited only by the availability of steamship accommodations.

the Bowery and Broadway, many a lass graduates from an American common school to drop back into almost total ignorance of the American tongue while living in the greatest of American cities! American city, did I say? If, when walking down Broadway, you were to meet a racially representative one hundred New Yorkers, you would meet forty who had been born on foreign soil and eighty-three who had either been born on foreign soil or whose fathers and mothers were born abroad. Only seventeen out of every one hundred in that which we call our greatest American city are real Americans even in the

limited sense that only one generation back of them is American born.

Granting that the most promising factor in the development of a real American culture is our public school, with its great army of self-sacrificing teachers, what chance has even this great school system in our industrial cities so congested with recent aliens that it is difficult for the school children to acquire American speech?

Just as this mere massing of the huge numbers of our recent alien incomers in our greater industrial centers greatly increases the difficulties of our great school system, so all the problems of housing, of sanitation, of city health, of defectives and delinquents, the whole range of the modern urban social problems, are terribly complicated by the fact that our greater American industrial cities are not great *American* cities but rather are confused groupings of alien masses.

Nor can we solve this difficulty of alien congestion by waving the hand in terms of some bettered process of distribution. The aliens are unwilling to be distributed. They come oftentimes from country and village life in the Old World, eager to get into the great city. They come, insisting upon getting where their native tongue is understood, their native festivals are celebrated, their customary shrines are open, where they find sympathizing and understanding alien friends to help them in times of difficulty. They come by deliberate choice where their friends and relatives are further congesting the congestion. On the other hand, the recent alien is not wanted by the American employer, whose wails for labor are cited by the enthusiastic distributionist. The great farms of the Middle West and Northwest are calling for more tenants and for more farm laborers, but the call is for those who understand American methods of farming, who can understand orders when given in English, who can be trusted to do errands in marketing, who are experienced farm helpers.

The massing of the aliens during the past generation has imperiled the Republic. The mere 'alienness' of the incomers is a third great factor of difficulty. Back of the seventies of the nineteenth century, nearly all of our immigrants came from northwestern Europe, with civilization closely akin to our own, with high degrees of literacy, many of them speaking our own tongue. Since the seventies our immigration has increasingly come from southern and east-

ern Europe, utterly alien in history, tradition, culture, and tongue.

In 1870 only one incoming immigrant out of a hundred came from Russia, Austro-Hungary, and Italy. In that ten-million-immigrant decade from 1905 to 1914 nearly seventy immigrants out of every hundred came from Russia, Austro-Hungary, and Italy. This shift in geographic source, multiplied into the increasing number of comers, has massed an 'alienness' which checks our democratic progress at every step.

For one illustration only of the dire danger to the Republic through this 'alienness' of the immigrant masses, note the growing spirit of exploitation in our land. An undoubted factor in the wretched development of this spirit is the fact that the recent immigrants are so totally different from the older line Americans that they are in danger of being dealt with as though they were strange animals. Pungent illustration of this exploitative spirit may be cited in the case of that dreadful mine disaster, costing many human lives, where the first question of the mine superintendent was, "Are the mules saved?" It would cost money to replace the mules, but the shattered humans could be quickly replaced without cost from the clamoring line of new immigrants at the gate! For another illustration consider a conversation. When labor leader Healey was standing with a mine overseer and watching the 'Hunkies' clambering into the cage, the overseer said, "Look at 'em! Don't you see they're just cattle? Just common, ordinary cattle?" Healey replied, "Oh, no, they're humans, just as you and I." "No, I say they're cattle. You got to put a ring in their nose and lead 'em around on their job." "Well," said Mr. Healey, "why don't you employ Americans?" "They won't work." "Oh, yes, they will," responded Mr. Healey, "but they won't work at your wages and under your conditions."

The cattle concept of human beings within the bounds of this Republic imperils the Republic. It is breathing hot and cold in the same breath to proclaim belief in democracy and to insist that in the name of more rapid industrial commercial growth America must continue to have an incoming million of ignorant, cheap-labor aliens to exploit each year.

The mere 'alienness' of the congesting huge masses of recent immigrants imperils the Republic.

As I have outlined this brief, it may seem a selfish one. May I make three

closing suggestions in terms of world rather than national ends?

First, it is in question whether permission for tens of thousands to come from some congested European nation in any wise really lessens the congestion in that nation. For a generation the little boot-state of Italy, cradle of the world, has sent out half a million of its citizens a year to permanent residence

Ignorance Breeds Unrest

Henry van Dyke, in Scribner's Magazine

WE ARE ignoring the rightful claim of every citizen to be prepared for the duties which the State lays upon him. We are debasing the human currency of the Republic. We are laying unbaked bricks in our foundations and building our walls with untempered mortar. We are heaping up at the doors of our own temple piles of tinder and quick-flaming fuel, ready for the torch of the anarchist or the insidious slow-match of the cunning usurper. We are recruiting the sullen armies of ignorant unrest.

*For every soul denied the right to grow
Beneath the flag, shall be its secret foe.*

But who denies that right? Democracy denies it by neglect and parsimony, by a careless disregard of the crying needs of popular education.

elsewhere, and yet, during this same generation, the population of Italy has steadily risen.

Second, I sometimes wonder whether the Old World nations, whose citizens flee by thousands to this Republic on the ground that they find Old World life relatively unendurable, would not much more readily develop endurable conditions for their home peoples if their more sensitive citizenry did not find so easy and so alluring asylum in this New World. In the concrete, I cannot help wondering whether in 1904 and 1905 great Russia might not have achieved a stable constitutional monarchy if those in almost permanently successful rebellion against the more despotic government had been aided by the brain and brawn of the hundreds of thousands of

discontented spirits who in the preceding quarter of a century had fled their Russian discontent and sought easy asylum here. Had these discontented hundreds of thousands been denied asylum here, had they remained in increasing discontent in their own land, their added strength might have made possible full transition in 1905 to a permanent constitutional monarchy. This would have meant bettered life for all Russia's one hundred eighty millions and might easily have changed the whole course of the world's history since that date in a way that would have saved human suffering and advanced human happiness in an amount vastly greater than the added betterment of the individual lives of those hundreds of thousands of Russian immigrants who were received into our Republic.

The third and final suggestion is that the closing of America's doors to alien immigrants is not necessarily a closing of world asylum. Rather it is narrowing the range of the asylum. The great South American lands, Chile, Argentina, and Brazil, are today in the stage of development in which our land was in the fifties and sixties of the last century. These lands desire immigrants and are offering special inducements to them. There are, therefore, other desirable, wide and real asylums for those who still would flee their Old World discontents.

Wholly to prohibit incoming alien laborers will not solve any of our greater American democratic problems, but it will greatly simplify the solution of every one of these problems. It will not insure the attainment of a supreme American type, but it will remove an otherwise perennial stumbling-block in the way of progress towards that great goal of the Nation. With more than a hundred million of people already within the Republic, with tens of thousands of its best farmers overflowing into a neighboring commonwealth because our richer public lands are now all taken, with a potential army of fifteen millions to protect the Republic against any possible foreign invasion, with our rich natural resources all in full process of exploitation, our Republic has reached the time and the conditions when and under which it is wisdom to close the door against further alien incomers, at least for long enough time that we may again locate the fixed stars in Democracy's heaven and regain and maintain the direct democratic course for our Ship of State!

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Joy Elmer Morgan
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R. S. Erlandson
Business Manager

EXECUTIVE AND EDITORIAL OFFICES:
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Why College Teachers Should Affiliate

THE NATIONAL Education Association earnestly desires to bring all educational workers together in a strong professional organization. In the educational service there can be no invidious class distinctions. Primary teachers and college teachers, State commissioners of education and rural-school teachers, high-school principals and music supervisors, city superintendents and teachers of backward children—all must work together and think together for the common cause.

It is especially gratifying to note that college faculties as groups are affiliating with the Association. This is as it should be. The officers of the Association are frequently asked what the National organization can offer to the teachers of the higher institutions. The answer is single and simple: *the opportunity to participate in carrying through the far-reaching program of educational betterment that the Association has projected.*

The active coöperation of college teachers is especially needed by the Association. In many ways the men and women in our higher institutions approximate more closely than does any other group the ideals which the Association is striving to realize for all teachers. They are mature; they have been selected on a basis of merit; they have paid the price of earnest preparation for the privilege of service; they regard their calling as a permanent life

work. On the other hand, they share with elementary and high-school teachers many of the hardships that have hitherto hindered the advancement of the profession; as a group, they are poorly paid; as a group, they are handicapped by the low regard in which the actual work of teaching is held—a condition that has led many of them to seek recognitions and rewards, not in teaching as such, but in writing, in research, and in outside services related to their special subjects.

A little reflection will convince college teachers that their professional interests coincide with the professional interests of teachers in the lower schools. The great public, after all, does not draw sharp distinctions in these matters, and what is characteristic of teachers generally will inevitably attach in the public mind to each and every member of the group. *As long as the great masses of our public-school teachers are transient, immature, untrained, and underpaid, the status of every educational worker will suffer.*

Even from motives of selfish expediency, college teachers could find no more effective means of advancing their own interests than to join with all other groups of educational workers in an aggressive effort to build the profession anew from the foundation up—and the foundation, it will be generally conceded, must be located in those branches of the service now most seriously neglected—the rural schools and the lower and intermediate grades of the urban schools. Every improvement here will be reflected and magnified on the secondary and higher levels.

To the earnest consideration of our fellow workers in the colleges we commend the basic ideal to which the Association is committed: *A competent and well-prepared teacher for every public-school position in the United States.*

The Larger Task

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION is but a part of the varied work of the Association, whose activities on behalf of advanced legislation and better salaries and working conditions for teachers are laying the foundation for a great united teaching profession whose supreme purpose shall be the welfare of the childhood of America. In a larger sense the task of every teacher is educational leadership on behalf of a finer and richer civilization to participate in which he is training his pupils in high ideals, in useful skills, in right attitudes,

and in the coöperative spirit upon which modern civilization is built.

Higher Salaries Mean Higher Standards

TEACHERS' salaries have made gratifying gains during the past two years, and no effort should be spared to prevent a setback during the period of retrenchment that lies ahead. The public, we are sure, will be sympathetic with this effort, for right-thinking citizens everywhere acknowledge the absurd inadequacy of the older level, and many are willing and anxious to promote further advances. It is clear, however, that higher standards of preparation must go hand in hand with higher salaries. To safeguard the gains already made and to open the way for new gains, the emphasis in our professional policies must be upon an improved and extended preparation as a condition of entering the service.

International Educational Conference

THAT there is a real need for an international conference on education has been apparent since the Armistice. Such a conference was suggested early in 1919 by the educational leaders of France, and the proposal of these leaders that American educators take the initiative in calling the conference was favorably received by the Emergency Commission of the National Education Association. Committees were appointed and the preliminary work of organization was begun. The failure of the United States to enter the League of Nations apparently gave rise to misunderstandings; at any rate, the French enthusiasm for the project subsided and the Emergency Commission, whether wisely or unwisely, gave up its plan. The attitude of the American people toward 'internationalism' was clearly revealed by the November election. Anything that is suggestive of a 'super-state' we may be sure will be promptly rejected. There are, however, large possibilities of promoting a better understanding among nations through education. Thoroughly to canvass these possibilities in an open conference can do no possible harm and may conceivably result in far-reaching benefits. The National Education Association has a special committee on international relations, and the chairman of this committee, State Superintendent A. O. Thomas, of Augusta, Maine, would welcome suggestions.

Iowa Makes Preparations

THE enthusiasm of the people of Iowa over the next meeting of the National Education Association to be held in Des Moines July 3-9, is quite remarkable. The State Superintendent, the officers of the Iowa State Teachers' Association, the county and city superintendents of the State, and the teachers generally are planning for a great meeting. They have assured the officers of the National Association of an Iowa membership of at least ten thousand.

