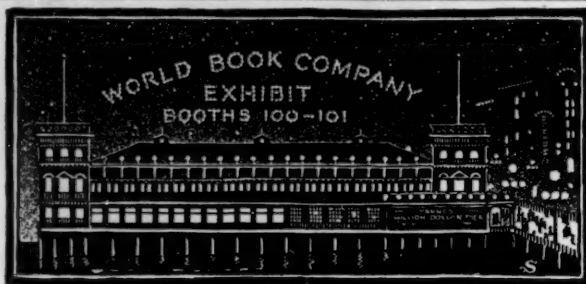


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Competent Teachers for the Nation

An Article on Plank One of the Platform of the National Education Association

JOHN A. H. KEITH

Principal State Normal School, Indiana, Pennsylvania

THE PLATFORM of the National Education Association is a series of constructive proposals for making public education effective. The keystone of these proposals is: *A competent, well-trained teacher, in hearty accord with American ideals, in every public-school position in the United States.*

Historically considered, the school is an extension of the home. The family gave rise to the State and to the school. In the separation of church and State, it became necessary to endow the State with power to educate its future component members for its own protection and security. Hence the control of education is one of the functions of sovereignty. When the Constitution of the United States was adopted, the several States were unwilling to yield the control of education to the Federal Government, and therefore education with us is State controlled.

It is a far cry from 1783 to the present day. The population has increased from three and a half to one hundred five millions. Modern improvements, together with the industry and morality of our people, have interacted with and upon our natural resources to make this Nation today the richest and fairest of lands. It should be possible to work out a social order comparable to our opportunities. Whether we shall do so depends upon the education of our posterity, which in turn depends upon the public-school system, whose glaring defects the war brought into bold relief.

The chief indictment against our public-school system is in the inadequacy of the teaching personnel, both in number and in training. The public-school service at present includes about 700,000 persons. An analysis of this teaching population as it existed just before the World War will reveal the seriousness of the situation as regards

the age, training, and experience of the Nation's teachers.

THE TEACHING POPULATION

"Imagine the public-school teachers of the country extended in a long line. Allowing three feet of space for each individual, this line will extend unbroken for over three hundred miles. . . .

"Let the first arrangement follow the order of age or maturity. The youngest

Sure Foundations George William Curtis

THE sure foundations of States are laid in knowledge, not in ignorance; and every sneer at education, at book learning, which is the recorded wisdom of the experience of mankind, is the demagog's sneer at intelligent liberty, inviting national degradation and ruin.

teacher is at one end of the line, the oldest teacher at the other; the remaining teachers are arranged in order of age. Starting with the youngest teacher and journeying along the line, one will traverse one-fourth of the entire distance before reaching a teacher who has passed the age of twenty-one. Roughly speaking, one-fourth of all of the Nation's children are receiving their education at the hands of these immature teachers. This, however, does not tell the whole story, for one will have passed in all likelihood more than 100,000 teachers before reaching the first of the twenty-year-old group, while tens of thousands of those first encountered are only sixteen, seventeen, or eighteen years old.

"Let the line form again on the basis of educational equipment as shown by the length of time that these teachers have themselves attended school. Now

the journey along the line will take one past at least 30,000 teachers before one reaches the first individual who has had any education whatsoever beyond the eighth grade of the common school. . . . Continuing along the line, about 150,000 teachers would be passed before reaching the first individual whose total education amounted to more than two years of high-school work, and 480,000—four-fifths of the entire group—would be left behind before one reached the first individual who had met the standard of preparation recognized in all civilized countries as constituting the barest minimum for elementary teaching—two years of training after high-school graduation, or six years of education in all beyond the eighth grade.

"Forming the line again on the basis of experience in teaching one would pass 150,000 teachers before reaching the first individual who had taught more than two years, while the middle of the line would be reached before one could greet the first 'experienced' teacher—one who had taught at least four years. One-half of the Nation's children, then, are being taught by teachers who have not served sufficiently long to let the discipline of experience compensate in any marked degree for the deficiencies in their initial training."¹

THE PRESENT SITUATION

Ineffective as it was before the war, the teaching population is even less effective now. The Federal Commissioner of Education, in his report for the year ended June 30, 1920, says: "An investigation in February, 1920, brought to light the fact that State school officials reported 18,279 schools closed because of lack of teachers and 41,900

¹Keith, John A. H., and Bagley, William C. *The Nation and the Schools*, Macmillan, N. Y., 1920. Pp. 219-221; estimates based on Coffman's *The Social Composition of the Teaching Population*.

schools taught by teachers of low standard but taken on temporarily in emergency (p. 40). More than half the teachers of the Nation—350,000—are not prepared according to any reasonable standard for the work of teaching (p. 107)."

A public school is as effective as the teacher is competent. To put an incompetent teacher in charge of a school is more wasteful and dangerous than to license an incompetent person to practice medicine, or to put an untrained person in charge of a coal mine, a factory, or a division of a railroad. In fact, the public school demands competent teachers in order that it may realize the purposes for which it was created and for which it is maintained.

Improvement in the public schools must come largely through teacher-training. If all the living graduates of State normal schools had remained in teaching there would not be enough to supply the public schools today. Even if the 700,000 persons now in the public-school service were normal-school graduates, who on an average teach nine years each, there would still be an annual turnover of from 75,000 to 80,000 teachers, whereas State and city normal training schools are now graduating about 20,000 persons each year—enough to replace only one-fourth of those who annually would leave the teaching service.

THE NUMBERS NEEDED

But even with the ability to summon 80,000 prepared teachers to the schools each September to take the places of those who leave the profession, there would be need for at least 12,000 additional teachers to care for the natural increase of school population. It is safe to say, therefore, that we need the machinery to prepare 90,000 persons annually for their work in the public schools if we are to have a competent teacher in every public-school position in the land at the end of ten years. Any less adequate machinery postpones that day. Agencies for the further preparation of teachers in service must be created and utilized as never before in our history. Teacher-training institutions of all kinds must be financed and recruited and utilized on a much larger scale.

If one hundred thousand teachers, now in service, attend teacher-training institutions during the summer, and if as many more carry on extension work during the following school year 200,000 teachers are accomplishing the

equivalent of one-fourth of a year's work, and the sum total thus accomplished is equivalent to the work done by 25,000 people graduating from a two-year course of training.

If our teacher-training institutions were used to their reasonable capacity, they would accommodate about 100,000 students. In terms of a two-year course of training, this means that 50,000 students could graduate each year. The utmost that can be expected of existing teacher-training institutions, on the basis of a two-year curriculum, is 75,000 teachers a year. If such a program could be consistently followed for ten years, the ideal we have set up could be approximated. In some States, additional teacher-training institutions would need to be created. In the Nation as a whole, this program would cost about three times as much as was spent for teacher-training in pre-war days.

INCREASED REWARDS

But the increased expenditures just mentioned would be futile if prospective teachers and teachers in service did not make use of the facilities provided. Whether use will be made of such facilities depends upon whether teaching as an occupation is attractive. No State has dealt adequately with the teacher-training problem, but the necessary legislation is now being enacted in many States. Hitherto this teacher-training legislation has been of a nature conducive to raising the professional status of the teacher in general but without that specific inducement which would appeal to the individual. Whether teaching will be attractive as an occupation depends almost entirely upon the laws which legislatures alone are competent to enact. Teachers alone cannot professionalize their occupation; they can only be in favor of professional standards and point out their advantages. It should never be forgotten that making teaching a real profession is not for the benefit of teachers but solely for the benefit of the Nation's children.

Placing the responsibility of finding competent teachers upon the local school board has proved unsuccessful. High standards and adequate salaries have been delayed by the handicap of social inertia, of established social custom. The old community conception of local self-government as applied to the conduct of schools is past. Its successor, a combination of State standards and money aid with local administration and control, is definitely called for as the

most feasible plan of safeguarding the Nation against the menace of ignorance.

Even if every American community could raise enough funds by local taxation to pay for the services of a competent, well-trained teacher, it is equally true that the local tax rate for this purpose would be ten times as great in some districts as in others. In economically weak communities, the low money wages and salaries make it impossible to obtain competent, well-trained teachers or to retain those who become competent through experience. Consequently, there are many districts that do not have more than one good teacher in a generation.

To remedy such conditions there must be an equalization of the burden of supporting equally good schools in all the districts within a State and also an equalization among the States. The control of education is a function of sovereignty. In the United States of America this sovereign function belongs to the several States. The problem of the rural school is no longer merely a 'rural life problem'; it has become a great State and National problem.

The legislatures of the several States are the only agencies that are ultimately responsible for the organization, supervision, and administration of our public schools. If one asks why the present shortage of teachers exists, why incompetent teachers are employed, why teachers' salaries are low, why rural schools are ineffective, why so few young people are preparing themselves for teaching, why school boards get in the way of the superintendent, why politics interfere with the public schools, or any other question relating to the shortcomings or excellencies of the public schools, the answer is that the legislature has or has not wisely exercised its sovereign power over education.

THE NATION'S STAKE

While the States are responsible for the control of the schools, education is also of primary importance to the Nation. The making of teaching a profession is not urged for the benefit of teachers individually or collectively, but solely in the interests of the Nation's children. Even granting (for argument's sake) that the Federal Government is merely one of delegated and implied powers and that because of the limitations of its delegated sovereignty the United States of America is not a nation in the full sense that other modern nations are,

is nevertheless true that the Federal Government has certain sovereign powers the effective exercise of which is dependent upon the education which its citizens receive in the schools that are controlled by the several States. It is also true that the exercise of these powers affects the several States differently. For example, a State with a large non-English-speaking population sent many men fit only for manual labor to the training camps, and a State whose

drafted men could speak and read English had them drilled for trench and field warfare. The worth of public education, from the national point of view, was clearly revealed both in its positive and negative aspects during the trying days of the war. This worth is as constant and as effective in peace as in war. The policy of Federal aid to education, which antedates the adoption of the Constitution and concerning which there has never been an adverse

court decision, has been found to be the Nation's best method of participating in the most fundamental of all sovereign rights—that of perpetuating itself and rising to higher things—*education*. The equivalent of national approval, as well as the approval itself, should be given to teaching as an occupation to assure us that for all time there shall be a *competent, well-trained teacher, in hearty accord with American ideals, in every public-school position in the United States*.

Committee Reports Education Bill

THE COMMITTEE on Education of the House of Representatives reported the Smith-Towner bill on January 11, suggesting certain amendments and recommending that the bill as amended be passed by Congress. After explaining the proposed amendments, and giving the bill in full as amended, the Committee proceeds to discuss the provisions of the measure. This report, prepared by Congressman Towner, has received nation-wide attention. It is House Report Number 1201 of the Sixty-sixth Congress and will be furnished free, on application, by your Congressman or by the National Education Association. The following is the Committee's analysis of the bill as given in the report:

ANALYSIS AND GENERAL CONSIDERATIONS

The bill creates a Department of Education with a Secretary at its head, who shall be a member of the President's Cabinet. The first six sections of the bill provide for the organization of this department. There are many reasons why this should be done. It is generally admitted that the education of its citizens is the most important work in which a government can engage. This is especially true in a republic. A nation can be properly governed only when it is intelligently governed. While the United States is more dependent than almost any other nation upon education for the successful conduct of its Government, it is about the only nation in the world that has not given education primary recognition, for nearly all the other nations have departments or ministries of education with their heads members of the cabinet.

Early in our history we began making appropriations to the States in lands and money for educational purposes. We have undertaken the work both di-

rectly and indirectly. There are now thirty or more different parts of the Government service doing educational work, and we are annually making large appropriations from the National Treasury for their support. Yet the only recognition we have given education at the seat of government is the establish-

When

WHEN the salaries of teachers are raised to a point where the men and women who prepare for the work can be happy in it, proud of it, freed from constant financial worry, and able to pay their share of the social and civic activities of the town, then, and only then, will teaching attract the kind of men and women who should and can instruct the citizens of tomorrow.—The Literary Digest.

ment of a small bureau in the Department of the Interior. There is no coordination of the various educational activities of the Government. There is no head to direct the work. The Commissioner of Education has no authority over the educational work of the Government outside his own bureau, which has but a subordinate place, supported only by small appropriations. To concentrate and coordinate this work will make both for efficiency and economy. To give to education the recognition in the Federal system which its importance merits is one of the principal objects of the bill.

AID FROM THE FEDERAL TREASURY

The remaining sections of the bill provide for the authorizations of appropriations from the Federal Treasury to

aid and encourage the States in particular branches of educational work which are especially urgent. These authorizations for appropriations are made contingent upon the States appropriating an amount at least equally as large for the same purpose. The particular branches of educational work to be thus aided and encouraged are the removal of illiteracy, the Americanization of immigrants, the equalization of educational opportunities, the promotion of physical education, and the preparation of teachers.

ILLITERACY

The extent of illiteracy in the United States is so great as to amount not only to a national disgrace but a national menace as well. According to the census of 1910, there were in the United States 5,500,000 persons ten years of age and over who could not read or write any language. In addition there were 3,500,000 who could not speak, read, or write English. These statistics put us in ninth place among the nations, with most of the civilized world ahead of us. The disclosures of the last census as to illiteracy are not yet available, but it is believed that the percentage of illiteracy has not been substantially reduced since 1910.

Our alarming condition was graphically disclosed by the examination of the draft registrants during the late war. The Surgeon General's report showed that of the men called to service between the ages of twenty-one and thirty-one nearly twenty-five per cent were practically illiterate. The Nation's defense is thus doubly impaired. First, because one-fourth of the sons of America called to serve are incapacitated for efficient service by being so ignorant and illiterate that they cannot even understand the orders given them; and, second, because in a free country its safety is jeopardized when its voters cannot read the bal-

lots they cast and only know how to vote as they are told.

The economic loss is tremendous. Secretary Lane estimated the annual loss to the Nation because of illiteracy alone at \$825,000,000. The Director of the Bureau of Mines states that of the 1,000,000 men engaged in mining in the United States 620,000 are foreigners, and that 460,000 of these cannot speak English. He states that the removal of illiteracy among the miners would save annually 1000 lives and 150,000 injuries. Investigation has shown that one-half the industrial accidents are the result of ignorance, because the workers cannot read the danger warnings or understand the orders given.

It has been said that illiteracy is a southern problem. The facts do not warrant that conclusion. Georgia has 389,000 illiterates, but New York has 406,000. Alabama has 352,000, while Pennsylvania has 354,000. Louisiana has 352,000, Mississippi 290,000, and Texas has 282,000, but Illinois has 168,000, Ohio 124,000, and New Jersey 113,000; even Massachusetts has 141,000, and undertakes partially to solve her illiteracy problem by depriving them of the right to vote.

It is thought by many that illiteracy is a race question. But it is much more than that. There are over 1,000,000 more white illiterates in the United States than illiterate negroes.