But even more striking than the unusual interest of the educators is the attitude of the Governor and other public officials of the State, who declare that Iowa will extend such a welcome to the teachers of the Nation as has never before been given.

Iowa has made great progress in public education during recent years, particularly in consolidated rural schools. Those who attend the Des Moines meeting will have an opportunity to see what has been accomplished by a wide-awake, progressive State in solving the rural school problem. Des Moines can furnish first-class hotel accommodations for ten thousand visitors.

The 'Hog' Argument

EXCEPTION has been taken to the 'hog' argument as a justification of Federal participation in the support of schools. The objection to the argument is not based upon the inelegance of its designation nor yet upon the unsavory character of the comparison but upon the validity of the analogy—for analogies are always treacherous. Is there, the objector asks, any resemblance between hogs and children that should cause the Government to modify its present policy of solicitously looking after its hogs and neglecting its children? No, he concludes, there is no resemblance, or at any rate, all super-

ficial resemblances are swamped by a most important difference. What is this difference? Is it that hogs are only beasts while children, with all their faults, are human? Not at all. So trifling a distinction would, indeed, be quite beside the mark. The great and essential difference is that we have a 'science' of hog-culture while we lack



Congressman Baer in Minnesota Daily Star

How the U. S. Pie is Divided

a 'science' of child-culture. The Government, by employing specialists in the science of hog-culture, he assures us, can help the farmers without encroaching upon the rights of the sovereign States, but in the lack of a science of child-culture the Government cannot show any interest in children without invading States' rights. The impact of this logical *tour de force* is overwhelming until one asks how much 'science' of hog-culture there was when the Government first began to subsidize the study of this important hog problem. All that the Smith-Towner bill proposes is that the Government through a Department of Education, start doing now for children what it began doing thirty-odd years ago for hogs.

Normal School Reorganization

IN CONNECTION with the paramount problem of raising the standards of preparation, the reorganization of the normal schools into teachers' colleges is both significant and heartening. More than a year ago New York authorized the extension of the standard normal-school curriculum to three years with a four-year requirement as a not distant goal. The new program based on this authorization will go into effect next September.

In California the normal schools will soon become four-year teachers' colleges; in Rhode Island a similar reorganization is now well under way; Pennsylvania has taken steps in the same direction. All of this is reassuring to those who have feared that the shortage of teachers would result in a serious lowering of standards.

Leadership Wanted

AMERICAN rural life needs leadership. It especially needs the far-sighted leadership of teachers who are adequately trained for service in rural education and whose lives are per-

manently dedicated to the important task of building a great rural civilization.

There is fear in some sections of salary decreases for teachers as the high cost of living recedes. A genuinely high quality of professional service, combined with sane community leadership, is the best insurance against such decreases.

There are over five million people in the United States who can neither read nor write in any language and over three million more non-English-speaking people—a total approximately equal to the combined population of eighteen States—a challenge to the educated leadership of the Nation.

Education for the profession of teaching is the highest form of education for citizenship. The really great citizen is always a great teacher.

An Association of Gentlemen

DURING the years 1857 to 1870 the National Association was known as the National Teachers' Association. During most of that time it was an association of *gentlemen*. The first paragraph of Article II of its first constitution reads:

Any gentleman who is regularly occupied in teaching in a public or private elementary school, common school, high school, academy or scientific school, college or university, or who is regularly employed as a private tutor, as the editor of an educational journal, or as a superintendent of schools, shall be eligible to membership.

Not until the meeting of 1866 was the word "gentleman" in this paragraph replaced by the word "person."

However, there is ample evidence in the early records that years prior to 1866 womanly influence had its place in the councils of the Association. On the recommendation of the Board of Directors ladies might become honorary members which entitled them to present written essays to be read by the secretary or other member. The minutes of the meeting held in Cincinnati in 1858 record the presence of a woman for whom the gentlemen had such high regard that they sought to honor her with the following resolution, which is printed on page 13 of the *Journal of the Proceedings*:*

Resolved, That we are encouraged in our work by the approving smiles and encouraging words of *woman*; and that we regard her as the most accomplished and successful teacher; that we hail as honored co-laborers, every "Lady Pilgrim," who, "with high and holy aims, and calm and happy mind" produced "by the perusal of God's holy Word," and "with healthful and robust body," devotes her powers to the noble work of education.

It has been suggested that the woman whose presence inspired this resolution may have been Susan B. Anthony, who in the early fifties had become known as a leader in the movement for profes-

*The Journal of Proceedings of the National Teachers' Association at the first anniversary held in Cincinnati, Ohio, August 11, 1858, with the constitution and lectures; published by order of the Board of Directors, Albany, N. Y. James Cruikshank, 35 State Street. 1858. 62 p.

sional recognition of the work of women teachers. Whether for her or for one of her worthy contemporaries, this resolution, couched in the expressions peculiar to its time, remains a fitting tribute to the many thousands of

women who in more recent years, enjoying all the privileges of membership in National as well as in State and local associations, have brought great gifts to the cause of education and to the Nation.

EDUCATIONAL OPINION

By Force of Faith

THE TEACHER must be convinced, like any other salesman, of the value of the commodity in which he deals. Of the teachers I have known whose teaching was a failure, the greater number seemed to have lost faith in their subject. It is the one great law of teaching that it goes by infection. Many a half-hearted pupil, unwillingly or unwittingly dragged into chemistry, has caught fire from the flaming zeal of the teacher.—H. N. MacCracken in the *Atlantic Monthly*, January, 1921.

Sabbatical Year Advocated

A SABBATICAL year for teachers is advocated by the *Ohio Educational Monthly* for November. A year of travel or study, it is pointed out, would work wonders for the teacher and the school.

Opportunity of the Press

I BELIEVE the press has today the supreme opportunity not only to help immediately the cause of sound education, but also to keep before the public the higher objects toward which the schools are looking, says Dr. John H. Finley, President of the University of the State of New York, in a statement made at the time of resigning to take up editorial duties on the *New York Times*.

Education in 1920

FOR MANY reasons, the year 1920 is likely to take its place as marking an epoch in the history of education. One of the most remarkable features about the years of the war was the way in which the various countries involved in the great struggle not only strove to maintain education in a state of efficiency, but concerned themselves earnestly with laying plans for a great educational advance when peace should be reestablished. The war forced many lessons upon the world. It forced no

lesson upon it more remorselessly than that of the need of education. The effect of this was seen first amongst the Allies in a demand for greater technical efficiency, more extended opportunities for research, and a wider development of the expert. But it ended in a demand for education in the truer sense of the word, and that not of the few, but of the many. The popular view of education began to enlarge itself. As the years of the war passed by, the democracy of the trenches and of the camp began to make itself felt. Educated and uneducated met together on an equal footing, and doors were opened in this way which can never again be shut. Great Britain did not wait for the end of the war to embark upon a scheme of reform. It was, indeed, almost at the darkest period of the war that the president of the Board of Education introduced into the British House of Commons an education bill which practically doubled national expenditure on education and paved the way for the great advances which have been made during the past year.

Now, the keynote of the British education bill was the raising of the school age, coupled with the provision of means whereby education might be continued after the scholar had exhausted the possibilities of the elementary schools. It is this feature which may be said to be the chief characteristic of the world's educational movement in 1920. Wherever attention is directed, in the United Kingdom, the United States, Germany, South America, or Norway, to choose a few typical instances, almost haphazard, the educational tendency of 1920 will be found to be in the direction of insuring the boy or girl a longer compulsory period and of constructing the "educational highway," whereby all who so desire may attain to what has come to be called higher education.

Another notable international movement in education has been the demand

for greater freedom, not only in teaching but in many other directions. It has been a year of the most vigorous experimentation, characterized by a readiness, almost an eagerness, to consider the whole question of education *de novo*.

The most hopeful feature about all these tendencies, good, bad or indifferent, is the alertness which is to be found on all hands in regard to them. Whether the question is compulsory Greek in England or adult education in Spain, the use of the ideograph in China or rural schools in Porto Rico, no one particular school has ever the smallest chance of carrying anything its own way with a high hand. Finally, when all has been said that it is desired to say in regard to education in 1920, there is always this to be said more, that the close of the year finds education, in its truest sense, held universally in higher regard than at any previous period in history. This, of course, is worth all the other good tendencies put together.—Editorial in *Christian Science Monitor*, December 31, 1920.

Genuine Ideals Count

IF YOU, the teachers, are alive intellectually; if your passion for literature, or your zeal for criticism, functions wholesomely as a part of your life, drawing its strength from knowledge and experience, and enriching in return all your contacts with environment,

why, then your best program for teaching is that which permits you best to give of yourselves. Your minds can touch where the textbook fails. You, in a sense, *are* literature and criticism, and you cannot give facts, cannot give even technique, unless you give yourselves also. Boys and girls trained in a school where these ideals were upheld in practice would be unmistakable. They would bear with them the seeds of education, not mere samples of its fruit. They would, I suspect, come nearer than the present generation to being really educated in 'English.'—Dr. Henry S. Canby, Yale University, in *The English Journal*.

Honor the Common Man

I AM seeking a gospel that will justify and honor the life of the common man, and that gospel will never come into being until material values are dethroned and put in their rightful, subordinate place as instruments to higher ends, until our standards of human valuation and appreciation are reconstructed, and the world's sanctions and rewards are given to ethical and civic achievement as the crowning grace of life. He who has lived well in obscurity has lived the ideal life, and has achieved success as much as he who has lived at the sunlit tops of glory and worldly fame. And this, after all, is the burden and essence of all the great religions of humanity. If you teach

anything else, you teach humanity to gamble with the gods of Chance, and you may be assured that the dice of the gods are always loaded.—T. J. McCormack, in *School and Home Education*, December, 1920.

More Than Money

LAYING aside a few dollars each week does not necessarily make one a thrifty person. Thrift means so much more than merely money—it means personal efficiency—it means plans—it means foresight—it means prudence—it means sane and legitimate self-control—it means all that makes for character. It is as much removed from miserliness on the one hand as it is from extravagance on the other. As we build the ideals of thrift, we build character.

A mere course of classroom instruction—a set of formal lessons in thrift—while valuable as assisting to establish thrift concepts or ideals, will, if pursued no further, get us practically nowhere. Thrift is a habit of life. It enters into the very detail of one's mode of living. It is a characteristic life attitude of conservation affecting health, energy, time and wealth.—*University of Virginia News Letter*.

A Common Future

BUT what a common language does do, is to show that a common intercourse has existed, and the possibility of intermixture; and if it does not point to a common origin, it points at least to a common future.—H. G. Wells in *The Outline of History*.

Normal School Salaries

THE report is being circulated that when the next legislature convenes there will be a vigorous effort made to increase the salaries of normal school teachers. Here's hoping this effort may succeed. We have said before and we repeat it—normal schools should be able to offer salaries which will attract the strongest men and women—strongest intellectually, professionally, and personally. The men and women in normal schools should be educational leaders in every respect. They should receive material rewards for their work which will enable them to meet the requirements of social life as fully as the best paid members of any profession. Normal school teachers, speaking generally, work too hard for too little pay, so that normal school work is not so highly regarded as it should be by men



THIS county library truck takes books to the rural homes of Washington County, Maryland. The county library is peculiarly suited to serving rural populations. In its best form it is supported by a tax on the property of the entire county; is governed by a board representing the people of the county; has an adequate central library administered by expert librarians at the chief city; has branches in schools, towns, villages, and postoffices; and serves rural dwellers directly by means of parcel post and a book truck that carries a library of several hundred volumes to every farm home in the county at regular intervals.

and women who possess superior qualifications for educational leadership.—M. V. O'Shea in *Wisconsin Journal of Education*, December, 1920.

The Aim of the College

IF ASKED for what a college stands first beyond all else, I should be tempted to say, for the high meaning of the everyday act and the everyday life; for the beauty of work, of unselfish, devoted work with ambition to do the appointed task. If a higher task comes, take it as you would the lower, always with scrupulous fidelity and with that touch of something beyond mere accuracy which makes fidelity heroic. I have seen men and women filling subordinate positions with this kind of heroism—men and women whose lives, shut close as it seemed on every side, would have been arid as the sand if in their hearts they had not said, like Mercy in Pilgrim's Progress, "I purpose never to have a clog in my soul."—Dean Briggs in *New Mexico Journal of Education*, October, 1920.

Associations Are Reorganizing

ASIGNIFICANT movement of reorganization is sweeping through the teachers' associations of the United States. The trend of reorganization and effort at reorganization follows the plan adopted by the National Education Association at Salt Lake City in July, 1920. In the future there is to be not less discussion but more doing. Business sessions of representative groups of members charged with the final determination of educational policies are most important to give to education the impetus it needs to make democracy genuinely safe and effective. An editorial in the *School of Education Record* of the University of North Dakota for December urges reorganization of the North Dakota Teachers' Association on the plan of the National Association. It says:

The N. E. A. realized that it was simply forced to a reorganization in which the governing body would be a *representative assembly*, made up of delegates from various States, institutions, and other local groups of members. The general meetings, of course, are proper and auspicious occasions for interesting and inspirational addresses and discussions by great leaders and speakers. But it becomes necessary to have a smaller body—and a representative one—to finally pass upon the problems of importance which emerge, and to push those to adoption throughout the country, first by resolutions and then through legislation. The general meetings would be dis-

cussional—like the Assembly of the League of Nations—while the smaller and representative body would be for decision, recommendation, and action.

The same thing seems to us true of our State association. The smaller body should be representative and should have its regular sessions, just as do the various departments. As it is now—and as it was with the N. E. A.—the State association is likely to end in *talk*. The representative body might well be called the Council of the State Teachers' Association—the name is immaterial. But a plan of "locals" and of representatives should be worked out, similar to that of the N. E. A. Until that is done we shall have an "organization" only in name. A real organization with a representative Council might become a power for good, educationally and professionally, in North Dakota. It could give direction—if not force direction—to educational policies and procedures and be a light and a leading in the field represented.

National Code of Education

THAT there should be formulated a national code of education—a code based on a thorough survey of educational needs, conditions, and aims—framed by a "commission composed of outstanding leaders representative of every grade and kind of constructive education in America"—and appointed by the National Education Association is the proposition set forth in an article, A National Code of Education, written by J. W. Searson, and published in *Educational Issues* for October. The

National Commission would have State coöperating commissions which would formulate forward-looking educational programs for each of the States in the Union. Based upon these State programs would be a big national program which would comprise the elements common to all the State codes, which "should express the best we have dreamed in education, and should be so clearly and definitely formulated as to constitute a very practical basis of national legislative procedure," and which "should be flexible enough to cover every possible national need."

Teaching Must Be a Profession

WE MAY as well face the facts and make the most of them. There is a teaching profession, and it is not a trade nor a thing to be scorned. A great many people are in the teaching ranks who should not be even within the outer gate of professional standards. A few people appreciate the situation and are trying as best they may to bring orderliness of thought and activity out of a period of unrest and revulsion. More and more will the country come to realize that teaching must be a profession, and as such realization comes to fulfillment, the pitiful limitations of the profession will disappear.—*National School Digest*, December, 1920.

Smith-Towner Bill Reported Favorably

THE SMITH-TOWNER BILL was reported favorably by the Committee on Education of the House of Representatives on January 11.

Several amendments offered by Congressman Towner, all strengthening the bill, were adopted by the committee. One of these harmonizes the bill with the plan of the new administration for a reorganization of the Executive Departments by providing that the Bureau of Education shall be transferred to the Department of Education, and such other bureaus, boards, and branches of the government as Congress may determine should be administered by the new department.

Another amendment provides "That courses of study, plans and methods for carrying out the purposes and provisions of this act within a State shall be determined by the State and local educational authorities of said State." This, in addition to other provisions of the bill, should satisfy any reasonable person that there is no possibility under this act of centralization of educational authority or of Federal control of education in the States.

Every effort will be made to obtain a favorable report by the Senate Committee also, and to bring the bill to a vote in both Senate and House. If consideration cannot be secured before the adjournment of the present Congress on March 4, the bill will be reintroduced at the opening of the Sixty-seventh Congress in the special session expected to be called in March and its passage urged with unabated earnestness.

THE EDUCATIONAL ADVANCE

National Committee for a Department of Education

ANATIONAL COMMITTEE under the chairmanship of A. Lincoln Filene, of Boston, composed of prominent persons throughout the country interested in the promotion of public education, has been organized to promote the passage of the Smith-Towner bill, particularly the creation of a Department of Education. Among the members of this committee are the following: Edward Bok, Cleveland H. Dodge, Mrs. Maud Wood Park, Mrs. Thomas G. Winter, Mrs. Percy Pennybacker, Mrs. Gifford Pinchot, Wm. C. Redfield, George Wharton Pepper, Henry Bruère, Alvin E. Dodd, Asa G. Candler, Mrs. Thomas A. Edison, Mrs. Joseph H. Swan, Miss Mary Garrett Hay, Matthew Woll, Frank A. Vanderlip, Mrs. W. S. Jennings, Mrs. John D. Sherman, Mrs. Edward Franklin White. The National Education Association is represented on this committee by George D. Strayer, Chairman of the Legislative Commission.

A New Army School

THAT effort is being made to make the army a genuine institution of education is indicated by a statement from the Adjutant General's Office, announcing a new mercantile school in the Fifth Division, stationed at Camp Jackson, Columbia, S. C. In this school soldiers are given training which will enable them to perform the clerical duties of the several branches of the Army, at the same time qualifying them for positions in the business world. Special effort is made to develop self-reliance, initiative, perseverance, and judgment. Each student has a desk and fixings similar to those in the office of a business executive. Typewriters, comptometers, filing apparatus, and adding machines of late model are part of the machinery of the well-lighted and ventilated classrooms.

After the student has become proficient, he acts as bookkeeper for a store, where he meets and solves all the problems he would find in a similar position in civil life. He buys and sells, does business with a bank, a wholesale house, and individual consumers; he makes rec-

ords of actual transactions, and determines the progress of his business, its costs, and profit or loss. In addition, there is training in ordering goods, invoicing, advertising and salesmanship, time-keeping and costs. Instruction in business law and ethics is also part of the course.

A Program Worth While

THE Ohio Federation of Women's Clubs, regarding education as the fundamental need of our democracy, has adopted the following creed and program:

1. Adequate financing of our public schools.
2. A competent, specially trained teacher in every schoolroom, with a salary in proportion to her efficiency.
3. Equal opportunities and a high-school education for every child in the State.
4. Well-equipped centralized schools in rural districts, with courses of study suited to the needs of the rural child.
5. Every school open 12 months in the year, for instruction in some form.
6. Teachers employed 12 months in the year.
7. Vocational education and physical training in every school.
8. Visual education—films for primary teaching in every school, and for geography, history, and literature in the upper grades.
9. Every school a community center for organized activities.
10. Ohio ranking first, instead of twelfth, in education.

China

CHINA, according to the *Educational Review* (Shanghai), is adopting a forward-looking program in education, which, when realized, will provide for the extension of education throughout the republic, for "the trial of coeducation when allowed by local conditions," for coöperation in vocational education and for a system of teacher certification. The Minister of Education has suggested that, following the plan already in operation in the province of Shansi, the provinces should introduce free schools according to the following program:

1921, provincial capitals and commercial ports; 1922, district cities and large towns; 1923, towns and villages with more than 500 homes; 1924, centers with more than 300 homes; 1925, 6 centers with 200 or more homes; 1927, villages with more than 100 homes; 1928, villages with less than 100 homes.

Iowa

A COMMITTEE of Iowa educators has prepared legislation which would increase high school tuition 25 per cent and provide that the maximum amount that can be raised per pupil for the support of public schools be raised to \$80 in places where it is now \$60 and to \$100 in places where it is now \$80.

An account of Iowa's preparations to entertain the National Education Association is given on page 25 of this JOURNAL.

Kansas

KANSAS has sixteen hundred school teachers, approximately one-tenth of the teachers of the State, receiving instruction from the Kansas State Normal School through week-end classes in their home communities and by correspondence study.

Maine

MAINE is the first State in the Union to have all its county associations affiliated with the National Association. Dr. A. O. Thomas is State Superintendent of Public Schools and H. A. Allan is agent for rural education.

New York

THE 1920 legislature passed several laws on education. Three are of general interest. The first measure appropriated \$20,550,000 for the purpose of increasing the salaries of teachers throughout the State. It provides that the salary of each teacher employed in a common school district shall not be less than \$800 for a term of forty weeks. Higher minimum salaries are fixed for elementary and high-school teachers in union and city school districts. The second measure established higher salary schedules for the faculties of New York State normal schools. The third provides a comprehensive, scientific pension system for teachers.

A survey of rural and village schools of New York State has been planned to include schools outside of cities and villages having a population of 4500 or over. This survey will emphasize the importance of the school as a community institution.

Ohio

OHIO State University has adopted the full four-term year of 48 weeks, with the summer session as the fourth quarter. This plan enables ambitious students to complete their courses in three years and makes it possible to serve a much larger enrolment with the same accommodations—an important consideration in these days of university crowding.

Oregon

AN ANNUAL TAX of two mills for the support of elementary education has been approved, in addition to other income already provided. The law was referred to the people by the 1920 legislature and approved by them May 21. At the same time a tax of 1.26 mills was voted for the support of higher educational institutions.

Rhode Island

THE Rhode Island Normal School has become the Rhode Island College of Education and will grant the degree of Bachelor of Education. Numerous extension courses are provided for teachers in service.

Texas

A RECENTLY called session of the Texas legislature made a special appropriation of \$4,000,000 to increase salaries of public school teachers. This was in addition to the State appropriation previously made of the proceeds of a 3½-mill tax and the special appropriations for rural schools of \$2,000,000 per year.

The board of education at McAllen, Texas, has built a teachers' club costing \$35,000, which will house thirty-two teachers and furnish meals at cost to many more. There are thirty-two bedrooms, each equipped with running water, a built-in dressing table, dresser, and a large clothes closet. There are also five screened porches, parlor, a reception room and lobby, one with a tiled floor, kitchen, large dining-room, four bathrooms, manager's room, and servants' room. A competent hostess-manager has been employed at a salary of \$1800 for eleven months.

Utah

AT THE recent election a constitutional amendment was ratified which will make it possible for the legislature to levy a school tax sufficient to

provide \$25 for each person of school age in the State. Utah's State school fund is distributed among the school districts by the State superintendent on the basis of school population.

• Wisconsin

RACINE has adopted a policy affecting the professional betterment of the teachers in the public schools which might very well be emulated by other cities. Teachers who spend the summer in study at an approved educational

institution are paid their expenses up to a maximum of \$100. This amount is adequate to meet the expenses of study in normal schools and universities, except those on the Atlantic and Pacific coasts. It is specified in the rules that the items of expense which will be paid by the Board of Education are the railroad fare from either Racine or the teacher's home to the city in which the institution is located, tuition, board and lodging.—*Wisconsin Journal of Education*, November, 1920.

Committee Work and the National Program

THE National Education Association is committed to a national program in education. President Hunter and the Executive Committee believe that the work of the Association's committees should be made an integral part of the larger program upon which the Association is now at work. The activities of these committees in gathering and presenting data and in shaping policies are fundamental.

At present more than thirty committees are listed on the Association's records. Of these, two-thirds are inactive. The Executive Committee believes that the possibilities of effective committee work have not been fully appreciated by the membership of the Association as a whole. Any failure on the part of committees to realize the full importance of their work is certain to handicap the national program. The Executive Committee is, therefore, asking that all existing and all new committees formulate and state clearly the objectives sought. It is also asking committees to present to the Association at the Des Moines meeting in July specific working programs for the various units of educational organization in the United States. If satisfactory results are to be obtained, committees must at least report progress at that time. It is hoped that most of them will do more. If the Association is to have a comprehensive program around which the united profession can rally as a dynamic force, its committees must be clear-minded, active, and vigorous. They must have their aims constantly before them and make their work contribute to the accomplishment of the larger task which the Association has set for itself.