AMERICANIZATION

Closely allied with the problem of the removal of illiteracy is the Americanization of our foreign born. We have now more than 15,000,000 foreign-born population in the United States. More than 5,000,000 cannot read or write the English language. More than 2,000,000 cannot read or write any language. This mass of ignorance is not merely a negative evil; it has become and is now an active source of danger to the Republic. Alien communities where our language is not spoken, where our magazines and papers are not read, and where no American ideals or any understanding of our institutions are made known constitute a rich soil in which are sown the seeds of unrest and revolt. Alien agitators who advocate the destruction of our Government, whose only purpose in coming to our shores is to excite revolution by violence, find here their opportunity. These revolutionists whom we have mistakenly allowed to come to this country easily win the confidence of

their countrymen and easily lead them astray. Most of the difficulties among foreign workingmen have their origin in the evil work of these foreign malcontents and trouble makers.

There is but one cure for these conditions, and that is to educate the immigrant to understand our language, our government, and our institutions. We are ourselves largely to blame. We admit the foreigner on easy terms and then let him shift for himself. We should surround him from the first with an



atmosphere of helpful and patriotic influence. We should teach him to know what a free government is and what America really means. A man cannot love a country which he does not understand. He cannot appreciate and cherish institutions which are incomprehensible to him.

The task of the Americanization of immigrants, as well as that of the removal of illiteracy, is very largely an adult problem. The children we hope will be cared for in the schools. But there are few schools and few facilities of any kind for the education of grown men and women. That fact makes the problem more difficult, and accounts in part for the delay and reluctance of the States to meet the demand. But the difficulty must be faced. It is the duty of both the States and the Nation to meet it, and it is hoped that by an

effective coöperation in the work we may be able within a few years materially to better the conditions that now exist.

EQUALIZING EDUCATIONAL OPPORTUNITIES

Provision is made for an appropriation to encourage the States to equalize educational opportunities for the youth of the land. That great inequalities exist within and among the States is well known. In the South a large proportion of the negro children never see the inside of a schoolhouse. In the North there is hardly a city that has adequate school facilities for all its children. In some rural communities and factory districts the value of the property is so small that local taxation cannot support the schools. In other sparsely settled communities means must be provided to carry pupils to central schools. The differences between the city and country schools are marked. On an average the country boy has two months less of a school year than the city boy. Through the eight grades this amounts to one year and four months' advantage given the city boy over the country boy.

Unfortunately it is found that where the educational needs are greatest the schools are most inadequate. All over our land the poorest schools are in the poorest communities—just where the best schools are most needed. Through national coöperation with the States and the local communities these unfortunate conditions can be largely remedied. It should be the Nation's task to so encourage the States and coöperate with them that every child in America, whether born in a city or in a remote rural district, shall have the advantage of at least a common-school education. The idea is fundamentally sound that the Nation, the State, and the local community should share in the responsibility and the expense of supporting an adequate and equalized system of public education.

PHYSICAL EDUCATION

The Provost Marshal General's report revealed the startling fact that more than one-third of the men examined for military service in the late war were disqualified by reason of physical disability. It is also stated that ninety per cent of these hundreds of thousands of young men thus classed as physical defectives unfit for military service could have qualified had they been

taught the application of the simplest rules of hygiene and health. It was ignorance, gross ignorance, that in the vast majority of cases was the cause of their incompetence.

If one-third of our young men are diseased and unfit to fight for their country, they are unfit to make their full contribution to the life and progress of the Nation. They cannot bring to their families, to the community, or to the Nation a man's share of its obligation and service. In a double sense physical education is a national interest. Not only because a physical defective is a burden to the Nation, but because it is as necessary to have sound men as it is to have effective guns and ammunition for the Nation's defense. The addition to the dynamic power of the Nation, the strengthening of all the forces that make not only for national defense but for progress, even the increase of moral strength that would come from observance of the fundamental principles of healthful living, are incalculable.

There is but one adequate and sensible course: to adopt and put into operation as part of our school curriculum a system of physical education in its broadest and best sense. Unfortunately this has not been generally done. The additional cost deprives many schools and thousands of children of this essential element of education, with the unfortunate results already referred to. As the Nation has an immediate interest in the physical fitness of its citizens, it is only proper it should bear a part of the expense and do something toward stimulating the activity of the States in this regard.

PREPARATION OF TEACHERS

It is generally admitted by those who have given thought to the subject that the most pressing educational problem in America is how to overcome the difficulty of securing competent teachers for our schools. Thousands of schools are closed because teachers cannot be obtained. Tens of thousands of schools are taught by incompetent teachers. Over 100,000 teachers now teaching American youth are less than twenty years old; 30,000 have no education beyond the eighth grade; 200,000 have less than a high-school education; 300,000 have no professional training whatever.

The principal cause of this is that teachers have been paid less wages than almost any other class engaged in private

or public service. The average salary paid teachers in the United States last year was \$640. This is less than the wages paid scrub women or ditch diggers. It is only a fraction of the amount paid mechanics. It must be manifest that such conditions will drive all competent and self-respecting teachers from their work. It is certainly the duty of the people of the United States to bring up to at least a scale of reason and justice the salaries of the teachers of the country.

But it is also the duty of the people to see that adequate means for the prep-

Great Britain

THE BUDGET of the British Board of Education for the fiscal year beginning April 1, 1920, is approximately two and one-half times that of 1918. Of the increase for the two years of £26,420,000, £15,000,000 represents increased pay for teachers. According to figures given out by the Bankers' Trust Company of New York, the expenditure was £14,900,498 in 1916; £19,334,705 in 1918; £32,772,473 in 1919; and £45,755,567 in 1920.

aration of teachers be made available on such terms as will induce competent young men and women to engage in teaching. And this is not merely a local problem nor a State problem; it is a national problem as well. It is undoubtedly one of the principal duties of our schools to put into the minds and hearts of the youth of our land the principles of American liberty and justice and to teach them the blessings and the responsibility of American citizenship. Indifference as to the want of school privileges or as to the character of the schools and their teachers will inevitably result in the deterioration of our citizenship and endanger the life of the Nation. It is to aid and encourage the States in the work of preparing competent teachers for all the schools within their borders, both public and private, that this provision is inserted in the bill.

OBJECTIONS

It is urged that this bill provides for an undue extension of the powers of the General Government; that education is properly a State function and should not be invaded by the Nation. In reply to

this objection it may be said that the legislation proposed does not usurp the powers of the States in their control of education. On the contrary, the control and management of the schools by State and local authorities is most carefully preserved, and very definite and positive provision is made against any interference on the part of the Federal Government. It cannot be too strongly stated that this bill is to aid and encourage, and not to control. *The bill instead of granting power to the Federal Government to control education within the States in the strongest possible provisions guards against it.* The Secretary of Education is denied the right to establish standards or to exercise any power over the conduct of the schools. The only standards or conditions which must be met by the States in order to receive the benefits provided are clearly stated in the bill. All details with respect to courses of study, plans, and methods are left entirely to the States.

It cannot be said that national aid for education is a new proposition. As a matter of historic fact, the policy of making grants by the National Government for the education of the people antedates the adoption of the Constitution. The land act of 1785 provided for the survey of the Northwest Territory and set aside therein lot number 16 in every township for "the maintenance of public schools within said township." The ordinance of 1787 declared that "Schools and the means of education shall forever be encouraged." In 1826 the section-grant provision was applied to the Louisiana purchase. In 1848, in the Oregon Territory land act, sections sixteen and thirty-six were set aside for the public schools. Nor were grants of land only made by the General Government. In 1818 the act admitting Illinois set aside the "five per cent" funds for education. The surplus distributions were used largely for that purpose. In 1863 the Morrill Act providing for the establishment of the "land-grant colleges" in each State was signed by President Lincoln. This was strengthened by the Hatch Act in 1887. The second Morrill Act, passed in 1890, gave \$25,000 a year to each land-grant college. This was increased first to \$30,000 and then to \$80,000 a year in cash from the National Treasury. The Smith-Lever Act of 1914 gave further increases for extension work and farmers' institutes. The Smith-Hughes Act of 1917, providing for assistance to the States for the promotion of vocational

education, gives a total maximum appropriation from the National Government annually of \$7,200,000 for that purpose.

It is evident that the policy was early adopted and has been since maintained that the National Government shall, when National as well as State interests are involved, aid the States in the education of its citizens.

The additional demand which will be made upon the Treasury is urged as an objection. In the first place, it should be observed that the bill does not appropriate but merely authorizes appropriations. It establishes a limit rather than creates a burden. It is within the discretion of Congress to appropriate the whole or any part within that limit in any year. Besides, it is not at all probable that the entire amount provided will ever be called for. To absorb the entire amount all the States would have to qualify under all the five separate provisions every year. It is not likely that this will ever occur. Some States will qualify for aid in the removal of illiteracy. Others will not need it. Some will qualify for the Americanization of immigrants. Others will not do so. And this is the case with each of the five provisions. The Federal Government will respond only when the State shall deem its own need in that particular matter of sufficient importance to make at least an equal appropriation.

When Congress is to consider to which of the various demands for appropriations it will respond, it should make selection of those which are of greatest importance and omit those which are least justifiable. There is nothing of more importance in our scheme of government than the education of the people. Whatever else may be left out, education cannot safely be excluded. If there is any one thing that justifies a tax in the judgment of American citizens, it is that which strengthens and supports our public schools. There are many millions now appropriated which have much less justification than the appropriations called for under the terms of this bill.

If education should be given the recognition which its importance requires, if illiteracy is a national peril, if ignorance of our language and institutions is a source of danger, if through the equalization of educational opportunities there should be guaranteed to every child in the land at least a common-school education, if the conserva-

tion of the physical well-being of the youth of our land is imperative from the standpoint of national welfare, if there should be provided for every boy and girl in America a competent, well-qualified teacher in order that there may be developed throughout our Nation an intelligent and enlightened citizenship, then it can be fairly said that this legislation is justified.

The Greatest Boys' Club¹

TOM SHEEHAN

Rotarian, Jersey City, New Jersey

WE have heard during the past two or three years speech after speech, and there has been an endless amount of talk, relative to boys' work and the possibilities of developing in the community a boys' work committee that would function properly and do something for the under-privileged boy.

It was my pleasure the other morning to visit the greatest boys' club in America; in fact, the greatest boys' club in the world. In charge of this club is a superintendent who has been there for years; in fact, he has given his life and his talents at a meager salary to the development, not alone of the under-privileged boy, but of the privileged boy as well. He is a kindly, considerate gentleman, and we have many of his type in America.

He took me through the club and I lingered in one department. In this particular department a woman was in charge; a wonderful woman, fifty years of age; kind, considerate and patient. She has been on the job for thirty-two years and has handled an average of thirty boys and girls a year over this period. Nine hundred and sixty boys and girls have passed along to take their place in politics, law, medicine, and business; in fact, in all of the arts. I know some of them today and many of them were what we call the under-privileged boy and girl.

The under-privileged boy is compelled by law to spend nine years of his life in his club house; nine years of his life from eight-thirty o'clock in the morning until three in the afternoon. For the support of this particular club house, an assessment appears on my tax bill every year. It is not enough. I would

honestly like to see it more if I knew that the more was going to the support of this particular club. How much we owe the American schoolroom. How much we owe the patient, kindly consideration that was shown us during the meanest years of our life by some kind, patient man or woman.

If Christmas means anything at all to the Rotarian, it means a determination that next year beginning January 1 he is going to see to it that the American schoolroom is filled with the right kind of teachers. When I say the "American schoolroom," I mean every kind of schoolroom, for I have never seen a bad one. It is of very little moment to me where a boy receives his education. I love the public school, for I owe it all that I am. Whether it is a Jewish school, a Catholic school, an Episcopal school, or a public school, it is all the same to me so long as the boy and the girl are taught that, which is our only hope—the right principles of Americanism.

I remember a very bad case of tuberculosis that I came in contact with some years ago. I heard the physician say, "There is very little we can do in this instance, our work is with that boy," who happened to be the son of the patient. So it is with this bolshevistic, socialistic and all of the other istic trends—our hope is with the boy and the girl.

One cannot tear the flag of a man's country out of his heart and supplant it with another. This is a fact that we might just as well stare in the face. The Italian will be an Italian, the Irishman will be an Irishman, the Englishman will be an Englishman and the German will be a German as long as he lives. Each may be honest in his allegiance to the oath he took when he became a citizen of this Republic, but that is mental and has nothing to do with the love of country or of flag. It is only in the schoolroom of America that we can hope to develop the men and women who owe not alone a legal allegiance, but a sympathetic, honest and patriotic allegiance born of their love for the Flag and the Nation. I learned it there yesterday and the boy of today and tomorrow will learn it there also if we Rotarians take the trouble to see that the right kind of men and women, receiving for their services sufficient remuneration so that they may live as American ladies and gentlemen should live, are handling our educational institutions.

¹ The address of a business man before the Jersey City, N. J., Rotary Club, reported in *The Rotary Call*, December 22, 1920.

Teachers' Week in North Dakota

A. G. CRANE

Formerly President, State Normal School, Minot, North Dakota

REALIZING the peril to North Dakota schools, caused by the shortage of trained teachers, the Normal School Presidents' Council organized a state-wide campaign. The Board of Administration was first interested and by resolution of April 19, 1920, endorsed the project, authorized the necessary expenditures and petitioned the Governor to set apart a week in May as state-wide Teachers' Week. The week of May 16th was officially proclaimed by the Governor. The proclamation set forth the purposes of the campaign to be:

1. To secure a thrift wage for trained teachers that capable young people may be led into the profession.
2. To secure more trained teachers, particularly in the rural schools.
3. To improve the professional condition of teachers in service.

All public spirited agencies and citizens in the State were urged to coöperate in the campaign. In accordance with the action of the Board of Administration, the Normal School Presidents' Council proceeded to organize the campaign. The Board agreed to pay for a campaign manual. Each educational institution of the State was authorized to use its funds for campaign expenses.

The State was divided into eight districts, with the president of the teacher-training institution in that district as director of the district. To the State Manager (the present writer) was assigned the task of compiling the campaign manual. To other directors was assigned the special work of enlisting and directing the coöperation of the press, the church, the theater. Each director was made responsible for finding public speakers for his district and, in general, became the clearing house for campaign activities in his district. The coöperation of powerful organizations and agencies was indicated by the following list: State Teachers' Association, State Federation of Labor, State Extension Department, American Legion, Women's Council of Defense, county superintendents, local school officers, Federated Women's Clubs, fraternal orders, business organizations, city and county officers, and Four-Minute Men. Each of these agencies

gave hearty support to the campaign, enlisting its local representatives through the State.