The needs of education demand also a new type of committee, the purpose of which shall be to centralize and coordinate the varied work of the Association. This does not mean that committees engaged in research and the determination of technique should cease to function; it means rather that just now, while our Association is welding itself into a united and progressive organization there must be two or three committees whose business is to plan, to recommend, and to assist in carrying out the policies of the reorganized Association. For this purpose, the Executive Committee has appointed three commissions. First, a commission whose function is to carry out the legislative policy of the Association—the *Legislative Commission*. Second, a commission whose function is to coordinate the work of all agencies which are studying the problems of education, and to work out a policy whereby these agencies will contribute to the program advocated by the Association—the *Commission on Coordination of Research Agencies*. Third, a commission whose purpose is to help bring to all teachers and to the friends of education the purposes and achievements of the Association and of its various departments and committees—the *Editorial Council*.

The newly appointed committees are as follows:

Legislative Commission

George D. Strayer, Teachers College, Columbia University, New York City; Mary C. C. Bradford, Denver, Colo.; J. A. C. Chandler, Williamsburg, Va.; Randall J. Condon, 3818 Windling Way, Cincinnati, Ohio; Thomas E. Finegan, Harrisburg, Pa.; T. E. Johnson, 206 North St., Lansing,

Mich.; Charl O. Williams, Court House, Memphis, Tenn.; Agnes S. Winn, 2517 10th Ave., W. Seattle, Wash.; Dwight B. Waldo, 157 Thompson St., Kalamazoo, Mich.; Will C. Wood, Sacramento, Calif.; William M. Davidson, Pittsburgh, Pa.

Commission on Coordination of Research Agencies

Jesse H. Newlon, Denver, Colo., Chairman; W. C. Bagley, Pleasantville, N. Y.; John W. Withers, St. Louis, Mo.; J. W. Studebaker, Des Moines, Iowa; Mary D. Bradford, Kenosha, Wis.; Walter A. Jessup, Iowa City, Iowa; L. D. Coffman, Minneapolis, Minn.; Edwin L. Rouse, Peru, Nebr.; J. G. Crabbe, Greeley, Colo.; W. W. Theisen, Madison, Wis.; George Melcher, Kansas City, Mo.; Virgil E. Dickson, Oakland, Calif.; Burdette R. Buckingham, Urbana, Ill.; Thomas H. Briggs, New York, N. Y.; Charles E. Rugh, Berkeley, Calif.; W. F. Russell, Iowa City, Iowa; Annie Webb Blanton, Austin, Texas; Jessie E. Colburn, Public School No. 61, New York, N. Y.; Phoebe E. Matthews, 158 Morrison Ave., Somerville, Mass.; Robinson G. Jones, Cleveland, Ohio; C. P. Cary, Madison, Wis.; James W. Gowans, Winfield, Kans.; Stuart A. Curtis, 82 Eliot St., Detroit, Mich.; Franklin Bobbitt, Chicago, Ill.; Frank G. Pickell, Cleveland, Ohio; Albert S. Cook, Baltimore, Md.

Committee on Financing Delegates to the Representative Assembly

Cornelia S. Adair, 1606 Grove St., Richmond, Va.; Agnes E. Doherty, 207 Summit Ave., St. Paul, Minn.; Josephine Corliss Preston, Olympia, Wash.; Olive N. Jones, 105 E. 17th St., New York City; E. C. Brooks, Raleigh, N. C.; J. W. Crabtree, 1201 16th St. N. W., Washington, D. C.

Committee on Sources of Revenue

William B. Owen, 370 Normal Parkway, Chicago, Ill.; Margaret Noonan, Harris Teachers' College, St. Louis, Mo.; John H. Beveridge, 5012 Chicago St., Omaha, Nebr.; C. P. Cary, Madison, Wis.; Nikolaus L. Englehardt, Teachers College, Columbia University, New York City; T. E. Johnson, 203 North St., Lansing, Mich.; Archibald H. Waterhouse, 1253 Park Ave., Fremont, Nebr.; S. D. Shankland, 120 River St., Wilmoughby, Ohio; Walter R. Siders, 1031 N. Garfield, Pocatello, Idaho; John

W. Studebaker, 525 Park Blvd., Des Moines, Iowa; Olivia Pound, Lincoln, Nebr.

Committee on Teachers' Salaries

D. B. Waldo, Chairman, Kalamazoo, Mich.; J. M. Gwinn, New Orleans, La.; Margaret Haley, 127 N. Dearborn St., Chicago, Ill.; Sara L. Rhodes, 1001 Herkimer St., Brooklyn, N. Y.; E. C. Brooks, Raleigh, N. C.

Committee on Teacher Tenure

Charl O. Williams, Chairman, Memphis, Tenn.; Grace Strachan Forsythe, 20 West 72d St., New York City; D. B. Johnson, Rock Hill, S. C.; Ernest C. Moore, Harvard University, Cambridge, Mass.; Harlan Updegraff, University of Pennsylvania, Philadelphia, Pa.

Committee on Teachers' Pensions

Joseph Swain, Chairman, Swarthmore, Pa.; Francis G. Blair, 629 S. 2d St., Springfield, Ill.; John W. Carr, Frankfort, Ky.; James Ferguson, Chico, Calif.; Alice M. Cusack, 303 Lei Lau

Farl Apt., Lincoln, Nebr.; W. W. McIntire, Ohio University, Athens, Ohio.

Committee on Foreign Relations

(This committee appointed by the outgoing president, Mrs. Preston)

Augustus O. Thomas, Chairman, Capitol, Augusta, Maine; Zenos E. Scott, Louisville, Ky.; James W. Gowans, 902 E. 10th St., Winfield, Kans.; John W. McClinton, 2305 West St., Pueblo, Colo.; Abbie L. Day, University of Nevada, Reno, Nev.; Caroline Armitage, 57 Madison St., Somerville, Mass.; W. K. Dwyer, 505 Hickory St., Anaconda, Mont.; Earl W. Bowyer, 517 N. Pile St., Clovis, New Mexico.

Committee on Visual Education

I. B. Bush, Erie, Pa.; Mable Bush, Sparta, Wis.; Ernest Crandall, 157 E. 67th St., New York City; Howard O. Welty, 5710 Fleming, Oakland, Calif.; Herbert S. Weet, 53 Hancock St., Rochester, N. Y.; Ida Lee Woody, 4405 Forest Park Blvd., St. Louis, Mo.

NOTES and ANNOUNCEMENTS

Executive Committee will meet Saturday, February 26, at 4:00 p. m., at the Traymore Hotel.

Board of Directors will meet Tuesday, March 1, at 4:00 p. m., at the Traymore Hotel.

Enrolment and Affiliation

AFFILIATIONS and hundred per cent enrolments are coming in daily. The list will be printed in the March JOURNAL.

Official Program

THE programs of the departments of the N. E. A. and of allied associations will appear in the official program. Some of these programs are already complete. All copy for the official program which is not now in the hands of the Secretary should be sent in at once.

Railroad Rates

ARRANGEMENTS by which members may obtain special railroad rates are explained in full on another page.

Registration—Atlantic City

REGISTRATION Headquarters will be located at the left of the entrance to the Million Dollar Pier. All members should register immediately after arrival in Atlantic City.

N. E. A. Postoffice

THE N. E. A. Postoffice will be conveniently located at the right of the entrance to the Million Dollar Pier. Members may leave letters at this postoffice for their friends and should call there for messages for themselves. Letters and telegrams sent in care of the National Education Association will be placed in this postoffice. The N. E. A. Postoffice will have the Atlantic City addresses of the members in attendance at the Department of Superintendence.

Inaugural Trains to Washington

RAILROAD officials have promised to run special trains which will leave Atlantic City the night of March 3 and reach Washington on the morning of March 4. At the time of going

to press it is not certain that a sufficient number of Pullman coaches can be provided. Day coaches will be added, if necessary, to accommodate those who wish to attend the inauguration of President-elect Harding. Members who expect to come to Washington on these special trains, who have not already applied for reservations, should apply at once to J. W. Crabtree, Secretary N. E. A., 1201 Sixteenth Street N. W., Washington, D. C., giving full name and address.

Accommodations in Washington

WASHINGTON is crowded during inaugural week and rooms are difficult to obtain. President Kendall has arranged for a local committee to which members desiring accommodations should apply at once. Letters should be addressed to the chairman of the committee, Superintendent Frank W. Ballou, Office of Board of Education, Franklin School Building, Washington, D. C.

Commercial Exhibits

THE EXHIBITS are this year under the direct management of the Association and have been located on the Million Dollar Pier in Machinery Hall. This location will make it easy to go from the Auditorium, where the meetings are held, or from Registration Headquarters, which are also on the Pier. In addition to many other interesting exhibits, every member will want to see the complete model of an ideal school plant which has been prepared for Winchester, Virginia, by the trustees of the John Handley Fund at a cost of \$2000. All of the 114 booths have been sold and many applications could not be filled for want of space. Half of the exhibitors will also exhibit at the meeting of the National Society for Vocational Education, which meets immediately before the Department of Superintendence.

Atlantic City Hotels

THE names and rates of Atlantic City Hotels were printed in the Supplement to the January JOURNAL. To the list should be added the following, which will also issue certificates without charge permitting free entrance to all piers and convention meeting places:

American plan: Austine, New York and Pacific Avenues, \$3-\$3.50; Arondale, Pacific and Kentucky Avenues, \$3.00; Beaumont, Tennessee Avenue,

\$3.50-\$4; Chester Inn, New York Avenue, \$3.50-\$5; Channell, Pacific and Illinois Avenues, \$3.00 up; Clarendon, Virginia Avenue, \$4-\$5; Clearview, 2117 Pacific Avenue, \$3.50-\$4; Grand Atlantic, Virginia Avenue, \$4-\$6; Gerstel's Lelande, Massachusetts Avenue, \$6-\$7.50; Grossman's, New Jersey Avenue, \$5.50; Majestic, Virginia Avenue, \$4-\$5; National, Tennessee Avenue, \$3-\$4; Pierrepont, New Jersey Avenue, \$4-\$6; Walton, Virginia Avenue, \$3.50; New England, South Carolina Avenue, \$3.50-\$6.

European plan: Absecon, Virginia Avenue, \$1.50 up; Beaumont, Tennessee Avenue, \$1.50-\$2; Ralston, St. James Place, \$2-\$3; Wellesboro, Kentucky Avenue, \$2. The Atlantic City plan, which takes care of local convention expenses, requires guests of the few hotels not included in these lists to pay an additional dollar for the privilege of attending meetings on the Million Dollar Pier. Teachers living in Atlantic City also pay this additional dollar. Hotel reservations may be had by writing to R. S. Erlandson, Assistant Secretary, 1201 Sixteenth Street N. W., Washington, D. C. Many of the larger hotels are already booked full and some range of choice should be allowed in making requests. Mr. Erlandson will make special effort to accommodate members.

Election of Officers

Department of Superintendence

WE, the members of the Department of Superintendence of the National Education Association, reassert our belief in democracy.

We reaffirm our convictions that a system of public education is fundamentally essential to a democratic civilization.

We believe that such a system of public education should train all our youth in good citizenship by the practice of the habits of democratic behavior as well as by formal instruction.

We further believe that the procedure and practice of our educational organizations, such as the Department of Superintendence, must conform to the ideals which we set for our youthful citizenship and to the principles to which we give allegiance.

Therefore, be it resolved by the Department of Superintendence of the N. E. A. that our procedure in the election of our officers be so changed that the rank and file of our membership shall have a voice in the selection of the officers of the Department.

Be it further resolved that the officers of the Department shall be elected in accordance with the following plan:

1.—Any active member of the Department of Superintendence may between January 1st and February 15th of each year, file with the Secretary of the N. E. A. a nomination for each office in the Department, which nomination shall be

placed upon the primary ballot as hereinafter provided.

2.—In each January issue of the N. E. A. Bulletin, the Secretary of the N. E. A. shall print a notice calling for nominations for the several offices of the Department of Superintendence.

3.—In each February issue of the N. E. A. Bulletin, the Secretary of the N. E. A. shall print an alphabetical list of all persons who have been nominated for each of the several offices by the date when the Bulletin is issued.

4.—The Secretary of the N. E. A. shall prepare printed primary ballots on which shall be alphabetically arranged under each office to be filled the names of all persons who have been nominated for that office by February 15th of that year, together with the educational position occupied by the person named and the date when he joined the Association.

5.—Each active member of the Department who registers before 5:00 p. m. of Wednesday of the week of the meeting shall be given a primary ballot on which he may indicate by means of a cross his choice for each office to be filled. In case three nominations shall not have been made for any office, voters may write in the names of another candidate, but if three nominations shall have been made, votes for other candidates shall not be counted.

6.—The Secretary and Vice-President of the Department shall constitute a canvassing board to count the ballots cast by the active members of the Department and the result shall be reported by the President at the first regular session of the Department held on Thursday.

7.—Election ballots shall be prepared by the Secretary of the N. E. A. containing under each office to be filled the names of the two persons who in the primary ballot had received the largest number of votes for that office, arranging the names in the order of number of votes received. In case two or more persons were tied for second place in the primary ballot, all such names shall be placed on the election ballot in alphabetical order.

8.—At the annual business meeting the active members shall elect the officers by majority vote from the nominations made as the result of the primary election, using the election ballots provided.

A motion was passed to appoint a committee of five to report on the second day of the meeting of 1921, on such other suitable ways and means as may be necessary to carry into effect the spirit and purpose of these resolutions. This committee consists of the following:

A. E. Winship, Boston, Mass., Chairman; R. G. Jones, Cleveland, Ohio; Herbert S. Weet, Rochester, N. Y.; J. W. Sexton, Lansing, Mich.; E. C. Hartwell, Buffalo, N. Y.

Nominations

THE nominations on going to press are as follows (others will be printed in the March JOURNAL): For President—William L. Ettinger, Superintendent City Schools, New York City; John F. Keating, Superintendent City Schools, Pueblo, Colo.; Herbert S. Weet, Superintendent City Schools, Rochester, N. Y.; Charl O. Williams, County Superintendent of Schools, Memphis, Tenn.; John W. Withers,

(Continued on page 37)

Department of Superintendence

MUSIC will be conducted throughout the meetings of the Department of Superintendence by Albert E. Brown, Boston, Massachusetts.

Officers

- Calvin N. Kendall, Commissioner of Education, Trenton, N. J., President.
 E. A. Smith, Superintendent of City Schools, Evanston, Ill., First Vice-President.
 J. M. Gwinn, Superintendent of City Schools, New Orleans, La., Second Vice-President.
 Belle M. Ryan, Assistant Superintendent of City Schools, Omaha, Nebr., Secretary.

Morning Service

Sunday, February 27

Henry van Dyke, Princeton University, Princeton, N. J.

Evening Service

John H. Finley, recently Commissioner of Education of the State of New York.

Monday Morning

February 28, 9:30 o'clock

The Great Problem in American Education—The Rural School. What has been accomplished? What is the solution?

(Speakers limited to thirty minutes)

- Will C. Wood, State Superintendent of Public Instruction, Sacramento, Calif.
 Ralph Decker, Superintendent of Schools, Sussex County, N. J.
 W. L. Harding, Ex-Governor of Iowa, Des Moines, Iowa.
 W. C. Bagley, Teachers College, New York, N. Y., THE AIMS OF RURAL EDUCATION.
 Open discussion, speakers limited to ten minutes, led by Ernest Burnham, State Normal School, Kalamazoo, Mich.; Elizabeth Kelly, Department of Education, Raleigh, N. C.

Monday Afternoon

February 28, 2:30 o'clock

Some Ideals and Accomplishments of the School System I Represent

(Speakers limited to thirty minutes)

- H. S. Weet, Superintendent City Schools, Rochester, N. Y.
 David B. Corson, Superintendent City Schools, Newark, N. J.
 Frank B. Cooper, Superintendent City Schools, Seattle, Wash.
 Randall J. Condon, Superintendent City Schools, Cincinnati, Ohio.

Monday Evening

February 28, 8:00 o'clock

(Speakers limited to thirty minutes)

- Frank V. Thompson, Superintendent of City Schools, Boston, Mass., THE SCHOOLING OF THE IMMIGRANT.
 Frank Cody, Superintendent of City Schools, Detroit, Mich., WHAT ONE REPRESENTATIVE CITY IS DOING IN TEACHING AMERICANIZATION.
 Arthur W. Dunn, Specialist in Civic Education, U. S. Bureau of Education, and Associate National Director, Junior Red Cross, Washington, D. C., PROGRESS IN THE CIVIC TRAINING OF YOUNG AMERICA.

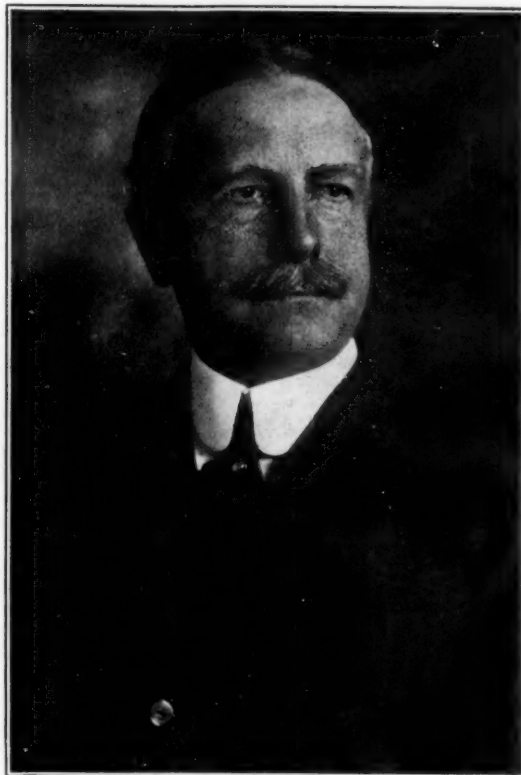
Tuesday Morning

March 1, 9:00 o'clock

Best Use of the Superintendent's Time

(Speakers limited to twenty-five minutes)

- James H. Van Sickle, Superintendent City Schools, Springfield, Mass.
 Charles S. Meek, Superintendent City Schools, Madison, Wis., and Professor of Education, University of Wisconsin.
 H. B. Wilson, Superintendent City Schools, Berkeley, Calif.
 Charl O. Williams, Superintendent of Schools, Shelby County, Memphis, Tenn.



CALVIN N. KENDALL

President Department of Superintendence

Open discussion, leaders limited to ten minutes each, led by Bennett B. Jackson, Superintendent City Schools, Minneapolis, Minn.; James O. Engleman, Superintendent City Schools, Decatur, Ill.

First Business Meeting, 11:30 o'clock—Report of the Committee on the Method of Electing Officers of the Department.

Tuesday Afternoon

March 1, 2:30 o'clock

The Probable Future of Education in the United States—Its Policies and Programs

(Speakers limited to thirty minutes)

- Henry Snyder, Superintendent City Schools, Jersey City, N. J.
 Lotus D. Coffman, President University of Minnesota, Minneapolis, Minn.
 Frank E. Spaulding, Head of Department of Education, Yale University, New Haven, Conn.
 M. L. Burton, President University of Michigan, Ann Arbor, Mich.

Open discussion, leaders limited to fifteen minutes, led by Robert J. Aley, President State University, Orono, Maine, and John W. Withers, Superintendent City Schools, St. Louis, Mo.

Tuesday Evening

March 1, 8:00 o'clock

Livingston Lord, Principal of State Normal School, Charleston, Ill., THE IDEALS OF THE TEACHER.

Wednesday Morning

March 2, 9:30 o'clock

The Great Need of the Schools—Better Teaching. How Shall We Get It?

(Speakers limited to thirty minutes)

- Mrs. Susan M. Dorsey, Superintendent City Schools, Los Angeles, Calif.
 Zenos E. Scott, Superintendent City Schools, Louisville, Ky.
 Walter A. Jessup, President University of Iowa, Iowa City, Iowa.
 Charles H. Judd, Dean of Department of Education, University of Chicago, Chicago, Ill.

Wednesday Afternoon

March 2, 2:30 o'clock

Departmental Meetings

Cities less than 50,000—Chairman, H. M. Maxson, Superintendent City Schools, Plainfield, N. J.

General Subject

Grading Teachers' Salaries

- E. S. Evenden, Columbia University, New York, N. Y., FOUNDATION PRINCIPLES; T. J. Knapp, Superintendent City Schools, Highland Park, Mich., A MICHIGAN PLAN; U. G. Wheeler, Superintendent City Schools, Newton, Mass., A MASSACHUSETTS PLAN; F. E. Downes, Superintendent City Schools, Harrisburg, Pa., A PENNSYLVANIA PLAN.

General discussion—Leaders: M. N. McIver, Superintendent City Schools, Oshkosh, Wis., and H. D. Hervey, Superintendent City Schools, Auburn, N. Y.

Cities 50,000 to 250,000—Chairman, Louis P. Benezet, Superintendent City Schools, Evansville, Ind.; I. M. Allen, Superintendent City Schools, Springfield, Ill., A PLAN FOR REPORTING TO PARENTS THE RESULTS OF EDUCATIONAL MEASUREMENTS.

Debate: IS THE JUNIOR HIGH SCHOOL 'DELIVERING THE GOODS'? Affirmative, Ballard D. Remy, Principal Forest Park Junior High School, Springfield, Mass.; Negative, L. C. Ward, Superintendent City Schools, Fort Wayne, Ind.

Open discussion, leaders limited to five minutes, led by J. W. Studebaker, Superintendent City Schools, Des Moines, Iowa; A. W. Beasley, Superintendent City Schools, Peoria, Ill.; Charles S. Foos, Superintendent City Schools, Reading, Pa.

Cities 250,000 to 450,000—Chairman, J. M. Gwinn, Superintendent City Schools, New Orleans, La.

General Subject

HOW MAY TEACHERS BE PAID ACCORDING TO MERIT RATHER THAN BY A SCHEDULE (Continued on page 37)

Tentative Programs of Departments and Allied Organizations

AMERICAN School Citizenship League and The Junior Red Cross will hold a joint meeting on Saturday afternoon, Feb. 26, at St. Paul's M. E. Church.

The following program, followed by a discussion, will be given: E. O. Sisson, President University of Montana, The New World Outlook and the American School Citizenship League; J. F. Hoscic, Chicago Normal College and Associate National Director of the Junior Red Cross, The Program of the Junior Red Cross; F. P. Woellner, Buffalo Normal School, A New Point of View in History—The Demand for a New Organization and a Subject Matter.

The officers of the American School Citizenship League are: President, Randall J. Condon, Cincinnati, Ohio; Secretary, Fannie Fern Andrews, Boston, Mass. The chairman of the Junior Red Cross is: Arthur W. Dunn, National Director Junior Red Cross, Washington, D. C.

ASSOCIATION of Teachers of Crippled Children will hold a round table Wednesday afternoon, March 2, at Room 16, Hotel Chalfonte. The officers are: President, Mrs. Julia L. McGrew, 1805 Dupont Ave., Minneapolis, Minn.; Chairman, B. B. Jackson, Superintendent Schools, Minneapolis, Minn.

COMMISSION on the Reorganization of Secondary Education will hold morning and afternoon conferences on Wednesday, March 2, at the High School Auditorium.