The campaign manual was the official document of the campaign, containing the proclamations of the Governor, the Board of Administration, the State Department of Public Instruction, as well as full details of the plan of the campaign. Its chief purpose, however, was to provide the facts and figures for the

*P*ROMOTE, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.—Washington in his Farewell Address, 1796.

use of speakers and writers. Each article was presented in newspaper form, ready for press copy. Arguments were presented on the following aspects of the situation:

Teachers' wages are too low.
Teacher shortage is lowering professional standards.
The State is in danger.
What must be done?
Value of professional training is gaining recognition.
Teaching is attractive work.

Thus organized the campaign soon became state-wide.

North Dakota's situation was not greatly different from that of the country at large. Probably 30 per cent of the teachers were new each year. The number of experienced, trained, and capable teachers who left the profession of the State during war times was alarming. To take the places of those who left, there were fewer students in training in the State normal schools. The registration in the normal schools had decreased steadily since 1916.

North Dakota is an agricultural State and its rural-teacher situation had never been ideal. Of eight thousand teachers in the State, over half were in one-room rural schools. In 1918-1919, one-tenth

of these teachers were teaching on permits; 62 per cent held the lowest possible legal license, and 21 per cent, the third-grade license. The average salary, on a twelve months' basis, for these rural teachers was \$55 a month in 1920. The county superintendents, upon whom devolves the supervision of these schools, were working on salary rates set seventeen years ago. It was evident that the farmer's child got the shortest term, the poorest curriculum, and the least competent teacher. The campaign leaders maintained that the farmers' children deserved better.

The acute shortage of teachers had resulted in accepting persons of questionable proficiency in order to keep the schools open. County institute conductors in eighteen counties reported, in the fall of 1919, that 32 per cent of the teachers in those institutes were then teaching their first year of school.

An investigation of teaching conditions in the sixteen tributary counties was made by the State Normal School at Minot. The same questionnaire was used as had been used in Minnesota, thus affording an opportunity for comparison. From this the following startling facts were secured:

Only 30 per cent of the teachers had any schooling beyond high school, while 6 per cent were graduates of the eighth grade only. Less than 6 per cent had had as much as a year of professional training and 35 per cent were teaching for the first time. The survey brought out the alarming fact that rural teachers received the lowest wage paid for any regular service rendered to society. Even cooks and chambermaids received more. Four years was about the average time that the teachers remained in the profession and during that time they probably taught in several schools. The teachers' financial statements showed that rural teachers were paid just \$25 more than they were required to spend, teachers in high schools received \$16 above expenses, while the expenses of teachers in the graded schools exceeded their incomes by more than \$100 a year.

During the winter of 1919 a committee of the State Teachers' Association worked out a Fair Wage Scale for teachers. This scale was presented to every teacher and every school officer

in the State. It was endorsed by public assemblies, by institutions, by teachers and school officers' conventions, and received very general approval and adoption.

The scale provides for an increase in wages with improved professional training and successful experience, as well as for promotion in grade of position held. It includes elementary schools, junior and senior high schools. It fixes the minimum for licensed teachers at \$810, with four increases of \$90 per year. It provides for a 15 per cent higher schedule for men than for women. In fixing this, the committee was not passing upon the justice of such a premium for men, but was frankly facing a critical situation and offering the most feasible and convenient remedy. The scale throughout was an attempt by practical, experienced school people to frame what would probably be an improvement; would promise relief from the present shortage of teachers; would encourage institutional training and experience; and would be attainable under the present conditions of public sentiment and revenue limits. The wisdom of the scale has been proved by the results.

The campaign brought out some interesting and novel methods of securing public attention. The press was used liberally. The Four-Minute speakers, trained during war time, gave splendid help in theaters and in public assemblies. The moving-picture houses ran slides portraying the educational crisis. Public mass meetings were held. Window displays were made in the cities. Enterprising firms and educational institutions printed Teachers' Week slogans on their correspondence envelopes. The good roads tours throughout the State during the same week gave opportunity for speakers to address rural and village audiences. The Town Criers' Club of Minot offered prizes for the best Teachers' Week slogan, song, cartoon, and limericks. The contest was state-wide and produced some contributions that should be of value in future, similar campaigns. The prize winning contributions follow:

TEACHERS' WEEK LIMERICKS

Prize winning set

C. F. Williams, State Normal School,
Valley City

Most everyone now is agreed
That this is the country's big need!
More teachers well trained
Well paid and big brained
With UNSELFISH SERVICE their creed.

A schoolma'am in dreadful despair
Was seen to be tearing her hair
When asked what's the matter
She yelled: "Can the chatter,
I can't live on love and hot air."

A school teacher's houseful of kids
Were so poor that they went without lids;
His wife had no coat,
No sty had the shoat,
And the Lizzie was minus non-skids.

There was a young man from Cheyenne
Who said: "I will teach if I can."
So he brushed up a bit
And got a permit—
Now he's principal—'cause he's a man.

Growls the pessimist, "We needn't mind them,
Cheap teachers? We still can find them."
But the optimist wise
With a gleam in his eyes,
Quotes, "The N. D. E. A. is behind them."

TEACHERS' WEEK SONG

First prize

Huldah Lucile Winsted, State Normal
School, Minot

(Tune: *Marching Through Georgia*)

A danger is a-looming 'long the Nation's
boundary line;
A spectre grim and daring, coming closer
all the time;
O'er schoolhouse and o'er cottage, anarchism's
flag may fly
If the present teacher shortage continues.

Chorus:

Come one, come all, ye valiant teachers true!
Teach on! Carry on!
The Nation's back of you!
Our country is in peril
And the fight depends on you—
We'll win if we all pull together!

The school bells now are silent, who will
come and make them ring?
Teach the leaders of the future songs of
home and freedom sing?
Teach the boys and girls the lessons they
must learn if they would rule
Our own dear U. S. A. forever!

Chorus:

Come one, come all, ye valiant teachers true!
Teach on! Carry on!
The Nation's back of you!
Our country is in peril
And the fight depends on you—
We'll win if we all pull together!

A state-wide essay contest was held in all the schools, dividing the contestants into three groups—elementary, secondary and collegiate students. The contest was managed from the State Department at Bismarck. The essays were on the topic, "Why Prepare for Teaching," and called the attention of many young people to the advantages of professional preparation.

The pageant, *The Light*, was reproduced in several counties and cities. In the counties the superintendent assigned

various "Glimmers" to different schools and then assembled them for the final performance at some central location. At Minot the pageant was given by the city schools and the Normal School combined. District teachers' associations carried the plea for better schools and trained teachers. These organizations readily endorsed the campaign and many new members were added to the State educational association.

The hopeful signs for the profession are increased salaries already being received by this year's normal-school graduates. The graduates for the State Normal School at Minot will average \$125 per month this year, ranging from \$100 to \$200. In the summer of 1920 requests for forty-five consolidated-school principals have been reported to this one normal school alone. Districts which last year were paying less than \$100 have raised their minimum to \$125. School boards have shown great willingness to pay well for competent service. Summer sessions have shown a great increase both in the number of registrants and in their grade of scholarship and education. County superintendents report great interest and a more alert attitude on the part of the boards of education. The Teachers' Fair Wage Scale has been adopted by thousands of school boards and exceeded by many. One of the far-reaching results of the campaign, and most promising for future gains, is the resolution by county superintendents, normal schools, and State Department to continue the campaign of education and agitation throughout the fall and winter in institutes, associations, and school officers' meetings. Normal schools are anticipating increased registrations this fall and a more hearty and favorable attitude by the high school graduates of 1921.

The campaign was one of publicity. It had a definite Fair Wage Scale. It secured the active coöperation of all educational institutions and state-wide civic organizations. The campaign of Teachers' Week was but the opening barrage. The fight is still on for the welfare of the boys and girls of North Dakota. It is hoped that Dakota's experience may be suggestive to other communities where an awakened public sentiment is needed for better schools through trained teachers. Copies of the *North Dakota Campaign Manual* can be had by writing to the State Normal School at Minot or to A. G. Crane, Principal, State Normal School, Edinboro, Pennsylvania.

Two Iowa Consolidated Schools

EDGAR A. PAYNE
Architect, Carthage, Illinois

IN DISCUSSIONS of the progress of school architecture, too little attention is paid to the consolidated rural school. The improvement in the rural high school is more notable than those of the city schools, for the architect has had to overcome greater difficulties and show more ingenuity in their planning.

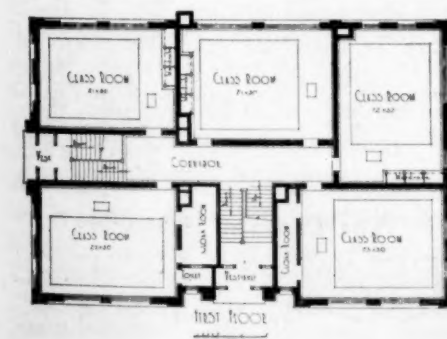
A rural high school which is now being built at Barnes City, Iowa, under the supervision of Architect Edgar A. Payne, of Carthage, Illinois, is indicated by the first series of plans shown on this page.

The building is rectangular in form, 88 feet 6 inches in length and 59 feet in depth. It is three stories in height, the ground floor being three feet below the grade of the surrounding surface. The



main front of the building faces west and the classrooms are arranged to face either east or west. A central entrance leads through a vestibule into the main corridor, which extends south from the north entrance. There is also a vestibule entrance at the north end of main corridor. The boiler room is under the main building and contains two steam boilers of sectional type. The coal bunkers are large enough to hold two cars of coal.

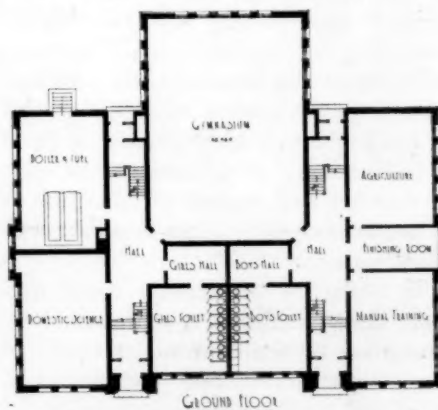
The ground floor contains a gymna-



sium, 30x60 feet clear floor space, with 15-foot ceiling, with bleachers accommodating 150 spectators. This floor also affords space for manual training and domestic science, and the boys' toilets. On the first floor of the building there are five regular classrooms, three of which are equipped with ventilated



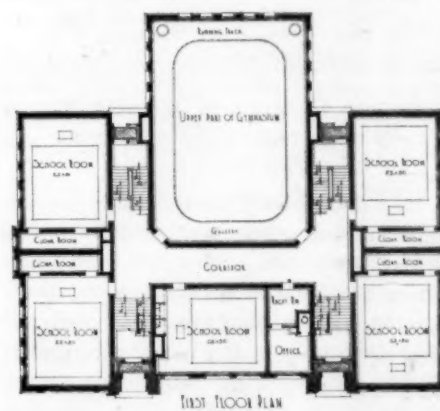
wardrobes. The girls' toilet room opens off the landing about half way between the first and second floors. The office, 9x11 feet, is over the main entrance. The second floor contains one standard classroom. The other rooms are arranged for high school. The capacity of the assembly room is 100 single desks when used as a study hall. It is also provided with ventilated wardrobes. This floor also contains two recitation rooms and a fully-equipped laboratory.



The construction of the building is semi-fireproof, all walls being of tile, faced with brick, the corridor floors of reinforced concrete and the stairs of steel, with composition treads. The finished floors in the corridors and vestibules are of a composition material, brownish red in color, laid without joints and possessed of excellent wearing qualities, and are coved at the walls to make them more sanitary. The class-

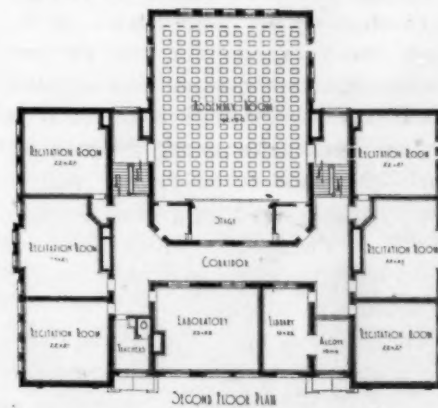
room floors are of hard maple, the wood trim is of oak, and the blackboards are of natural slate. The building is heated and ventilated by indirect steam radiators, the plumbing fixtures being of the most modern type. Water is supplied from a deep well by electric pump and pressure tank. The building is lighted by electricity with semi-direct fixtures. It has a student accommodation of 350 pupils.

The second series of figures shows a somewhat larger building by the same architect. This building is 114 feet in length by 110 feet in depth, having about the same student capacity in the grades and a high school capacity of 200. The ground floor contains rooms for manual training, domestic science and



agriculture, toilets, and boiler room. The grades are confined to the first story, having five rooms seating 40 each at single desks. This floor also contains the superintendent's office and waiting room. The second floor is arranged entirely for high school.

¹From the *National School Building Journal*, September and October, 1920. Used by permission.



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Fred M. Hunter
President

J. W. Crabtree
Secretary

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How the Centers of Wealth Profit by Equalizing Educational Opportunities

IS IT just to tax communities in proportion to their wealth and to distribute the funds among the communities in proportion to their educational needs? This question has recurred again and again in the history of American education. It has been raised frequently in the discussion of the Federal appropriations proposed by the Smith-Towner bill.

In what way will the rich commercial and industrial centers of the North-eastern states, which pay so large a proportion of the income and excess-profits taxes, benefit by improved schools in the poorer sections of the country?

In the first place, the prosperity of these favored centers is directly dependent upon the prosperity of their tributary areas—their "hinterland." It has been clearly demonstrated that the most important factor in production is trained intelligence. The higher the level of trained intelligence among the people of the "hinterland," the greater will be their prosperity and the greater the prosperity of the centers which constitute their outlet markets and their sources of manufactured goods.

In the second place, the Nation's laws are made by a Congress that represents the various sections not in proportion to

their wealth, but in proportion chiefly to their population. Good laws depend upon good legislators and good legislators depend upon intelligent electorates. The representatives from the "hinterland" outnumber the representatives from the centers. It is a wise policy of self-protection on the part of the centers to stimulate the development of good schools throughout the country as a whole.

In the third place, the population is extremely mobile. Many of the children of the "hinterland" who are now limited in their school facilities will in another decade be residents of the centers. Again it is a sound policy of self-protection for these centers to contribute to the improvement of the outlying schools.

These three arguments for "equalizing educational opportunities" leave out of account the essential justice of giving to every American child a fair chance by providing for him a good school and a good teacher. They are in part an appeal to the rich communities solely and simply from the standpoint of their own welfare. Add to these the basic argument of fair-play to all of the Nation's children, and the case for equalization is overwhelming.

The Superintendent's Responsibility in Professional Organization

THE PROGRAM of the National Education Association expresses the objectives of those interested in the promotion of education—better teachers, increased facilities for the training of teachers, salaries and conditions that will attract the most capable men and women to the profession, the education of the public to a higher appreciation of the importance of education, and such recognition and support of education as its importance in relation to public welfare demands.

In order to accomplish these ends there must be effected a professional organization of the educational forces of the country that shall include local, State and national organizations, working in the closest possible cooperation for the accomplishment of common purposes. The teachers of the country must be made to realize how vitally important it is to their individual welfare, to the interests of their profession, and to the cause of education generally that such an organization be developed as rapidly as possible.

Upon whom devolves the chief responsibility for leadership in the accom-

plishment of these results? It seems logical to conclude that in effecting such an organization of the educational forces of the Nation, leadership should be assumed by those holding the chief positions of responsibility in the school systems of the country. Superintendents are looked to by their teachers and by the public as the responsible heads of their respective systems. They are, or should be, the recognized leaders in educational movements. Information and advice from them will have great weight with the teaching force.

Scores of instances could be cited where, under the able and sympathetic leadership of the superintendent, the entire teaching body has been formed into an effective local organization, promoting the interests of its members and supporting the superintendent in his efforts to elevate standards and advance the educational interests of the community. These groups have not been content to confine their activity to local affairs, but have united with their State association for its promotion and support, and in many cases have enrolled 100 per cent in the National Association.

Not infrequently the superintendent, after consultation with his teaching corps, has advised the selection of one of the classroom teachers, gifted with strong organizing ability, to take charge of a campaign for securing the membership of all the teachers in the local, State and national organizations. Through hearty cooperation the most gratifying results have been obtained. It is true that in some instances effective organizations have been formed by the teaching force without the cooperation of the superintendent, but it would seem that in such cases the superintendent has failed to take advantage of one of the highest opportunities of his position.

Everyone who understands the fundamental principles of organization and government realizes the essential importance of recognized authority and responsible leadership. Probably no professional group has a more intelligent appreciation of this than teachers. To the wise superintendent, who is democratic in spirit and genuinely interested in promoting the welfare of his teachers and the interests of his profession, there are great possibilities for leadership through professional organization.

The Cause of Education

THE NATIONAL EDUCATION ASSOCIATION has been intimately concerned with educational prog-

ress in the United States since it was first organized as the National Teachers' Association in 1857. There is ample evidence even in the early volumes of proceedings of a growing national consciousness in education. The educational advance has been quickened all along the line by the consideration of important educational subjects at the Association's meetings. Perhaps more important than the discussions has been the friendship and spirit of unity which has grown up among the educational leaders of the Nation in consequence of the fellowship of these meetings. In a Nation so extensive as the United States provincialism is likely to be the besetting sin in education as in other fields. This provincialism melts away under the warm influence of the friendships formed at successive conferences. From the first these conferences have been dominated by a single purpose which has remained practically unchanged from the beginning.

The Association has changed its formterests in the United States.

of government and even its name, but its purpose as stated in the preamble of its first constitution still stands, with the change of but a single word, in the Association's Charter. That purpose is *to elevate the character and advance the interests of the profession of teaching and to promote the cause of [popular] education in the United States.*

The word "popular" was dropped when the Association was incorporated under a special act of Congress, approved by President Roosevelt June 30, 1906, and accepted by the Association on July 10, 1907. The discontinuance of the word "popular" registers the broadening conception of the Association's field of work and influence to include all constructive educational activity whether under public, private, or religious auspices. This change foreshadows the growth of the spirit of organization which in 1920 made the National Education Association directly representative of all the educational in-

school courses have been definitely related to rural life, while the buildings serve as community centers.

Connecticut—The Connecticut State Teachers' Association, coöperating with the State Board of Education, is working for a definite legislative program which calls for more State aid for education, improvements in the teacher-retirement law, and a permanent tenure law for teachers.

Delaware—The school year in Delaware was lengthened during 1920 from 146 to 182 days; the schools that were kept open over 182 days were increased from 3.1 per cent to 42.4 per cent. Attendance increased 35 per cent and high school enrolment increased nearly 50 per cent. The State's rating, measured by Ayres' ten points, rose from 42.84 to 57.3. The annual expenditure per pupil in average daily attendance rose from \$50.80 in 1918-19 to \$63.51 in 1919-20. Three special districts have authorized by referendum the bond issues which enable them, by the help of the duPont gift, to build adequate modern school buildings.

District of Columbia—The Board of Education and Superintendent Ballou are endeavoring to obtain from Congress appropriations which will enable the Board to pay adequate salaries and to undertake a much-needed building program. A preliminary survey of the Schools of the District appears as the Bureau of Education Bulletin, 1920, No. 36.

Florida—According to the Ayres' index numbers, Florida schools were 28.52 per cent efficient in 1890, 22.45 per cent efficient in 1900, 29.69 per cent efficient in 1910, and 37.77 per cent efficient in 1918. During the same period the efficiency of the schools of the United States as a whole increased from 29.57 to 51.01.

Georgia—Recently a law was passed authorizing the State Superintendent to use \$100 000 to promote the consolidation of rural schools by means of a bonus of \$500 for elementary schools and \$1000 for secondary schools which meet certain standards as to equipment and teaching personnel. Fifty-eight towns have qualified to receive the bonus by making improvements costing a total of \$276,575. Of the 1102 rural high school pupils attending these con-

EDUCATIONAL ADVANCE

Character Education

A NATIONAL RESEARCH among educators for the best method of character education in public schools, which carries an award of \$20,000, closed at midnight February 22. In each State a committee of nine collaborators has been working for over a year, and the award for the best plan will go to some State, to be divided \$4000 to the chairman and \$2000 to each of his eight collaborators. After the judges have made the award, all the better plans will be distributed to the leading educators of the Nation for study. The research is under the control of The Character Education Institution, of Washington, D. C. The donor of the award has promised to supply \$1000 a month (\$12,000 a year) for continued study of character education problems.

Arkansas—The citizens' section of the Arkansas Education Association has started a campaign for better schools in an effort to improve the rating of the Arkansas school system, which in 1918 was forty-sixth, according to the Ayres'

report. Special effort will be made to equalize educational opportunities and to increase teachers' salaries.

California—The University of California at Berkeley has 10,500 regular students, 15,000 extension students served through local branches, and through its agricultural college distributes information to 35,000 farmers.

Colorado—Rural school consolidation has made notable progress in Weld and Rio Grande counties. The first consolidated school in Weld county was established in 1914 at Fort Lupton. The movement has gained headway in the county until there are now twenty-three consolidated schools; eighty old schoolhouses have been replaced by twenty modern ones, while building operations are still in progress; 5613 children attend these schools (782 are in high school); the average daily attendance has increased from 54 to 90 per cent; 2613 children are transported in seventy-seven auto busses; over a million dollars has been invested in new buildings and equipment; better trained teachers have been employed; and the

solidated high schools, 668 were transported, whereas 262 were boarding pupils.

State Superintendent M. L. Brittain has prepared a new edition of his *Blue Book of Character Stories*, which is being sent to all county and city superintendents and high school principals in Georgia. Each virtue is illustrated by a well-chosen anecdote. Civic virtues are especially emphasized.

Idaho—The Idaho State Teachers' Association now numbers approximately four thousand members, which enables it to wield real power for improved legislation and school policy. Educational leaders in Idaho are working for the creation of the office of State high school inspector, the creation of the office of health inspector or supervisor, increasing the salaries of county superintendents, the securing of a State-wide tax of at least \$20 per pupil, raising the standards of the teaching profession, the county unit, and simplification of the certification laws.

The following are county superintendents, who took up their duties in January: Elmore county, Mrs. Pearl S. Barber; Clearwater county, Evelyn S. Merwin; Gem county, Mrs. Ella Reed; Idaho county, Leonard Case; Washington county, M. Gladys Houston; Boise county, Mrs. Halley Skinner; Butte county, Mrs. Louise Pratt; Bear Lake county, Letha Dunford; Bonneville county, Jesse H. Neilson.

The Idaho State Department of Education has established at Lewiston State Normal School a bureau of educational tests and measurements to serve as a central agency and clearing house in this field for the entire State. C. L. Harlan, director of the bureau, has taught in the Universities of Indiana, Illinois, Pennsylvania, and Minnesota.

Twenty-three cities and towns of the State have been visited by the director or his assistant who have aided the local school authorities in making use of standard tests. Over thirty-five thousand tests have been given in reading, arithmetic, language and grammar, and in general intelligence. The results have been tabulated and put into such form as to make them available to every superintendent and teacher in the twenty-three school systems. In each place visited the superintendent and teachers were given complete instructions for conducting the tests and the children were actually tested by way of demonstration.

Illinois—The Illinois State Teachers' Association is urging the General Assembly to increase the State distributive fund from six to twenty millions and to enact laws which will strengthen the school system of the State.

Indiana—A special session of the legislature in 1920 passed a new minimum salary law, which makes \$800 the minimum annual salary for new teachers in any school no matter how short the term or insignificant the school itself. Minimum daily wages are further determined by multiplying the general average on the teacher's license by a fixed number of cents, which number is increased as successful experience increases.

Indiana started a campaign for better schools in November, 1920. It is expected that much improved school legislation will result. The Indiana State Teachers' Association is working for the passage of a bill proposing larger State appropriation for local support of schools, and the distribution thereof on a new basis.

Iowa—During the fiscal year, July 1, 1919, to June 30, 1920, the State board of education examiners in Iowa issued 18,377 teachers' certificates of which 2304 were State certificates of some kind, 2460 high school training certificates, 10,405 uniform county certificates and 3208 provisional certificates.

Kansas—The Kansas State Teachers' Association is advocating a reorganization of the State department of education in order to give greater latitude in the selection of heads of the department and in the payment of salaries. The Association is also urging the equalization of school taxes, the standardization of teachers' certificates, a compulsory teachers' pension law, the strengthening of the present compulsory attendance law, increased salaries for county superintendents, and the requiring of private and parochial schools to give the same certification and supervision now required in public schools.

Kentucky—Two constitutional amendments have been submitted by the 1920 legislature to be voted on November, 1921. The first would make the State superintendent an appointive rather than an elective officer. The second would permit ten per cent of the State school fund to be distributed on

some other than a per capita basis. State Superintendent George Colvin writes that the 1920 legislature enacted thirty-two school laws of which the following are the most important: a law to create a non-partisan county school board of five members elected from the county at large, with authority to establish districts, appoint county superintendents and teachers, fixing minimum school rate at twenty-five cents and minimum salary for county superintendent at twelve hundred dollars; a law fixing seventy-five dollars per month as the minimum salary for public-school teachers; a law providing for an educational survey by non-resident experts; a law providing that all teachers' certificates secured upon examination should be issued from the State Department. Heretofore, each county board had certificated teachers on examination. The law requires high school education and normal training for all applicants before they are eligible for examination; a law providing for the appointment of an attendance officer in each county, and making attendance at school compulsory between the ages of seven and sixteen, inclusive; laws providing for physical education as a part of the school course in all schools.

Louisiana—The 1920 legislature passed laws relating to the sale and lease of school lands, the publication of the proceedings of school boards, the Institution for the Blind, compulsory attendance of mentally or morally deficient children in special classes or schools, support of State educational institutions, school tax, the prohibition of hazing, compensation of members of parish school boards, creation of school districts, certification of teachers.

Two most important laws relate to public libraries. One creates a State library agency in the form of a library commission and the other authorizes all municipal corporations to maintain public libraries and appropriate money for their operation.

The New Orleans Parish School Board adopted in November, 1920, a new salary schedule, which is based on a minimum salary of \$120 per month for elementary teachers. Regular increases are provided for additional experience and for college credit or degrees.

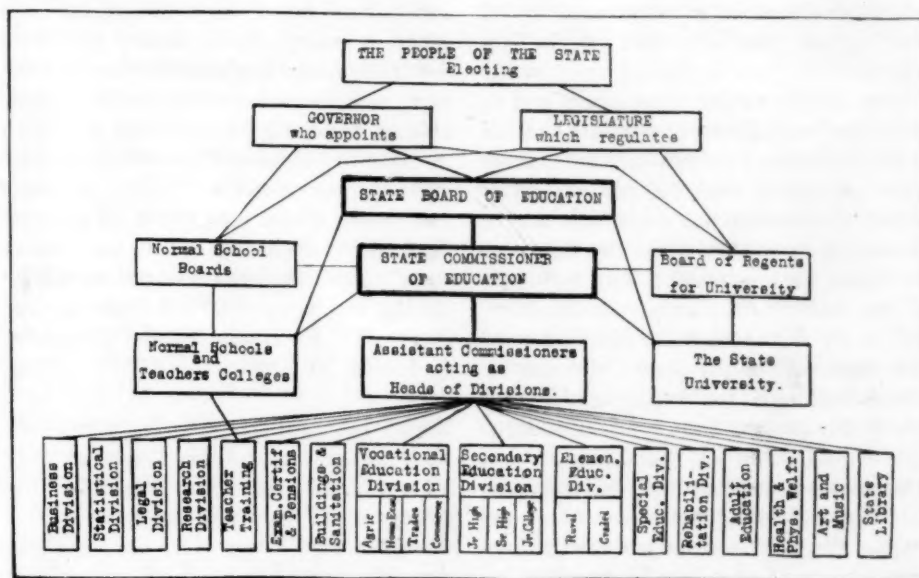
Maine—The new executive committee of the Maine Teachers' Association has authorized the president of the As-

sociation, Superintendent R. J. Libby of Gorham, to collect for the Association data relative to teachers' salaries, cost of living, and the like, in Maine and other New England States, for the use of superintendents of schools and other school officials in recommending school appropriations for the next school year.

Maryland—The 1920 session of the Maryland legislature enacted a minimum salary law for teachers, increasing the legal minimum about forty per cent and appropriated funds to pay one-half the necessary increases, requiring counties to provide the remainder. The classification of high schools was reorganized. Small high schools may now receive aid, whereas in the past aid has been given only to four-year high schools. Plans are under way for a State-wide educational program to be presented to the public in the fall of 1921 and then to the legislature.

Massachusetts—President Merle S. Getchell has announced a strong program for the meeting of the High School Masters' Club of Massachusetts which is to be held at Harvard University, March 24, 1921.

The Department of Education is arranging for a conference of rural superintendents of schools at Amherst, April 14, 15 and 16; of Junior High School principals at Bridgewater, April 20, 21



THIS DIAGRAM represents the type of educational reorganization which the special legislative committee has in mind for ultimate development in California. The ninety-six-page report of this committee of the forty-third session of the legislature is unusually well prepared and significant.

and 22; of superintendents of schools at Framingham, May 4, 5 and 6.