The morning conference will be addressed by Edmund B. De Sauze, Director of Foreign Languages, Cleveland, Ohio; Edwin L. Miller, Principal Northern High School, Detroit, Mich.; Dr. David Snedden, Professor of Educational Sociology, Teachers College, Columbia University; and Dr. J. L. Tildsley, District Superintendent of Schools, New York City, on the topic, The Place of Foreign Languages in Secondary Education—Why, for Whom, When, and How Much, followed by general discussion.

The afternoon session will be addressed by Otis W. Caldwell, Director Lincoln School, New York City, Chairman of the Committee on Science; Mrs. Henrietta W. Calvin, U. S. Bureau of Education, Chairman of the Committee on Home Economics; J. W. Young, Dartmouth College, Chairman of the National Committee on Mathematical Requirements, the Mathematical Association of America; and J. A. Foberg, Crane Technical High School, Chicago, Ill., Vice-Chairman of the National Committee on Mathematical Requirements, the Mathematical Association of America. These speakers will discuss the fundamental principles in the reorganization of subjects in the various departments which they represent.

The Chairman is C. D. Kingsley, Department of Education, State House, Boston, Mass.

COMMUNITY Center Section under the auspices of the National Community Center Association will hold conferences Saturday morning and afternoon, February 26, and Thursday after-

noon, March 3, in Room 17, Hotel Chalfonte.

The officers are: President, Mrs. Louis D. Brandeis, Washington, D. C.; Chairman, Clarence A. Perry, New York City; Secretary, Eugene C. Gibney, New York City.

CONFERENCE on Sex Education in Schools under the auspices of the U. S. Bureau of Education and the U. S. Public Health Service, Saturday afternoon, February 26, at Massachusetts Avenue School; Dr. B. C. Gruenberg, Assistant Director of Educational Work, U. S. Public Health Service, Washington, D. C., in charge.

COUNCIL of State Superintendents will hold conferences Friday and Saturday, February 25 and 26.

The Friday morning conference will be addressed by Lorraine Elizabeth Wooster, State Superintendent of Schools, Topeka, Kans.; N. P. Shawkey, Charleston, W. Va., County Superintendents' Salaries; Mary C. Bradford, Denver, Colo., Thrift in Our Schools.

The Friday afternoon conference will be addressed by C. P. Cary, Madison, Wis., Election of State Superintendents; P. E. McClenaham, Des Moines, Iowa, County Normal Institutes; John N. Matzen, Lincoln, Nebr., Elimination of Non-Essentials.

The Friday evening meeting will be addressed by Dr. A. E. Winship, Editor *Journal of Education*, Boston, Mass., Non-Essentials in Courses of Study; M. C. Brumbaugh, Ex-Governor of Pennsylvania, Philadelphia, Pa., Physical Education.

Saturday morning the conference will be addressed by L. N. Hines, Indianapolis, Ind., Certification of Teachers; Sam A. Baker, Jefferson City, Utah; L. T. Muir, Salt Lake City, Utah.

Saturday afternoon the conference will be addressed by Will C. Wood, Sacramento, Calif.; Annie Webb Blanton, Austin, Texas, Federal Aid to Schools; Harry E. Oleson, Chief Justice, Municipal Court, Chicago, Ill., Needed Care of Defectives.

Saturday evening after dinner the conference will be addressed by Senator Capper, Congressman-elect Robertson of Oklahoma, Congressman Simeon D. Fess of Ohio, and Congressman Andrews of Nebraska. Mr. Harding may be present.

The officers are: President, Lorraine Elizabeth Wooster, State Superintendent of Schools, Topeka, Kans.; Secretary, Augustus O. Thomas, State Superintendent, Augusta, Maine.

DEPARTMENTS of Education in State Universities and Land Grant Colleges will hold a conference Saturday afternoon, February 26, at 3:30 o'clock, at Marlborough Park Avenue Hall.

All delegates attending this conference are requested to come prepared to participate in the following discussions: The purpose, function, and constituency of the Association, including justification for its existence, its concrete problems as opposed to those in non-State institutions, the question of holding open meetings or of limiting meetings to accredited

delegates, and whether its programs should be formal or informal; extension services to the public schools, to teachers as individuals, and to local communities, and the organization, financing, and administration of such services; the training of teachers to meet the provision of the Smith-Hughes law; how to make effective the provisions of the Smith-Towner bill on passing; the legal right to certify teachers, the accrediting of normal school work, validating of interstate certificates; ways of fostering State school legislation.

The officers are: President, C. O. Davis, University of Michigan, Ann Arbor, Mich.; Secretary, F. J. Kelly, University of Kansas, Lawrence, Kans.

EDUCATIONAL Press Association of America will hold a conference at 2 o'clock, Thursday, February 24, in Meeting Room, Hotel Dennis. Some subjects to be discussed are: One Hundred Per Cent Subscriptions for the State Educational Journal, Voting Contests and Prizes for Stimulating Subscriptions, Popular Features or Departments, Educational News Field, Lower Production Costs and Former Postage Rates, Kind of Advertising, etc. Some of these topics have been accepted; select your topic and write the secretary at once.

The officers are: President, H. G. Williams, Editor, *Ohio Teacher*, Columbus, Ohio; Secretary, Geo. L. Towne, Editor *Nebraska Teacher*, Lincoln, Nebr.

INTERNATIONAL Kindergarten Union will hold a conference Thursday morning at 9 o'clock, March 3, at St. Paul's M. E. Church.

The topic for the session, Conditions That Make for Unification of Kindergarten and Early Grades: (1) In the Curriculum, (2) In Method, (3) In Equipment, will be introduced by Lucy Gage, George Peabody College for Teachers, Nashville, Tenn., and discussed by the members of the International Kindergarten Union and the National Council of Primary Education.

The Bureau of Education Committee of the I. K. U. will meet Wednesday at 2 o'clock at the Park Avenue conference room of the Marlborough-Blenheim. All members of the general committee as well as the sub-committees are urged to be present.

The officers are: President, Nina C. Vanderwalker, Bureau of Education, Washington, D. C.; Secretary, May Murray, Springfield, Mass.

MODERN Health Crusaders will present a pageant on the Million Dollar Pier, Monday noon, February 22. This pageant was staged twice in Washington, D. C., last June, and it is estimated that some 25,000 children, teachers, and parents attended.

Modern Health Crusaders is an organization under the direction of the Junior Red Cross and the Tuberculosis Association. Charles W. De Forest, 381 Fourth Ave., New York, N. Y., is Crusader Executive, in charge of the program.

NATIONAL Association of Deans of Women will hold conferences on Friday and Saturday, February 25 and 26, at Hotel St. Charles.

The morning conference, which begins at 9:00 o'clock, will be addressed by Kristine Mann, The Health Center for Women and Girls, New York City, Paying the Price for Health; Cora Frances

Stoddard, Director Scientific Temperance Investigation, Boston, Mass., Health Considerations in the Enforcement of the Eighteenth Amendment; Lilian Welsh, Goucher College, Baltimore, Md., Health Instruction and Supervision.

The afternoon meetings on Friday and Saturday, which begin at 2:30 o'clock, will be given over to the sectional conferences of University Deans of Women, College Deans, and Deans of Women, Normal School Deans of Women, and High School Deans of Girls.

At the evening meeting Carrie Chapman Catt will give an address. The New Call to Women. An informal reception will follow.

The Saturday morning conference, which begins at 9:00 o'clock, will be addressed by Susan Miller Dorsey, Superintendent of Schools, Los Angeles, Calif., Position and Responsibility of Women in Public Education; Sarah Louise Arnold, Dean, Simmons College, Boston, Mass.; Emma P. Hirth, Director, The Bureau of Vocational Information, New York City, The National Federation of Business and Professional Women's Clubs.

Saturday noon, a luncheon will be given, at which Ada Comstock, Dean, Smith College, will speak on The International Federation of University Women. (Continued on page 36)

J. W. Withers, St. Louis, Mo., Ella J. Switzer, Denver, Colo., Annie Webb Blanton, Austin, Tex., Josephine C. Preston, Olympia, Wash., Katherine D. Blake, New York, N. Y., J. M. Gwinn, New Orleans, La.

Third Session

Saturday Evening, 7:30 o'clock

General Meeting

Address, THE AMERICAN TEACHER, J. G. Crabbe, President State Teachers College, Greeley, Colo., fifteen minutes.
Business, ten minutes.
Statements of leaders of conferences, ten minutes each.

Open Forums, separate rooms

Leaders of each conference in charge as presiding officer.

Conference on THE STATE ADMINISTRATION OF PUBLIC EDUCATION; Leader, C. P. Cary, Superintendent of Public Instruction, Madison, Wis.; Members: May Trumper, Superintendent of Public Instruction, Helena, Mont., Thomas E. Finegan, Superintendent of Public Instruction, Harrisburg, Pa., E. W. Butterfield, Superintendent of Public Instruction, Concord, N. H., Annie Webb Blanton, Superintendent of Public Instruction, Austin, Tex., T. E. Johnson, Superintendent of Public Instruction, Lansing, Mich., George Reavis, Assistant State Superintendent, Baltimore, Md.

Conference on TEACHER PROGRESS BY COLLECTIVE ORGANIZATION; Leader, Olive N. Jones, New York, N. Y. Program will be organized, plans determined and conference conducted by the leader. Committee will be organized permanently if those attending make such decision.

Fourth Session

Tuesday Afternoon, 2:00 o'clock

General Meeting

Address, EDUCATION AND HEALTH, Thomas D. Wood, Columbia University, New York, N. Y., Chairman of Committee on Health Problems.

Business, ten minutes.
Report of the Committee on Health Problems, Presbyterian Church. The committee is composed of members of the National Education Association and of the American Medical Association; Thomas D. Wood, Columbia University, New York, N. Y., Chairman; Members: Robert J. Aley, Crono, Maine, Katherine D. Blake, New York, N. Y., Mrs. Mary C. Bradford, Denver, Colo., William H. Burnham, Worcester, Mass., P. P. Claxton, Washington, D. C., F. B. Dresslar, Nashville, Tenn., Ada Van Stone Harris, Pittsburgh, Pa., Clark W. Hetherington, Sacramento, Calif., William B. Owen, Chicago, Ill., Mrs. Josephine C. Preston, Olympia, Wash., Albert E. Winship, Boston, Mass., Mrs. Ira Couch-Wood, Chicago, Ill., John F. Keating, Pueblo, Colo., Charles H. Keyes, Saratoga Springs, N. Y., Mrs. Margaret S. McNaught, Sacramento, Calif.

Conference of the Committee on Thrift, First Presbyterian Church; Leader, Arthur H. Chamberlain, Editor *Sierra Educational News*, San Francisco, Calif., Chairman. The program will be organized, plans determined and conference conducted by the leader. The Committee on Rural Education has postponed its report until the meeting at Des Moines, Iowa, July, 1921.

Meeting of Committee on Rural Education, John F. Sims, Chairman.

National Council of Education

Program for Its Meeting at Atlantic City, New Jersey, Saturday, February 26, and Tuesday Afternoon, March 1, 1921, at Presbyterian Church

THE leaders of the open forum will preside at their respective sessions, provide the speakers, conduct the discussions and make reports of the work and decisions to the secretary of the Council. Each leader should report full list of all members of the Council in attendance at the conference.

Officers

Homer H. Seerley, President Iowa State Teachers College, Cedar Falls, Iowa, President.

Josephine Corliss Preston, State Superintendent of Public Instruction, Olympia, Wash., Vice-President.

Adelaide Steele Baylor, Federal Agent for Home Economics, Washington, D. C., Secretary.

First Session

Saturday Morning, 9:00 o'clock

General Meeting of All Members and Visitors

President's Address, THE EFFECTS OF EDUCATIONAL EXPANSION, Homer H. Seerley, President Iowa State Teachers College, Cedar Falls, Iowa, ten minutes.

Business, fifteen minutes.

Statements of leaders of conferences, ten minutes each.

Open Forums, separate rooms

Conference on Social Hygiene, program and leader furnished by authority of the Committee on Health Program with the coöperation of the American Social Hygiene Association; Leader appointed by Committee on Health.

Conference of the Committee on THE PARTICIPATION OF TEACHERS IN SCHOOL MANAGEMENT; Leader, Harlan Updegraff, University of Pennsylvania, Philadelphia, Pa., Chairman; Members: Susan M. Dorsey, Los Angeles, Calif., P. W. Horn, Houston, Tex., William M. Davidson,

Pittsburgh, Pa., Anna Laura Force, Denver, Colo., Stella Herron, New Orleans, La., Cornelia S. Adair, Richmond, Va.

Conference on CHANGES NEEDED IN THE ELEMENTARY SCHOOL COURSE—NEW SUBJECTS TO BE ADDED, OLD SUBJECTS TO BE OMITTED; Leader, Katherine D. Blake, Principal Public School No. 6, New York, N. Y.

Second Session

Saturday Afternoon, 2:00 o'clock

General Meeting of All Members and Visitors

Address, THE IMPORTANCE OF AMERICAN EDUCATION, Fred M. Hunter, Superintendent of Schools, Oakland, Calif., fifteen minutes.

Business, ten minutes.

Statements of leaders of conferences, ten minutes each.

Open Forums, separate rooms

Conference on THE EDUCATIONAL SURVEY—ITS PURPOSE, MOTIVES, AND ACCOMPLISHMENTS, SHOULD ITS AIM BE AUTOCRACY, ARISTOCRACY, OR DEMOCRACY IN EDUCATION; Leader, Dr. A. E. Winship, Editor *Journal of Education*, Boston, Mass. Organization of a committee for future reports will be provided if those in attendance so desire.

Conference of the Committee on DEMOCRACY APPLIED TO EDUCATION: THE CURRICULUM SURVEY; Leader, Dr. A. Duncan Yocum, University of Pennsylvania, Philadelphia, Pa., Chairman; Members: Sarah Louise Arnold, Dean Simmons College, Boston, Mass., Fanny Fern Andrews, Boston, Mass., Walter S. Athearn, Boston University, Boston, Mass., Dr. W. C. Bagley, Columbia University, New York, N. Y., Arthur H. Chamberlain, San Francisco, Calif., Olive N. Jones, New York, N. Y.

Conference of the Committee on THE REORGANIZATION OF THE SEVENTH, EIGHTH, AND NINTH GRADES; Leader, Charles H. Judd, University of Chicago, Chicago, Ill., Chairman; Members: James M. Glass, Rochester, N. Y., J. H. Bentley, Richmond, Ind., Arthur Gould, Los Angeles, Calif., Charles E. Chadsey, Urbana, Ill.,

TENTATIVE PROGRAMS

(Continued from page 35)

and M. Carey Thomas, President, Bryn Mawr College, on International Relationships of University Women and International Club Houses.

The officers are: President, Mina Kerr, Dean, Milwaukee-Downer College, Milwaukee, Wis.; Secretary, Katherine S. Alvord, Dean of Women, De Pauw University, Greencastle, Ind.

NATIONAL Association of Directors of Educational Research will hold morning and afternoon meetings for members only on Saturday, February 26, the morning meeting to be held at the Garden Room and the afternoon meeting at Room 21, Hotel Chalfonte. An open meeting will be held Thursday, March 3, morning and afternoon sessions at Haddon Hall and the evening session at Hotel Traymore.

The morning conference, which begins at 9:00 o'clock, will discuss The Use of Intelligence Tests. It will be addressed by B. R. Buckingham, University of Illinois; O. S. Johnson, St. Paul Public Schools; Charles Fordyce, University of Nebraska; Harriet L. Barthelmess, Boston Public Schools; Guy M. Whipple, University of Michigan; Ira J. Bright, Leavenworth Public Schools; E. L. Thorndike and Ben Woods, Teachers College, Columbia University.

The afternoon conference, which convenes at 2:00 o'clock, will be addressed by W. S. Gray, University of Chicago, Diagnostic and Remedial Steps in Reading; Ernest Horn, University of Iowa, A Constructive Program in the Development of Ability to Read Complicated Materials; Harold O. Rugg, Lincoln School, Teachers College, Columbia University, The Curriculum in Economic and Social Studies; S. A. Courtis, Detroit Public Schools, Research as a Distinct Function of Supervision; Carter Alexander, Department of Public Instruction, Wisconsin, How to Present Educational Measurements in such a way as to Influence the Public Favorably; E. J. Ashbaugh, University of Iowa.

At 6 o'clock there will be a dinner at Hotel Traymore, followed by the president's address and business meeting.

The president is M. E. Haggerty, School of Education, University of Minnesota, Minneapolis, Minn.

NATIONAL Association of Directors of Supervised Student Teaching will hold conferences Monday morning, February 28, Tuesday afternoon, March 1, and Wednesday evening, March 2, on the veranda of Hotel Breakers.

At the Monday and Tuesday conferences the subject, Student Teaching as a Definite Part of Teacher Training, will be discussed. After the dinner, Wednesday evening, 6 o'clock, a short business meeting will be held.

The officers are: President, A. R. Mead, Ohio Wesleyan University, Delaware, Ohio; Secretary, Robert A. Cummins, State Normal College, Natchitoches, La.

NATIONAL Association of Teachers' Agencies will hold a conference Tuesday afternoon, at 2 o'clock, March 1, at the Casino of Hotel Brighton. The meeting will be addressed by Dr. Edwin A. Shaw, School of Education, Harvard University, The Agency and the Teacher;

Superintendent Elmer E. Arnold, Pelham Manor, N. Y., The Agency and the Employer; Walter E. Russell, Principal State Normal School, Gorham, Maine.

The officers are: President, C. W. Mulford, 366 Fifth Ave., New York City; Secretary, C. W. Cary, Hartford, Conn.

NATIONAL Child Welfare Association will hold a conference-breakfast at the Hotel Chalfonte, Wednesday, March 2, at 8 o'clock. The meeting will be addressed by Dr. A. E. Winship, Boston, Mass., The Child as a Twenty-four Hour Problem; Dr. George D. Strayer, Columbia University, Child Welfare and the Schools; Dr. Ernest L. Crandall, Board of Education, New York City, The Value of Visual Instruction; Charles F. Powlison, National Child Welfare Association, New York City, Lectures through Pictorial Representation.

The officers are: President, Judge William H. Wadhams, New York City; Secretary, Charles F. Powlison, 70 Fifth Avenue, New York City.

NATIONAL Conference on Educational Method will hold morning and afternoon conferences on Tuesday, March 1, at St. Paul's M. E. Church.

The meetings will be addressed by Dr. James F. Hosc, Chicago Normal College, Chicago, Ill., The Scope and Significance of Educational Method; Rose Carigan, Boston, Mass., Experiments in Project Teaching and Supervision; C. L. Wright, Huntington, W. Va., The High School Project; Margaret Noonan, Harris Teachers College, St. Louis, Mo., Relation of Text Books to Project Method; C. C. Certain, Detroit, Mich., Administrative Conditions for Project Teaching.

The officers are: Chairman, W. H. Kilpatrick, Teachers College, Columbia University, New York City; Secretary, J. F. Hosc, Chicago, Ill.

NATIONAL Congress of Mothers and Parent-Teacher Associations will hold afternoon and evening conferences on Thursday, March 3, at the First Presbyterian Church.

The afternoon conference, which begins at 2:30 o'clock, will be addressed by Julia Wade Abbott, U. S. Bureau of Education, Washington, D. C., What the School Owes the Child; M. V. O'Shea, University of Wisconsin, Madison, Wis., The Parents' Responsibility to the Child and the Neighbor's Child; Payson Smith, Commissioner of Education, Boston, Mass., The State's Responsibility to Its Children.

The evening conference, which convenes at 8 o'clock, will be addressed by Julia Lathrop, Chief Children's Bureau, Washington, D. C., The Nation's Responsibility to Its Children; W. C. Bagley, Teachers College, Columbia University, New York City, The Nation's Opportunity in the Training of Its Citizens.

The officers are: President, Mrs. Milton P. Higgins, Worcester, Mass.; Secretary, Florence Watkins, 1201 Sixteenth St. N. W., Washington, D. C.

NATIONAL Council of Administrative Women in Education will hold afternoon and evening conferences on Wednesday, March 2, at the First Presbyterian Church.

The afternoon conference will be addressed by Wilbur F. Gordy, Chairman History Committee, American School

Citizenship League, A Complete Course in History for the Elementary Schools; Edward O. Sisson, University of Montana, The Teaching of Foreign Relations; Reports from Vice-Presidents and the Committee on Training for Civic Responsibility, this committee having charge of the program for the evening session.

The officers are: President, Mary D. Bradford, Kenosha, Wis.; Secretary, Elvira D. Cabell, Chicago, Ill.

NATIONAL Council of Garden Teachers will hold conferences Saturday afternoon, February 26, and Monday morning, February 28, at Room 71, Blackstone Hotel.

The Saturday conference, which begins at 2 o'clock, will consist of a meeting of the committees on Constitution and By-Laws, Garden Courses in Normal Schools, Garden Courses in Large Cities, Garden Courses in Small Cities, and School Credit for Gardening.

The Monday conference, which begins at 10 o'clock, will be devoted to reports of the committees named above, represented by C. M. Weed, L. S. Ivins, John A. Hollinger, Orton W. Lowe, and F. A. Merrill.

The Secretary is John Hollinger, Fulton Building, Pittsburgh, Pa.

NATIONAL Council of Primary Education will hold its annual meeting Thursday afternoon, March 3, at St. Paul's M. E. Church.

The topic for the session, Conditions which Make for Continuity in Subject Matter and Method in Kindergarten and First Grade, will be jointly discussed by The National Council of Primary Education and The International Kindergarten Union.

The chairman is Ella Victoria Dobbs, University of Missouri, Columbia, Mo.

NATIONAL Council of Social Science Teachers—a preliminary organization meeting will be held Thursday, March 3, at 2:30 o'clock, at the Casino, Hotel Brighton.

This meeting will be addressed by E. U. Rugg, Teachers College, Columbia University; D. C. Knowlton, Lincoln School, New York City; H. H. Moore, Washington, D. C.; J. M. Gambrill, Teachers College, Columbia University; R. L. Finney, University of Minnesota; H. V. Church, J. Sterling Morton High School, Cicero, Ill. A general discussion precedes the appointment of an organization committee.

Following a dinner of the Social Science Teachers, Thursday, March 3, at 6 o'clock, there will be a report of the committee on organization of the Council, and addresses by A. E. McKinley, Managing Editor, *Historical Outlook*, Philadelphia, Pa., and W. C. Bagley, Teachers College, Columbia University.

NATIONAL Council of Teachers of Mathematics will hold conferences Thursday afternoon and evening, March 3, at Hotel Chalfonte, Rooms 16 and 17.

The afternoon conference will be addressed by Dr. David Eugene Smith, Teachers College, Journals of Europe for Teachers of Mathematics; J. R. Clark, Editor, The Lincoln School, New York City, Plans and Policy of *The Mathematics Teacher*. A round-table discussion follows.

The evening session will be addressed by W. E. Betz and Raleigh Schorling, The Lincoln School, New York City.

Illustrated Lecture on Geometry and Appreciation in Nature and Art; Dr. J. W. Young, Dartmouth College, The Work of the National Committee on Mathematical Requirements. A discussion follows.

The officers are: President, C. M. Austin, Oak Park, Ill.; Secretary, J. A. Foberg, 3829 N. Tripp Ave., Chicago, Ill.

NATIONAL Society of College Teachers of Education will hold conferences Friday afternoon and evening, February 25, and Saturday morning, February 26, in the Traymore library.