The Lynn Teachers' Club is working for more money for school purposes. Lynn schools, through special legislation, are allowed \$7.50 per thousand of valuation. An increase of \$2 per thousand is being sought from the legislature.

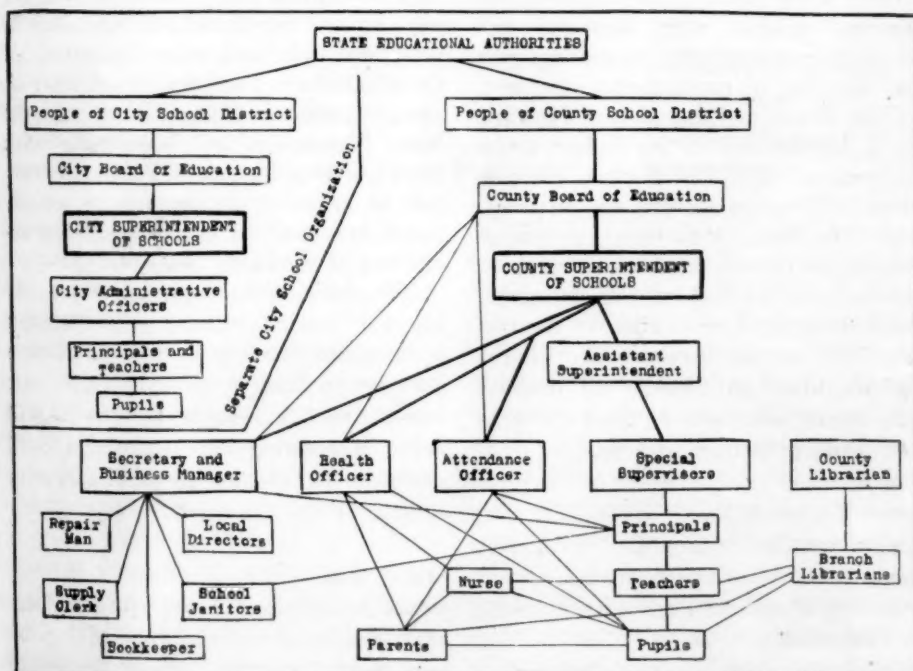
Michigan—Governor Groesbeck in his message to the legislature, January 6,

said: "In a democracy all should receive the benefit of the best education obtainable, and while we are proud of our higher institutions of learning, we must not forget that after all the common school is the college of the average man and woman. It is such schools, and particularly those in rural districts, which should receive the attention of the legislature at this time. There are measures in course of preparation which, it is hoped, will afford better advantages in such districts. Their purpose is to hasten the time when more boys and girls will be given the equivalent of a high school course, so as to better prepare them for their future careers."

An adequate salary for the State superintendent of Michigan is on the legislative program for this winter. It is expected the budget will provide a salary of \$10,000 for this important office.

The *Detroit Educational Bulletin* for December, 1920 contains an age-grade and nationality survey of the Detroit schools, which has been prepared by the Department of Special Education and the Bureau of Statistics and Reference.

Mississippi—Constructive legislation, passed by the 1920 legislature, has laid the foundation for better educational conditions in Mississippi. This legislation includes a compulsory school law requiring the attendance at school for four months of children between the ages of seven and fourteen, a salary law



THIS DIAGRAM is also from the report of the California legislative committee on education and contains that committee's conception of a good form of county-unit educational reorganization as applied to California.

which doubles the maximum salary of first grade teachers and authorizes boards of trustees to employ teachers for a term not exceeding three years and to pay them monthly twelve months in the year. Salaries of county superintendents were increased from a maximum of \$1800 to a minimum of \$2500 and a maximum of \$3850, while the salary of the State superintendent was increased 80 per cent. Other important laws relate to physical education, consolidation, free high school privileges, the use of school buildings for public gatherings, school bonds, and industrial education.

Missouri—State Superintendent Sam A. Baker is urging that, instead of repealing the State income tax law, as has been advocated, this law be amended so as to give to the school fund all revenue derived from incomes. The Missouri Constitution provides that the general assembly shall set aside one-fourth of all revenues for school purposes. In recent years the assembly has been setting aside one-third of the general revenue, but much of this has been devoted to special uses. Superintendent Baker advocates that special aids be taken from general revenue, and that the one-third be used to encourage better school conditions throughout the State, more especially adequate salaries for teachers.

Other proposed legislation includes additional requirements for standardizing rural schools and provision for the county unit of taxation for maintenance of the public schools, including a uniform length of term and the creation of county boards of education, each to be composed of at least six members selected for a period of three years.

Nebraska—Several amendments, proposed by the constitutional convention, were approved by the people at a special election, September 21. The English language is made the official language of the State, and common branches are required to be taught in that language in *all* schools; school must be maintained in all districts for the minimum term provided by law; school lands may be sold at auction as legislature may provide; State University regents are to be elected by districts instead of at large; no public corporation is permitted to appropriate aid in any form to any school not exclusively owned and controlled by the State or its governmental subdivisions; the upper limit of reform school age is changed from sixteen to eighteen years; the nor-

mal school board of seven members is made a constitutional body; the State superintendent is changed from a two-year to a four-year office, with a salary change from \$2000 to \$5000 per year.

Sixty-five cities in Nebraska paid their school superintendents \$2000 or more during the school year 1919. Two hundred forty Nebraska cities are paying their superintendents more than \$2000 during the present school year, according to W. K. Fowler in the December *Nebraska Teacher*.

New Hampshire—During 1919-20, with an increased expenditure of only 20 per cent over 1916, the following achievements were accomplished: (1) A thirty-six-week year for all children, thus insuring 6500 rural schools at least four weeks more schooling than before; (2) 526 or nearly one-half the school buildings in use improved or remodeled; (3) health supervision extended so as to reach 98 per cent of the public school children; (4) for the first time all teachers in the public schools have been certified or licensed, thus excluding those who do not meet minimum standards of education and training; (5) attendance at evening schools increased from 1500 to 6000; (6) a practical and uniform method of accounting in the administration of district finances.

New Jersey—The 1920 legislature passed improving amendments to several school laws. County superintendents' salaries were raised to \$4000. Helping teachers' salaries were increased and provision was made for the management and direction of continuation schools.

The Board of Education in Newark, N. J. has inserted in the budget a special item of \$600,000 to cover the proposed \$200 salary increase for all teachers. The Board is planning to equalize the salaries of men and women teachers, especially in the high schools, by giving the women \$200 in addition to the regular \$200 increase for next year. If the Board's plans go through all teachers will receive increases of from three to four hundred dollars next fall.

New York—A total of 866,463 pupils are enrolled in Greater New York's public schools, according to the annual report of President Prall of the Board of Education.

North Carolina—The compensation of the State superintendent of public instruction is increased to \$5000 by a bill

passed on January 11. The office was created in 1852.

The bureau of extension of the University of North Carolina has organized a division of design and improvement of school grounds. The division, under the leadership of Dr. W. C. Coker, will issue a bulletin of designs, suggestions, and plans for beautifying school grounds.

Ohio—The program of the Ohio State Teachers' Association as outlined in the *Ohio Teacher* for January calls for a membership of 25,000 or more. The Association has affiliated with the National Education Association and is planning to send a large delegation to Des Moines in July.

In 1920 the Ohio Association helped to obtain the passage of the school revenue law and the teachers' retirement law. The school revenue act provides not only for adequate revenues but for a State-wide tax of 1.8 mills to be distributed according to enumeration of the counties and one mill additional to be collected by counties and distributed within the county according to salaries, cost of transportation, and aggregate attendance. From the former fund \$1,000,000 is to be reserved for distribution among the economically weak districts. Now, the ordinary school district can realize about 8.8 mills. Under this law, the minimum teachers' salary is \$800, and salary schedules allowing for training and experience have been adopted by the majority of school boards.

A committee has been appointed for each of the six district associations to work with the executive committee of the Ohio State Teachers' Association on reorganization. The officers of the State Association are coöperating with the State Department of Public Instruction in revising the compulsory educational laws and in encouraging the recruiting of teachers.

The Association is now actively working for teacher tenure. A tentative teacher-tenure bill is being revised, preparatory to being presented to the State legislature. A legal adviser, who will assist in securing new legislation, will probably be elected by the executive committee for the calendar year.

Oklahoma—The Oklahoma Educational Association, through its State legislative committee, has proposed legislation for a scientific school survey of Oklahoma; for appropriations for weak school districts; for an increase in the maximum local district levy from 15 to

25 mills; for liberal appropriations for higher educational institutions; for the county unit plan; for systematic physical education and examination of all pupils; for better provision for the election of teachers, school board members, and superintendents; and for the distribution of State school funds on per pupil-day-attendance basis.

Movies and kindred amusements are costing the school children of Ardmore, an oil town of 20,000 population, \$132,797, which is \$11,672 more than the entire cost of the schools of Ardmore, according to a study made by the psychological diagnostician of the Ardmore schools. The investigation showed that eight children went to the movies seven times in the week; six went six times; twenty went five times; forty-two went four times; 114 went three times; 231 went twice; and 818 went once.

Oregon—The Oregon State Teachers' Association adopted a single salary schedule on December 30, 1920. This schedule, for all teachers, allows minimum salaries of \$1200 to normal school graduates, \$1440 to those with bachelor's degrees, \$1680 to those with master's degrees, and provides an annual increase of \$120 for six, eight, and nine years, respectively. No discrimination is made between grade and high school teachers except as training and successful experience are emphasized.

Pennsylvania—Governor William C. Sproul in an address to the General Assembly, January 18, recommended improved educational facilities for the 1,750,000 children of Pennsylvania. He suggested (1) that the State Board of Education and the College and University Council be abolished and a State Council of Education, including all independent boards and agencies relating to public education, be established; (2) that a law be passed requiring proper qualifications for all teachers at salaries commensurate with such qualifications; (3) that the State normal schools be included in a budget system which would insure adequate financial support; (4) that attendance laws be modified to grant educational opportunity to every child in the State; (5) that such increased State aid be given public education as the condition of the revenues would allow; (6) that a bureau for the elimination of adult illiteracy be established. Pennsylvania has 418,000 illiterate adults, according to the 1920 census report recently issued.

South Carolina—The newly elected president of the South Carolina State Teachers' Association is Superintendent E. C. McCants, of Anderson. Mr. McCants, who became principal of the Anderson high school in 1900 and superintendent of city schools in 1907, is known also as a writer of fiction.

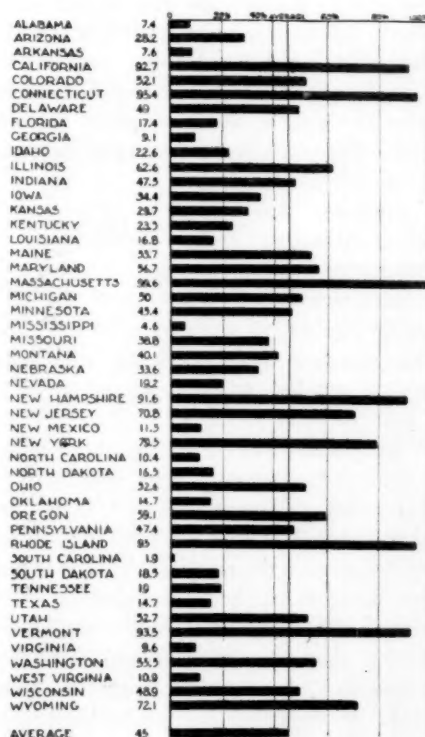
Tennessee—The Biennial Report of State Superintendent Albert Williams for 1919-20 shows that the salaries of county elementary teachers increased from \$257.56 in 1919 to \$325.98 in 1920; those of high school teachers increased from \$720.86 to \$857.36. The county elementary school term increased from 104 to 115 days. Over two and a half million dollars more was spent in

maintaining the schools in 1920 than in 1919. The average expense per child in attendance was \$13.77 in 1919 and \$15.48 in 1920.

In November a campaign for better schools was started. Regional conferences were conducted in seven cities. It was decided to urge legislation providing that the minimum school term should be eight months, that the minimum standard of qualification of teachers (to be reached by 1925 or 1926) should be four years' high school and two years' additional training, that the minimum salary of teachers should be \$1,200, and that the minimum county tax for school purposes for counties sharing in the State equalizing fund should be five mills on the dollar.

Texas—State Superintendent Annie Webb Blanton reports progress in education in Texas along many lines during 1920. A constitutional amendment removing the limit from the amount of tax that a local district can vote in support of its schools was passed by an overwhelming majority. Many new rural school buildings were constructed under the rural aid law, which appropriates \$2,000,000 to aid rural districts which vote the maximum local building tax and wish to provide approved types of buildings. Laws were passed compelling the State tax board to levy annually a State tax of thirty-five cents on the hundred dollars for support of schools, making consolidation more practicable, and requiring teachers to register annually in the State department of education. The teacher certification laws were completely revised, granting a choice of subjects for examination, emphasizing professional training and providing for reciprocity with other States. Enrolment in summer schools was stimulated by the provision of the rural aid law which permits the State to pay half the increase of salary if the local school board will raise the salary of a teacher who spends the summer in study and returns to the same position in a rural school. Many teacherages were erected.

Utah—The compulsory school age has been raised to eighteen years. Boys and girls over sixteen years of age having completed the eighth grade may, when excused by the superintendent, engage in gainful work, provided 144 hours are devoted to school during the year. Provisions have also been made for a continuous school term for twelve



SCHOOLS lay foundations for education. Libraries encourage education as a life-long enterprise. This chart, compiled by the Bureau of Education in 1918, shows the per cent of population having access to free public libraries in the various States and in the United States. It reveals an alarming shortage of library facilities, which is even more striking than this table indicates, for there are many libraries which, while they carry the name, have neither the facilities nor the trained personnel required to make library service genuinely effective. The county library is now the accepted solution of the problem except in New England, where the town is preferred.

months in the year, for the constant supervision of boys and girls to their eighteenth year, for state-wide instruction in thrift, for the elimination of the use of narcotics, and for a health program covering children of pre-school age and parents as well, with a State director in charge of health education.

Vermont—At a recent meeting in Montpelier, the State supervisors recommended that the teachers' retirement fund law be amended so as to make its provisions more attractive to the younger teachers, that there be greater supervision of transportation, and that the law governing the sale of narcotics be made more stringent.