The afternoon session, which begins at 2 o'clock, will be devoted to reports of the Committee on Preparation of Curriculum in Education, A. J. Jones, chairman, and the Committee on Standardizing Colleges, Schools, and Departments of Education, J. E. Butterworth, chairman. Short addresses will be given by A. Duncan Yocum, Uniform Nomenclature; H. W. Nutt, Common Content in Special Method Courses; A. J. Jones, The Determination of the Actual Needs of Teachers; S. H. Curtis, Standards of Teaching Ability; A. R. Brubaker, Measuring Teaching Personality; S. B. Davis, A Teacher-Improvement Score Card.

The Friday evening session, which begins at 8 o'clock, will be addressed by H. H. Foster, Student-Teaching under the Smith-Hughes Law; A. V. Storm, Student-Teaching in Land Grant Colleges; W. S. Gray, Distribution of the Student-Teacher's Time; C. F. Fordyce, Correlations between Tests and Rating of Student-Teachers; L. B. Hill, A Progress Report on the Ratings of Student-Teachers; W. P. Burris, The Cincinnati Plan of Student-Teaching; A. L. Hall-Quest, Training Teachers to Supervise Study; F. C. Lansittle, Giving Effectiveness to Observation Work; W. B. Russell, Scientific Method of Determining the Distribution of School Funds; E. O. Sisson, The Relation of the American School Citizenship League to the Training of High School Teachers.

The Saturday morning session will be given over to ten-minute reports on The Use of Intelligence Tests in certain institutions as represented by L. L. Thurstone, Carnegie Institution of Technology; Stephen S. Colvin, Brown University; Agnes L. Rogers, Goucher College; R. A. Kent, Duluth City Schools; W. L. Dearborn, Harvard University. Studies in Curriculum-making will be reported by Ernest Horn, University of Iowa; W. W. Charters, Carnegie Institute of Technology; H. O. Rugg, Teachers College, Columbia University; John M. Brewer, Harvard University; Chas. H. Judd, University of Chicago.

The officers are: President, F. J. Kelly, University of Kansas, Lawrence, Kans.; Secretary, Florence E. Bamberger, Johns Hopkins University, Baltimore, Md.

NATIONAL Vocational Guidance Association will hold morning, afternoon, and evening conferences on Friday and Saturday, February 25 and 26, at the High School Auditorium.

At the Friday morning session, which begins at 10 o'clock, the topic, Accomplishments in Tests in Relation to Vocational Guidance, will be discussed by William Proctor, Stanford University; Ruth L. Clark, Vocational Guidance Bureau, New York City; Hermione Dealey, University of Minnesota; Maurice S.

Vitelles, University of Pennsylvania; Helen T. Woolley, Vocational Bureau, Cincinnati Public Schools.

The afternoon session, which begins at 2 o'clock, will be addressed by John M. Brewer, Cambridge, Mass.; A. J. Cloud, San Francisco, Calif.; Annie F. Slattery, Malden, Mass.; Helen M. Bennett, Chicago, Ill.; Lucy W. W. Wilson, Philadelphia, Pa.

The evening session, which begins at 7:30 o'clock, will be addressed by Frederick G. Bonser, Teachers College, Columbia University; Anna B. Pratt, Philadelphia, Pa.; Alice K. Pollitzer, New York City; Josiah B. Buell, Russell Sage Foundation.

The Saturday morning conference, which begins at 9 o'clock, will consist of reports from the field associations in New York City, Chicago, Minneapolis, Cincinnati, Philadelphia, New England, and California, as well as from Washington Junior High School, Rochester, N. Y., and other organizations and cities.

The afternoon session, following luncheon, will be devoted to business. The evening session will be given over to demonstrations and stunts.

The officers are: President, John M. Brewer; Treasurer, I. B. Morgan; Secretary, Russell H. Allen, 261 Broadway, New York City.

SCHOOL Garden Association of America will hold conferences Tuesday afternoon, March 1, and Wednesday afternoon, March 2, at Hotel Blackstone.

The Tuesday conference will be addressed by M. A. Bigelow, Teachers College, New York City, Educational Foundations of School Gardens; Jessie B. Colburn, Prin. P. S. 61, Manhattan, New York City, School Gardening in the Tenements; O. M. Eastman, Supervisor of Gardens, Cleveland, Ohio, Horticulture for the City Schools; Mrs. Susan Sipe Alburtis, Normal School, Washington, D. C., Status of Nature-Study and Gardening at the National Capital; Joseph S. Taylor, District Superintendent, New York City; School Gardens in Congested Neighborhoods; H. D. Hemenway, President Connecticut Chautauqua, Landscape Gardening; George A. Brennan, Principal Van Vlissingen School, Chicago, Ill., Practical School Gardening; Georgia P. Devine, Teacher P. S. 40, Manhattan, N. Y., Food Gardens; A. J. Pennell, Supervisor Agriculture, Bloomfield, N. J., A School Garden Fair; Ruth C. Miller, State Director Vocation Education, N. Mex., The School Garden and the Community.

The Wednesday conference will be addressed by Ray P. Snyder, Supervisor New York State, School Directed Garden Projects; Ellen Eddy Shaw, Curator Elementary Instruction, Brooklyn Botanic Garden, School Garden Cooperation; John A. Hollinger, Director Nature Study and School Gardens, Pittsburgh, Pa., Gardening in the City School Curriculum; Mrs. Harriet R. McGraw, Detroit, Mich., School Gardening in Detroit; W. H. D. Meier, Department of School Gardening, Normal School, Framingham, Mass., Instruction in Food Values in Relation to Gardening; Nellie P. Hewins, Newton High School, New York, N. Y., the School Garden, a Laboratory for Nature Study and Biological Sciences; F. A. Merrill, U. S. Department of Agriculture, Washington, D. C., The Educational Phases of School Gardening; E. Ruth Pyrtle, Principal

McKinley School, Lincoln, Nebr., School Gardens of Lincoln; L. A. De Wolfe, Director Rural Science, Truro, Nova Scotia; W. A. Torrance, Principal Grammar School, Jamestown, N. Y., How Can We Make the Most Out of American Gardens?; A. C. Gorham, Director Rural Science, N. B., Obstacles Confronting Semi-Rural School Gardening.

The officer in charge is: First Vice-President, V. E. Kilpatrick, 124 W. 30th St., New York City.

VISUAL Education Section will hold a conference Wednesday afternoon, March 2, in the Traymore Rose Room. It will be addressed by John A. Hollinger, Director of Visual Department, Pittsburgh, Pa., Materials and Methods of Visual Education; J. W. Shepard, University of Oklahoma, Norman, Okla., Shall We Harness the Motion Picture; W. M. Gregory, Cleveland, Ohio, Material and Its Arrangement for Educational Motion Pictures. The round-table discussion which follows will be led by Supt. C. O. Detrich, Kane, Nebr.

The officers are: President, L. N. Hines, State Superintendent of Public Instruction, Indianapolis, Ind.; Chas. F. Pye, Secretary I. S. T. A., Des Moines, Iowa.

NOTES AND ANNOUNCEMENTS

(Continued from page 32)

Superintendent City Schools, St. Louis, Mo.; R. G. Jones, Cleveland, Ohio; J. M. Gwinn, New Orleans, La. For *Vice-President*—E. C. Broome, Superintendent City Schools, East Orange, N. J.; Will C. Wood, State Superintendent of Public Instruction, Sacramento, Calif. For *Second Vice-President*—Frank W. Ballou, Superintendent City Schools, Washington, D. C.; Will C. Wood, State Superintendent of Public Instruction; Sacramento, Calif. For *Secretary*—Theda Gildemeister, Winona State Normal School, Winona, Minn.; Belle M. Ryan, Assistant Superintendent City Schools, Omaha, Nebr.

DEPARTMENT OF SUPERINTENDENCE

(Continued from page 33)

PAYING ALIKE GOOD, POOR, AND INDIFFERENT.

Special Subjects

THE MEANING OF MERIT; THE QUALITIES AND ACHIEVEMENTS THAT SHOULD BE REWARDED BY MORE PAY; BY WHOM SHOULD THE MERIT OF A TEACHER BE MEASURED? HOW SHOULD MERIT BE MEASURED? RELATION OF SCHOLARSHIP AND GROWTH IN SCHOLARSHIP TO MERIT AND PAY; RELATION OF YEARS' EXPERIENCE TO MERIT AND PAY; SALARY DIFFERENCES, IF ANY, BASED ON RANK OR CLASS OF THE TEACHER; RELATION OF DIFFICULTY OF POSITION AND QUANTITY OF WORK TO PAY; RELATION OF NEEDS OF THE CHILD AND THE SUPPLY OF TEACHERS TO PAY; HOW SHALL MERIT BE EXPRESSED IN THE SALARY SCHEDULE?

Leaders of discussion, limited to seven minutes each—R. J. Condon, Cincinnati, Ohio; D. A. Grout, Portland, Oregon; B. B. Jackson, Minneapolis, Minn.; E. U. Graff, Indianapolis, Ind.; David B. Corson, Newark, N. J.; Frank B. Cooper, Seattle, Wash.; F. W. Ballou, Washington, D. C.; Jesse Newlon, Denver, Colo.; H. S. Weet, Rochester, N. Y.; Henry



Printing

As a Prevocational Subject

PRINTING combines virtually all the desirable features that are required of the ideal manual activity in education. Printing is an art in which the raw materials are words—words of all languages—requiring in its finished product a utilization of the principles of nearly all academic studies. Included in these studies are reading, grammar, spelling, punctuation, word division and capitalization.

As a Vocational Subject

THE Printing industry needs men—competent and well-trained workers in all branches of the industry. Employers and employees are fully alive to the seriousness of the shortage of workmen in the printing and allied industries and probably would welcome a suggestion that they co-operate in apprentice education. Many schools are now furnishing education in printing. For information regarding these schools and suggestions regarding co-operation between educators and the printing industry, write to

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Wednesday Evening

March 2, 8:00 o'clock

(Speakers limited to forty minutes)

Congressman H. M. Towner, Corning, Iowa, NATIONAL AID FOR EDUCATION.

P. P. Claxton, Commissioner of Education, Washington, D. C.



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Thursday Morning

March 3, 9:30 o'clock

(Speakers limited to thirty minutes)

Thomas E. Finegan, State Superintendent of Public Instruction, Harrisburg, Pa.
HOW MAY THE PUBLIC UNDERSTAND WHAT SERVICE THE SCHOOL IS RENDERING THE COMMUNITY?

Edward C. Elliott, Chancellor University of Montana, Dillon, Montana, LOCAL INFLUENCE OF THE RUSSELL SAGE FOUNDATION RANKING OF MONTANA'S EDUCATIONAL SYSTEM

Final Business Meeting, 11:30 o'clock

Report of Resolutions Committee—Henry S. West, Baltimore, Md., Chairman; Frank W. Ballou, Washington, D. C.; Carleton B. Gibson, Savannah, Ga.; I. I. Cammack, Kansas City, Mo.; Milton C. Potter, Milwaukee, Wis.; George L. Strayer, New York, N. Y.

Report of Committee on the Status of the Superintendent—Charles E. Chadsey, Urbana, Ill., Chairman; E. C. Broome, East Orange, N. J.; N. L. Engelhardt, New York, N. Y.; James H. Harrison, Dubuque, Iowa; E. C. Hartwell, Buffalo, N. Y.; Frank V. Thompson, Boston, Mass.; A. S. Whitney, Ann Arbor, Mich.; J. W. Withers, St. Louis, Mo.

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SOCIETY FOR VOCATIONAL EDUCATION. February 24 to 26

DEPARTMENT OF SUPERINTENDENCE. February 27 to March 3

During the meeting at Atlantic City, we shall have a conveniently located office on Young's Million Dollar Pier, the official headquarters, where we shall be glad to have you call. If you will inform us beforehand as to the teachers you may need, either for emergency vacancies or for next year, we shall probably be able to arrange to have candidates meet you in Atlantic City, New York, Philadelphia, or Washington.

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