Virginia—The outlook for education in Virginia during 1921 is excellent. The University of Virginia will celebrate its centennial. The University and all the colleges of the State are overflowing with students. The public schools have reached a record in attendance; the Department of Education is encouraging and aiding educational work of every type in the State; the Board of Education is earnest and active; the Governor is an ardent advocate of better schools; supervisors are making additional appropriations for pay of teachers. The people of the State by formal vote have authorized increased taxation. Many cities are making large bond issues for school buildings; notably under the direction of Superintendent Hill and the school board of Richmond, the city council, by unanimous vote, has authorized a bond issue of \$1,500,000 for school buildings. Lynchburg is contemplating an issue of \$750,000. The Richmond board of education has adopted a salary schedule based upon the National Education Association schedule. Winchester has established an improved schedule as have Newport News and Norfolk. Other cities are contemplating large increases. In rural districts salaries have been increased from fifty to one hundred per cent. Best of all the teachers of the State are improving in professional spirit and in organization in a way that is certain to command the respect of the people.

The State Teachers' Association, at its annual business meeting November 26, 1920, provided for an executive secretary at a salary of \$3500 per annum. The duties of the secretary are to be defined by the board of directors. He is to be appointed by and to work under the direction of the executive committee

of the Association. The dues in the Association have been raised from twenty-five to fifty cents in order to make possible the payment of this salary and traveling expenses. The executive secretary is to visit the various districts of the State and to organize and reorganize the associations in such a way that the teachers of Virginia may act on educational matters with more unanimity and better understanding. The executive secretary will also become the editor of the *Virginia Journal of Education*, which has been taken over as the organ of the State Association.

Washington—At the recent session of the Washington legislature a State public school code commission was appointed to investigate the school situation. The commission has recommended many progressive measures, including a reorganization of county and district administration, a reorganization of the State Department, and greater financial support for education.

Spokane has adopted the single salary schedule, which is designed to encourage scholastic and professional preparation for all branches of the service by paying the same salaries to teachers, whether their work be in kindergarten, grades, or high school.

Wisconsin—Parent - Teacher associations have recently been organized in thirty-two different towns. This important work is promoted by the bureau of community development of the extension division of the University of Wisconsin. It supplies all necessary information for the associations, furnishes suggestions for social programs, and sends an organizer to study local conditions.

At a special meeting of the Wisconsin Board of Education, held December 8, 1920, a new position of State Director of Physical Education at \$3000 a year was created. A revised schedule for the normal schools was adopted. This eight-year schedule divides normal school teachers into four classes. Teachers in Class A, including one-fourth of the regular teachers, begin with \$1700 and receive a \$100 increase each year for five years and a \$200 increase the seventh and eighth years; teachers in Class B, one-half of the regular teachers, begin with \$2000 and receive a \$100 increase for the second and third years, and a \$200 increase for each of the next five; teachers in Class C, including one-fourth of the regular teachers, begin

with \$2800 and receive a \$100 increase the second and third years, and a \$200 increase for each of the next five years; Class D, special teachers, receive from \$4100 to \$4800.

An appropriation was made to employ nurses in the normal schools at salaries of \$175 per month. As a guide in considering applications for additional teachers for normal schools, eighteen hours a week is to be regarded as the standard teaching load and the average class as twenty students.

Wyoming—A constitutional amendment was adopted on November 2, 1920, raising the limit of indebtedness which a school district may incur in erecting or enlarging school buildings from two to four per cent. Of the six amendments proposed the school amendment was the only one passed.

Our State School Systems

THE table on the following page shows important facts about State school systems for the school year 1917-18, the latest year for which complete statistics have been published. It has been compiled at National Education Association headquarters from facts given in U. S. Bureau of Education *Bulletin*, 1920, No. 11, and from *An Index Number for State School Systems*, by Leonard P. Ayres.

The page references at the head of columns 1-11 refer to the source of the facts, *Bulletin*, 1920, No. 11; those in columns 12 and 13 to Dr. Ayres' book.

There were 27,686,476 children of school age, 5 to 18 years, in 1918. Of this number 75.3 per cent were enrolled in the public schools; 6.9 per cent in private schools, and 17.8 per cent were not enrolled in any school. Of the total enrolment 9.3 per cent was in secondary schools.

Columns 5 to 7 indicate the length of the school term provided as compared with actual attendance and reveal the enormous financial loss due to irregular attendance, which for the United States is 25.4 per cent of the total expenditure for public education.

The number of teaching positions is shown in column 8 as being 636,655 for the United States. The average annual salary was \$635. Only 16.1 per cent of the teachers in 1918 were men.

Many additional facts and comparisons may be derived from a careful study of this table and of the reports upon which it is based.

FACTS EVERY TEACHER SHOULD KNOW

Interesting and significant statistics of State school systems which show the big facts of educational progress (See page 54)

	Estimated number of school children, 5 to 18 years of age, 1918. P. 93.	Per cent of school population, 5 to 18 years, enrolled in public schools. P. 8.	Per cent of total enrollment in high school. P. 10.	Length of school term provided. P. 14.	Days pupils actually attended school. P. 14.	Per cent of school term wasted. P. 14.	Financial loss due to irregular attendance. P. 16.	Number of teaching positions. P. 42.	Average annual salaries of elementary and secondary teachers. P. 42.	Average cost per pupil attending daily—current expenses. P. 69.	Average cost per pupil attending daily—new buildings, sites, etc. P. 69.	Index number for 1918 as given by Dr. Ayers. P. 37.	Relative rank of the States for 1918 as shown by index number. P. 49.
	1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	27,686,476	75.3	9.3	160.7	119.8	25.4		636,655	635	\$41.45	\$7.67		
Alabama.....	760,598	75.4	5.4	124	73.6	40.6	\$2,462,879	12,562	345	15.69	2.07	30.58	45
Arizona.....	66,655	102.0	6.6	162	98.6	39.1	1,381,572	2,048	952	74.81	10.61	66.19	3
Arkansas.....	562,861	82.0	2.5	120	78.0	35.0	1,748,166	9,898	387	16.63	.07	30.28	46
California.....	606,350	99.4	19.0	172	122.9	28.5	9,723,029	17,276	1,012	67.18	12.22	71.21	2
Colorado.....	237,407	84.6	12.1	168	115.5	31.2	3,036,765	7,242	749	58.65	11.89	59.23	13
Connecticut.....	295,031	82.7	10.0	181	142.0	21.5	2,293,971	6,917	745	48.44	7.44	59.77	10
Delaware.....	53,657	69.2	7.8	164	108.7	33.7	295,170	1,066	561	33.54	2.04	42.48	35
District of Columbia.....	74,524	82.6	12.6	173	134.4	22.3	710,003	1,828	1,052	60.72	5.84	64.24	
Florida.....	269,553	72.9	5.4	130	90.9	30.1	1,406,907	5,898	383	26.93	7.12	37.77	37
Georgia.....	937,742	72.5	5.4	138	93.8	32.0	2,435,859	15,054	366	15.17	1.36	32.60	43
Idaho.....	121,838	86.0	11.4	150	106.8	28.8	1,491,507	3,847	685	61.28	8.07	58.57	17
Illinois.....	1,554,799	70.0	10.3	159	140.5	11.6	5,974,701	33,653	778	44.44	9.10	56.75	22
Indiana.....	712,913	79.1	12.8	155	144.0	7.1	1,958,017	16,990	587	40.94	11.77	58.80	16
Iowa.....	582,889	91.0	10.1	180	134.2	25.4	7,436,575	23,560	578	61.87	12.14	61.85	6
Kansas.....	495,578	81.8	13.1	172	122.0	29.1	4,976,869	16,398	513	48.67	10.67	55.16	25
Kentucky.....	707,766	75.4	4.4	150	88.3	41.1	3,434,312	15,225	364	26.38	.15	34.98	41
Louisiana.....	590,259	55.1	7.2	136	97.5	28.3	1,703,222	7,908	471	22.16	3.62	33.86	42
Maine.....	179,048	78.6	12.5	169	136.5	19.2	850,773	5,833	443	37.42	1.54	47.36	32
Maryland.....	363,234	64.8	5.8	170	117.3	31.0	1,854,989	5,565	687	35.06	1.93	43.22	34
Massachusetts.....	855,544	73.7	17.2	176	141.5	19.6	6,093,206	19,637	858	52.58	7.61	61.04	8
Michigan.....	770,809	85.1	11.6	172	137.2	20.2	6,488,492	22,462	663	47.94	13.44	60.43	9
Minnesota.....	635,138	76.9	10.4	169	129.3	23.5	5,874,296	18,768	651	53.93	12.96	58.43	18
Mississippi.....	651,443	83.0	5.4	138	88.4	36.0	1,535,023	11,611	291	12.32		30.04	47
Missouri.....	900,144	73.8	9.3	165	125.9	23.7	5,424,596	20,740	651	35.52	9.77	49.64	31
Montana.....	104,673	116.6	9.5	152	112.8	25.8	2,401,480	5,781	670	80.54	22.86	75.79	1
Nebraska.....	351,924	85.3	9.7	165	118.0	28.5	4,098,829	13,248	562	55.86	11.24	57.14	21
Nevada.....	18,831	77.1	10.5	171	123.0	28.1	225,516	582	874	73.37	3.57	59.05	15
New Hampshire.....	99,038	66.7	18.1	174	138.7	20.3	637,084	5,128	548	57.18	2.40	54.37	27
New Jersey.....	739,126	76.1	8.9	185	139.5	24.6	7,440,130	16,676	911	58.51	12.86	65.93	4
New Mexico.....	126,679	67.6	4.4	155	102.1	34.1	1,320,321	2,534	500	40.38	28.30	53.01	28
New York.....	2,421,283	68.8	10.1	187	145.4	22.2	17,994,956	52,777	976	58.12	4.24	59.35	12
North Carolina.....	792,481	80.0	2.8	123	80.1	34.9	2,283,968	15,241	284	12.97	2.80	30.59	44
North Dakota.....	222,693	75.5	6.9	168	119.1	29.1	2,879,190	7,779	578	67.81	15.09	59.17	14
Ohio.....	1,246,601	76.4	14.0	163	145.5	10.7	5,403,288	32,138	744	48.20	11.26	59.72	11
Oklahoma.....	729,547	75.6	6.4	157	94.7	39.7	5,623,985	14,181	571	35.00	7.46	44.44	33
Oregon.....	194,984	74.8	15.5	183	164.2	10.3	775,617	6,354	702	51.85	5.71	57.81	19
Pennsylvania.....	2,192,214	69.1	8.2	175	141.8	19.0	13,208,847	44,466	702	47.57	9.05	57.65	20
Rhode Island.....	147,516	62.3	9.5	193	151.8	21.3	862,388	2,694	802	47.83	8.21	56.33	24
South Carolina.....	554,374	71.2	2.2	113	73.2	35.2	1,747,693	8,596	315	17.48	1.93	29.39	48
South Dakota.....	203,623	68.0	9.4	186	121.6	34.6	2,450,338	7,380	504	63.30	15.00	55.03	26
Tennessee.....	697,110	84.8	5.2	140	96.0	31.4	2,418,432	12,947	370	14.99	3.98	35.14	40
Texas.....	1,441,881	76.2	9.6	146	104.7	28.3	6,949,827	29,001	487	24.65	6.50	41.12	36
Utah.....	131,734	83.6	9.2	169	131.8	22.0	1,178,442	3,449	754	50.22	12.08	61.39	7
Vermont.....	85,256	72.8	13.0	171	137.1	19.8	502,282	2,977	467	47.55	3.42	51.51	29
Virginia.....	678,455	70.9	6.1	141	95.8	32.1	2,665,747	13,904	385	22.15	3.32	35.26	39
Washington.....	363,812	72.2	14.0	174	129.3	25.7	3,922,843	9,222	922	67.18	11.15	63.67	5
West Virginia.....	416,483	76.1	5.2	133	93.6	29.6	2,069,346	10,978	408	26.23	5.19	37.73	38
Wisconsin.....	701,084	64.1	11.0	178	141.0	20.8	3,672,571	16,745	521	40.84	8.69	51.34	30
Wyoming.....	39,294	97.4	8.8	150	120.1	19.9	398,879	1,891	578	58.01	7.47	56.71	23

ENROLMENT and AFFILIATION

Affiliated State and Local Associations

THE following associations are in addition to the affiliations which were reported in the January Journal:

- AMERICAN FORK, UTAH, *Alpine Teachers' Association*, Irving L. Pratt, Secretary.
- ATLANTIC CITY, N. J., *Atlantic City Teachers' Association*, Mabel Gilbert, President.
- AUBURN, MAINE, *Androscoggin County Teachers' Association*, Gladys A. Maines, Secretary.
- AUGUSTA, MAINE, *Maine Teachers' Association*, Glenn W. Starkey, Secretary.
- BALTIMORE, MD., *Faculty of Baltimore Teachers' Training School*, Norman W. Cameron, Secretary.
- BATH, MAINE, *Sagadahoc County Teachers' Association*, Ellen R. Turner, Secretary.
- BELFAST, MAINE, *Belfast Teachers' Club*, Mrs. Annie L. Black, Secretary.
- BISMARCK, N. D., *North Dakota State Teachers' Association*, W. E. Parsons, Secretary.
- BOZEMAN, MONT., *Montana State Teachers' Association*, R. J. Cunningham, Superintendent.
- BRIDGETON, N. J., *Irving Avenue School*, Emma W. Westcott, Secretary; *Bank Street School Faculty*, Chester Robbins, Secretary.
- BRIDGEWATER, VA., *Rockingham Teachers' Association*, Lina E. Sanger, Secretary.
- BROOKLINE, MASS., *Brookline Teachers' Club*, Chauncey W. Waldron, Cor. Secretary.
- BROOKLYN, N. Y., *Faculty of Adelphi College*, James W. Park, Secretary.
- BROOKS, MAINE, *Waldo County Teachers' Association*, Grace A. Lord, Secretary.
- BUFFALO, N. Y., *Buffalo Federation of Educational Associations*, Richard R. Dry, Treasurer.
- BURLINGTON, VT., *Burlington Public School Teachers' Association*, Essie M. Sylvester, Secretary.
- CANYON, TEXAS, *West Texas State Normal College*.
- CARTHAGE, ILL., *Carthage College Senate*, H. D. Hoover, President.
- CASTILLEJOS, ZAMBALES, P. I., *Zambales Teachers' Association*, Marcelo H. Acavan, President.
- CHEBOYGAN, MICH., *Cheboygan City Teachers' Association*, Carl Titus, Superintendent.
- CHESTER, PA., *Chester Teachers' Association*, Anna C. Stewart, Secretary.
- CLE ELUM, WASH., *Cle Elum Teachers*, Eugene D. Merriman, Secretary.
- CLOVIS, N. M., *Curry County Teachers' Association*, E. W. Bowyer, Acting Secretary.
- COLORADO SPRINGS, COLO., *Colorado Springs Federation of Teachers*, Kate Kinney, Secretary.
- COLUMBIA, MO., *Missouri State Teachers' Association*, E. M. Carter.
- CORNISH, MAINE, *Saco Valley Teachers' Association*, Celia H. Sanborn, Secretary.
- CORONA, CALIF., *Corona Teachers' Association*, Carrie A. DeHaan, Secretary.
- DANVILLE, VA., *Danville Teachers' Association*, Mrs. Lily F. Walton, Treasurer.
- DENVER, COLO., *The Denver High School Teachers' Association*, Irene Fisher, Secretary-Treasurer; *Denver Grade Teachers' Association*, Amelie D. Irving, Secretary.
- EASTHAMPTON, MASS., *Easthampton Teachers' Association*, Lucy E. Tripp, Secretary.
- EASTON, PA., *Easton Teachers' Association*, Maud H. Peet, Secretary.
- EAST ORANGE, N. J., *East Orange Teachers' Association*, Jean M. Hall, Secretary.
- ELKINS, W. VA., *West Virginia Education Association*, W. W. Trent, Secretary.
- ELWOOD, IND., *Public School Teachers of Elwood*, E. B. Hargrave, Secretary.
- ELYRIA, OHIO, *Elyria Teachers' Club*, Jean C. Gessner, Secretary.
- FAIRBURY, ILL., *Livingston County Teachers' Association*, E. W. Powers, Secretary.
- FORT WAYNE, IND., *Fort Wayne Teachers' Association*, Elizabeth G. Murphy, President.
- FORT WORTH, TEXAS, *University Faculty of Texas Christian University*, Colby D. Hall, Dean.
- FOXGROFT, MAINE, *Piscataquis County Teachers' Association*, W. M. Bottomley, President.
- GALVESTON, TEXAS, *Galveston City Teachers' Association*, Alice Block, Secretary.
- GENEVA, NEBR., *Fillmore County Educational Association*, Margaret E. Haughawatt, Secretary.
- GREELEY, COLO., *Greeley Teachers' Club*, Mary I. Comin, Secretary.
- GREENVILLE, MISS., *Washington County Teachers' Association*, Herman W. Solomon, Secretary.
- HACKENSACK, N. J., *Hackensack Teachers' Association*, William B. Cornish, Secretary.
- HADDONFIELD, N. J., *Haddonfield Association of Teachers*, Anne S. Williams, Secretary.
- HARRISBURG, PA., *Harrisburg Teachers' Institute*, Kathryn Gamble, Secretary.
- HILLSBORO, OREGON, *Washington County Teachers' Association*, N. A. Frost, Superintendent.
- IDAHO FALLS, IDAHO, *North Eastern Idaho Teachers' Association*, Coralie Lake, Secretary.
- IRVINGTON, N. J., *Irvington Public School Teachers' Association*, Cora B. MacMahon, Secretary.
- KANE, PA., *Kane Teachers' League*, Emma E. Christian, President.
- KANSAS CITY, MO., *Association of High School Women*, Jane Adams.
- KAUFMAN, TEXAS, *Kaufman County Teachers*, Mary E. Nash, Secretary.
- KEARNEY, NEBR., *Nebraska State Teachers' Association*, H. O. Sytton, Secretary.
- KENNEBUNK, MAINE, *York County Teachers' Association*, M. T. Goodrich, President.
- KENOSHA, WIS., *Kenosha Teachers' Club*, Rosa M. Bufton, Secretary.
- KNOXVILLE, TENN., *Knoxville Teachers' League*, W. E. Evans, President.
- LA CROSSE, WIS., *Teachers' Club of La Crosse, Wisconsin*, Susan Campbell, Secretary.
- LA CROSSE, WIS., *Western Wisconsin Teachers' Association*, W. H. Sanders, Secretary.
- LA SALLE, ILL., *La Salle County Teachers' Association*, Leslie Tomlinson, Secretary.
- LAWRENCE, KANS., *Educational Council of Lawrence Teachers*, Mamie Clare Walker, Secretary.
- LEWISBURG, PA., *Bucknell University Library*.
- LITTLE ROCK, ARK., *Arkansas Educational Association*, A. B. Hill, President.
- LODI, N. J., *Lodi Teachers' Association*, Sara C. U. Mercer, Secretary.
- LOS ANGELES, CALIF., *Faculty of the College of Liberal Arts, University of California*, Hugh C. Willett, Secretary.
- LOUISVILLE, KY., *Faculty League of the Girls' High School*, Anna Voegtli, Secretary; *Louisville Education Association*, Anne Grunder, President.
- LYNCHBURG, VA., *Lynchburg Teachers' Club*, Myrtle E. Reveley, Secretary.
- MACHIAS, MAINE, *Washington County Teachers' Association*, Mary McDonald, Secretary.
- MACOMB, ILL., *Faculty of the Western Illinois State Normal School*, Fannie Jackson, Secretary.
- MALDEN, MASS., *Malden Teachers' Association*, Helen A. Davidson, Secretary.
- MANCHESTER, N. H., *Manchester Teachers' Guild*, Myra B. Colby, Secretary.
- MANKATO, MINN., *Mankato Teachers' Association*, Minnie E. Parker.
- MIDDLETOWN, DEL., *New Castle County Teachers' Association*, O. E. McKnight, Secretary.
- MILLVILLE, N. J., *South Millville School*, Emma Ford, Principal.
- MINNEAPOLIS, MINN., *Augsburg Seminary Library and Faculty*, J. L. Nydahl, Librarian.
- MISSOULA, MONT., *The Missoula Grade Teachers' Club*, 169, Aurelia Boles, Secretary.
- MONTROSE, COLO., *Montrose Educational Association*, R. R. Brown, Secretary.
- NEWARK, N. J., *High School Women's Association*, Flora E. Hook, Secretary-Treasurer; *Kearny Branch of the N. E. A.*, Mabel Kysor, Treasurer.
- NEW ORLEANS, LA., *Faculty of Newcomb College*, Pierce Butler, Dean.
- NEWTON, IOWA, *Newton Teachers' Association*, Ida Griebeling, Secretary.
- NEW YORK, N. Y., *The Staten Island Teachers' Association*, Lucy Lomax, Secretary.
- NOBLESVILLE, IND., *Noblesville High School*, A. E. Harbin, Secretary.
- NORRISTOWN, PA., *Teachers of Montgomery County, Pennsylvania*, J. Horace Landis, Superintendent.
- NORTH ANSON, MAINE, *Western Somerset County Teachers' Association*, Mrs. M. E. Manso, Secretary.
- NORTHFIELD, MINN., *Faculty of Carleton College*.
- NORWAY, MAINE, *Oxford County Teachers' Association*, Edith M. Knight, Secretary.
- NORWICH, N. Y., *Norwich Teachers' Association*, Lillian O. Ford, President.
- OBERLIN, OHIO, *Faculty of Oberlin College*, George M. Jones, Secretary.
- OIL CITY, PA., *Oil City Teachers' Association*, Maude McC. Morris, Secretary.
- PHILADELPHIA, PA., *University Council of Temple University*, Laura H. Carnell, Dean.
- PITTSFIELD, MAINE, *Eastern Somerset County Teachers' Association*, Annie M. Fuller, Secretary.
- POCATTELLO, IDAHO, *Pocatello Education Association*, Pearl Garrison, Secretary; *Southeastern Teachers' Association*, George B. Crawford, Secretary.

PORTLAND, MAINE, *Cumberland County Teachers' Association*, Florence M. Dole, Secretary.

PORTLAND, OREGON, *Portland Grade Teachers' Association*, Grace Towslee, Secretary.

PORTSMOUTH, N. H., *Portsmouth Teachers' Association*, Mary L. Griffin, Secretary.

PRAIRIE VIEW, TEXAS, *Prairie View State Normal and Industrial College*.

PRESQUE ISLE, MAINE, *Aroostook County Teachers' Association*, Alice M. Coffin, Secretary.

READING, PA., *Reading Teachers' Association*, C. Gilbert Hintz, Secretary.

RIDGEFIELD, CONN., *Ridgefield Teachers' Association*, Grace C. White, Secretary.

ROCKLAND, MAINE, *Knox County Teachers' Association*, Lena K. Sargent, Secretary.

SALISBURY, MD., *Wicomico County Teachers' Association*, Alice Toadvine, Secretary.

SALMON FALLS, N. H., *Stafford County Teachers' Association*, Edith M. Austin, Secretary.

SALT LAKE CITY, UTAH, *Salt Lake Teachers' Association*, Jean MacNeil, Cor. Secretary.

SAN FRANCISCO, CALIF., *San Francisco Grade Teachers' Association*, Dorothy S. Farrell, Secretary.

SANTA BARBARA, CALIF., *Santa Barbara City Teachers' Club*, Kate Boyer, Secretary.

SHELBURN, VT., *Vermont Women Teachers' Club*, Mary M. Deyett, Secretary.

SOUTHWEST HARBOR, MAINE, *Hancock County Teachers' Association*, Nellie B. Michels, Secretary.

SPEARMAN, TEXAS, *Hansford County Teachers' Institute*, Nellie Hart, Secretary.

STAMFORD, CONN., *Stamford Teachers' Association*, Harry T. Hart, Treasurer.

STRATFORD, CONN., *Stratford Teachers' Association*, Mary C. Nolan, Secretary.

SUMMITT, N. J., *Summit Teachers' Association*, Elizabeth F. Harrison, Secretary.

SWAMPSCOTT, MASS., *Swampscott Teachers' Association*, Sarah Bucknaw, Secretary.

TAHLEQUAH, OKLA., *Northeastern Oklahoma Educational Association*, J. M. Hackler, Treasurer.

TOLEDO, OHIO, *Toledo Teachers' Association*, Lucile Manton, Cor. Secretary.

TOPEKA, KANS., *Kansas State Teachers' Association*, F. L. Pinet, Secretary.

TRENTON, N. J., *New Jersey State Teachers' Association*, S. Ida MacMahon, Treasurer.

UNIVERSITY, VA., *Virginia State Teachers' Association*, J. T. Fentress, Secretary.

UPLAND, IND., *Faculty of Taylor University*, George Evans, Business Manager.

WALDOBORO, MAINE, *Lincoln County Teachers' Association*, Agnes L. Creamer, Secretary.

WARRENTON, N. C., *Warren County Local 113, N. C. Teachers' Assembly*, Supt. J. F. Allen, Secretary.

WATERVILLE, MAINE, *Kennebec County Teachers' Association*, Ada E. Edgecomb, Secretary.

WAUSAU, WIS., *Central Wisconsin Teachers' Association*, I. C. Painter, Secretary.

WEBHAWKEN, N. J., *Town of Union Teachers' Association*, Margaret D. Kelley, President.

WEST ORANGE, N. J., *West Orange Teachers' Association*, Beulah R. Dean, Secretary.

WEST SPRINGFIELD, MASS., *West Springfield Teachers' Association*, Grace MacMoran, Secretary.

WILLIAMSON, W. VA., *Williamson Teachers'*, Mabel Robinson, Secretary.

WILMINGTON, N. C., *New Hanover County Teachers' Association*, Julia H. Hill, Secretary.

WINSTON-SALEM, N. C., *Winston-Salem City Teachers' Association*, Anna Lula Dobson, Secretary.

WISE, VA., *Wise County Teachers' Association*, J. J. Kelley, Jr., Secretary.

WORLAND, WYO., *Wyoming State Teachers' Association*, Supt. E. H. Emmett, Secretary.

YONKERS, N. Y., *Yonkers Teachers' Association*, May B. Archer, Treasurer.

Completed Enrolments

THE following schools have completed their reports for one hundred per cent membership enrolment in the National Education Association since the list was published in the January Journal:

ALAMEDA, CALIF., *Longfellow School*, Alice Orne Hunt, Principal; *Everett School*, Ada Bird, Principal.

Denver Completes Enrolment

THE following telegrams addressed to Secretary Crabtree are eloquent evidence of the professional spirit that animates the Denver schools:

"Denver, Colorado, February 5, 1921.—The Denver Grade Teachers' Association reports 100 per cent membership in the National Education Association of the elementary and junior high school teachers. Drive conducted by the Association, dues forwarded Monday—Amelie D. Irving, Corresponding Secretary; Cora B. Morrison, President."

"Denver, Colorado, February 5, 1921.—Every teacher in Denver member National Education Association.—Jesse H. Newlon, Superintendent."

ALTOONA, PA., *Central Grammar School*, W. H. Burd, Principal; *Garfield School*, M. A. Dively, Principal; *Miller School*, M. A. Dively, Principal; *Washington School*, J. J. Hamilton, Principal; *Wright School*, I. S. Wolcott, Principal.

AMERICUS, GA., *Americus High School*, C. M. Hale, Principal; *East Americus School*, Susie Taylor, Principal; *Furlow Grammar School*, Sarah P. Cobb, Principal; *McKay Hill School*, A. S. Staley, Principal; *Prospect Heights School*, Elizabeth Belcher, Principal.

ARDMORE, OKLA., *Jefferson School*, George W. Coffman, Principal; *Washington School*, Cornelia E. Washington, Principal.

BAYONNE, N. J., *School Number 3*, Florence Moore, Principal; *School Number 4*, Mary J. Donohoe, Principal.

BRIDGETON, N. J., *Bank Street School*, Chester Robbins, Secretary, School Faculty; *Irving Avenue School*, Emma M. Westcott, Secretary, I. A. School.

CENTERVILLE, IOWA, *Central School*; *Garfield School*, Mrs. Laura Veach, Principal; *Lincoln School*, E. Lucile Spooner, Principal; *McKinley School*, Sara Ritchel, Principal.

ELWOOD, IND., *Central School*, Grace De Horthy, Principal; *Edgewood School*, Ruth M. Bennett, Principal; *High School*, Wm. F. Smith, Principal; *Junior High School*, Grace De Horthy, Principal; *Linwood School*, Carrie House, Principal; *Osborn School*, Edna I. Miller, Principal; *Washington School*, Mary Leeson, Principal.

ELYRIA, OHIO, *Elyria Public School*, F. M. Shelton, Superintendent; *Franklin School*, Hattie McCloy, Principal; *Garford School*, Lizzie Hahn, Principal; *Gates School*, Leanna Moore, Principal; *Hamilton School*, Elizabeth Freese, Principal; *High School*, R. P. Vaughn, Principal; *Jefferson School*, Myrtle Halliwell, Principal; *McKinley School*, Mrs. Eleanor Symons, Principal; *Ridge School*, Bertha Philpott, Principal.

FORT DODGE, IOWA, *Carpenter Grade School*, Maud Fretz, Principal; *Duncombe Grade School*, Mamie Foster, Principal; *Lincoln Grade School*, Jennie Pollock, Principal; *Riverside Grade School*, Minnie Ridenour, Principal.

HAMMOND, IND., *Central School*, Jennie Mahbs, Principal.

HARRINGTON, DEL., *Harrington Special School District*, Isaac Rissmiller, Superintendent.

INGRAM, PA., *Ingram Public School*, M. A. Steiner, Principal.

KEARNY, N. J., *Franklin School*, Mrs. Fannie Shepard, Principal; *Garfield School*, E. S. Brady, Principal; *High School*, Albion Hale Brainard, Principal; *Lincoln School*, William E. Ross, Principal; *McKinley School*, John E. Gleason, Principal; *Nathan Hale School*, Edith M. Leadley, Principal; *Supervisory Staff*, Herman Dressel, Jr., Superintendent; *Washington School*, W. M. Broadbent, Principal.

MONTCLAIR, N. J., *Spaulding School*, A. S. Knight, Principal.

NORFOLK, VA., *Henry Clay School*, Merrill J. Ober, Principal.

PARSONS, KANS., *Garfield School*; *McKinley School*.

PITTSBURGH, PA., *Lee School*, Effie P. Butz, Principal.

PLAINFIELD, N. J., *Stillman School*.

PONTIAC, ILL., *Central School*, Elizabeth Dunlap, Principal; *Ladd School*, Eva M. Fristoe, Principal; *Lincoln School*, Verna Fillingham, Principal; *Special Teachers*, G. J. Koons, Superintendent; *Washington School*, Edna Wilson, Principal.

PORTLAND, OREG., *Scott School*, Ellyn Thelander, Principal.

QUINCY, ILL., *Adams School*, Sara Louise Derrick, Principal.

RIVERSIDE, CALIF., *Lowell School*.

ST. JOSEPH, MO., *Everett School*, Clara Byrne, Principal; *Krug School*, Gertrude De Vorss, Principal; *Maxwell School*, Della Nash, Principal.

ST. LOUIS, MO., *Simmons Public Schools*, Richard H. Cole, Principal.

SAGINAW, WEST SIDE, MICH., *John Moore School*, Richard M. Johnson, Principal.

SALEM, W. VA., *Salem High School*, Fred M. Cottrill, Principal.

SANTA BARBARA, CALIF., *Evening High School*, Eldon Ford, Principal; *Franklin School*, Mrs. C. E. Sherman, Principal.

Garfield School, William J. Kircher, Principal; Junior High School, Herbert V. Hills, Principal; Lincoln School, J. Defray Silvia, Principal; McKinley School, Eva L. McPhail, Principal; Riviera School, Mylitta M. Morris, Principal; Washington School, Emil Lange, Principal; Wilson School, Hattie B. Phoenix, Principal.

SOUTH BEND, IND., Muessel School, Ella H. Rieman, Principal.

TEMPE, ARIZ., Tempe Normal School, A. J. Matthews, President.

TERRIL, IOWA, Consolidated School of Lloyd Township, Ruth Featherstone, Principal.

WALLA WALLA, WASH., Baker School; Green Park School, Eloise Thomas, Principal.

NOTES and ANNOUNCEMENTS

Department of Superintendence Nominations

THE nominations for the various officers of the Department of Superintendence up to the time of going to press are: For *President*—William L. Ettinger, Superintendent City Schools, New York, N. Y.; J. M. Gwinn, Superintendent City Schools, New Orleans, La.; R. G. Jones, Superintendent City Schools, Cleveland, Ohio; John F. Keating, Superintendent City Schools, Pueblo, Colo.; Jesse H. Newlon, Superintendent City Schools, Denver, Colo.; Herbert S. Weet, Superintendent City Schools, Rochester, N. Y.; Charl O. Williams, County Superintendent of Schools, Memphis, Tenn.; John W. Withers, Superintendent City Schools,

St. Louis, Mo.; 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.

Des Moines Meeting

PLANS are well under way for the 1921 meeting of the National Education Association, which will occur at

Des Moines July 4-9. Association headquarters will be at the Hotel Fort Des Moines. Persons wishing hotel reservations should apply to Mr. Charles F. Pye, 407 Youngerman Building, Des Moines, Iowa, who is in charge of this work for the committee and who will be pleased to furnish a list of the hotels giving the rates for each.

The Commercial Exhibits will be under the direct management of the Association. Requests for reservations of space should be addressed to Mr. R. S. Erlandson, Manager, 1201 Sixteenth Street Northwest, Washington, D. C.

School Motion Pictures

MOTION PICTURE FILMS on a large number of interesting themes may be had by schools for the cost of transportation, according to a list sent out by the National Board of Review of Motion Pictures. The list includes such subjects as Making a Ford, Road Building, Pineapple Industry in Hawaii, Lumbering, the Story of Oil, a score of Canadian scenic pictures, and many others. Copies of the complete list may be had from the National Board of Review of Moving Pictures, 70 Fifth Avenue, New York City.

(Continued on page 59)

DEPARTMENT OF SUPERINTENDENCE, 1886-1921

Year	Place of Meeting	President	First Vice-President	Second Vice-President	Secretary
1921	Atlantic City, N. J.	Calvin N. Kendall	E. A. Smith	J. M. Gwinn	Belle M. Ryan
1920	Cleveland, Ohio	E. U. Graff	D. J. Kelly	H. C. Johnson	Charl O. Williams
1919	Chicago, Ill.	E. C. Hartwell	David B. Corson	J. R. Morgan	Marie Gugle
1918	Atlantic City, N. J.	Thomas E. Finegan	A. A. McDonald	Carlos M. Cole	Lida Lee Tall
1917	Kansas City, Mo.	John D. Shoop	F. L. Keeler	John Dietrich	Margaret T. Maguire
1916	Detroit, Mich.	M. P. Shawkey	Lawton B. Evans	Lucy Wheelock	E. C. Warriner
1915	Cincinnati, Ohio	Henry Snyder	Paul W. Horn	E. C. Warriner	Mrs. Ellor C. Ripley
1914	Richmond, Va.	Ben Blewett	W. E. Ranger	A. S. Cook	Anna E. Logan
1913	Philadelphia, Pa.	Franklin B. Dyer	Samuel Hamilton	Mrs. Ellor C. Ripley	Burr W. Torreyson
1912	St. Louis, Mo.	Charles E. Chadsey	O. J. Kern	H. J. Willingham	Harlan Updegraff
1911	Mobile, Ala.	William M. Davidson	J. A. Shawan	C. G. Schulz	Arthur D. Call
1910	Indianapolis, Ind.	Stratton D. Brooks	Wales C. Martindale	Julia A. Richman	John F. Keating
1909	Chicago, Ill.	W. H. Elson	D. B. Johnson	Ida C. Bender	A. C. Nelson
1908	Washington, D. C.	Frank B. Cooper	Stratton D. Brooks	Ella C. Sullivan	George B. Cook
1907	Chicago, Ill.	W. W. Stetson	H. H. Seerley	R. J. Tighe	J. H. Harris
1906	Louisville, Ky.	John W. Carr	J. H. Phillips	Ida C. Bender	Ella C. Sullivan
1905	Milwaukee, Wis.	Edwin G. Cooley	Lawton B. Evans	J. W. Carr	Evangeline E. Whitney
1904	Atlanta, Ga.	Henry P. Emerson	Edwin B. Cox	John W. Abercrombie	John H. Hinemon
1903	Cincinnati, Ohio	Charles M. Jordan	Clarence F. Carroll	Warren Easton	J. N. Wilkinson
1902	Chicago, Ill.	G. R. Glenn	Henry P. Emerson	F. W. Cooley	John Dietrich
1901	Chicago, Ill.	L. D. Harvey	A. K. Whitcomb	W. F. Slaton	Frank B. Cooper
1900	Chicago, Ill.	A. S. Downing	G. R. Glenn	J. A. Shawan	Charles M. Jordan
1899	Columbus, Ohio	E. H. Mark	G. H. Conley	A. T. Barrett	J. H. Van Sickle
1898	Chattanooga, Tenn.	N. C. Shaeffer	Frank B. Cooper	E. H. Mark	W. L. Steele
1897	Indianapolis, Ind.	C. B. Gilbert	A. B. Blodgett	W. S. Sutton	Lawton B. Evans
1896	Jacksonville, Fla.	L. H. Jones	J. H. Phillips	Charles W. Cole	R. E. Denfeld
1895	Cleveland, Ohio	W. H. Maxwell	O. T. Corson	William F. Fox	James M. Carlisle
1894	Richmond, Va.	D. L. Kiehle	Warren Easton		F. Treudley
1893	Boston, Mass.	Edward Brooks	John Bradley		J. H. Phillips
1892	Brooklyn, N. Y.	Henry Sabin	V. C. Curtis	Oscar H. Cooper	L. W. Day
1891	Philadelphia, Pa.	Andrew S. Draper	J. A. B. Lovett	E. B. McElroy	L. W. Day
1890	New York, N. Y.	Andrew S. Draper	J. A. B. Lovett	E. B. McElroy	L. W. Day
1889	Nashville, Tenn.	F. M. Campbell	C. C. Davidson	George Luckey	W. R. Thigpen
1888	San Francisco, Calif.	N. C. Dougherty	Henry A. Wise	J. G. Scofield	W. R. Thigpen
1887	Chicago, Ill.	Charles S. Young	N. C. Dougherty		Charles C. Davidson
1886	Topeka, Kans.	Warren Easton	A. P. Stone		Charles C. Davidson

Playgrounds

RURAL School Playgrounds and Equipment is the subject of Teacher's Leaflet, No. 11, which has recently been prepared by K. Cecil Richmond, of Shawnee County, Kansas, and published by the Bureau of Education, Washington, D. C. Kinds of equipment, methods of financing the school playground, the care of equipment are some of the topics discussed. A short bibliography is included.

College and University Salaries

DATA regarding salaries paid in 1919-20 by 401 universities and colleges have been compiled by the United States Bureau of Education and published as Bulletin, 1920, No. 20. The report gives the number of salaries of various amounts for presidents, deans, professors, associate professors, assistant professors, instructors, and assistants for the United States as a whole and for each of the various institutions which are identified by numbers and grouped under five geographical divisions. The median salary of university and college presidents is \$6000 for public institutions and \$3500 for private institutions.

Volume of Proceedings—1920

THE VOLUME of *Addresses and Proceedings of the National Education Association* is being mailed this month to all \$5 members. During the war years the size of the volume was reduced one-third by order of the Government. The size of the 1920 volume

has been kept at the standard maintained during the war because of the high cost of paper. Now that the price of paper is falling, the size of the 1921 volume will return to the pre-war standard of 1000 to 1200 pages.

Dr. James Monroe Green

August 29, 1851—November 1, 1920

IN the death of Dr. James M. Green, president of the National Education Association 1900-01, the educational world lost one of its most beloved and capable leaders. Dr. Green was educated in the public schools of New Jersey, the State Normal School at Trenton, and Dickinson College. He taught in the public schools, was principal of the high school, and supervisor of all the schools in the city of Long Branch. In 1881 he was president of the State Teachers' Association. At the age of thirty-eight he was appointed principal of the State Normal and Model Schools at Trenton. In this position he remained twenty-eight years, during which time the enrolment more than doubled and the influence of the schools greatly increased. Thoroughly democratic in feeling, he never forgot that he was the servant of the people. It was his devotion to the cause, and his willingness to spend hours in friendly conversation with those who needed admonition, advice, or encouragement, which endeared him to those who had the good fortune to know him personally.

His desire to see and know the strong men in his chosen calling drew him into

the National Education Association in his youth. As early as 1887, he took an active part in the discussions in the Department of Superintendence. He was a regular attendant at the meetings for thirty years. He prepared papers, served on important committees and joined in the discussions. He became a life director in 1892. In 1895 he was chosen president of the Normal School Department. He was elected to the National Council of Education in 1894 and rendered thirteen years of service in that body (1894-1907). In 1900 he was elected president of the National Education Association.

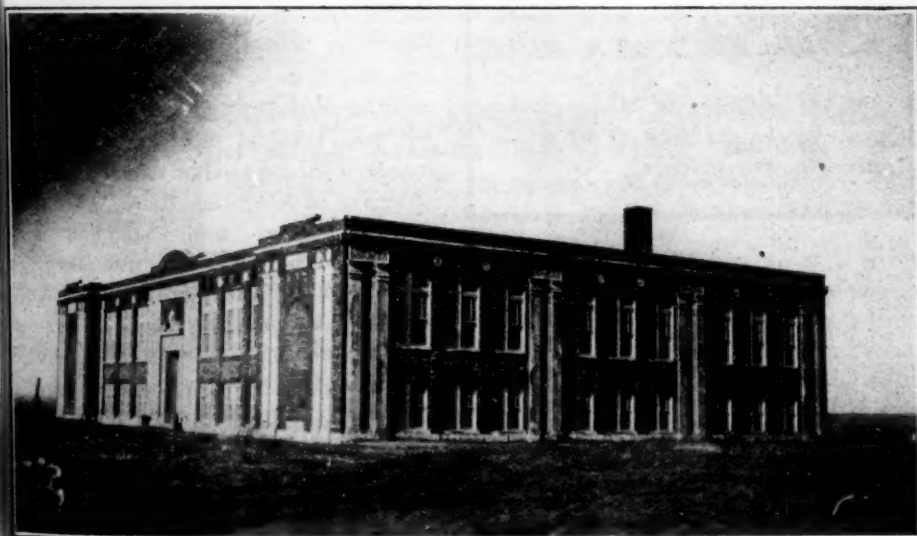
Dr. Green was deeply interested in problems with which the National Education Association has to deal. He had an abiding faith in the far-reaching influence that the Association could exert in shaping public opinion favorable to education. In his address as president in 1901 he said: "We have reached a position that commands the respect not only of our Nation, but of other nations. We may, with courage, undertake the most serious educational problems that present themselves to the minds of men. May our success of the past be but feeble prophecies of the successes that await us in the future."

Educational Research

THE DIRECTORS of the Commonwealth Fund, having become convinced of the importance of encouraging educational research, requested a group of educational leaders to report upon the opportunities in the field and recommend a plan of operation. This Educational Research Conference was held in Atlantic City on October 23, 24 and 25, 1920. It chose to emphasize in its report the following subjects: the problem of school revenues; the evaluation, analysis, measures and standards of accomplishment of school subjects; the field of supervision; and the reorganization of public school systems.

The conference recommended the appointment of a committee to consider and recommend projects for research, and to assume executive responsibility for supervising the carrying on of such researches as might be adopted. It was deemed advisable that this committee also recommend researches to be undertaken by individuals or associations. The directors of the Commonwealth Fund accepted the report and appointed the following committee:

Leonard P. Ayres, Vice-President,



THIS new building houses a Missouri valley consolidated school. It is the center of the activities and interests of a large rural community. In a score of States the movement for improved rural schools is gaining headway. Such schools, supplemented by an active rural church and by adequate rural libraries—all in charge of trained professional leaders—have it in their power to make rural life rich in the great satisfactions necessary to secure a permanent rural civilization.

Cleveland Trust Company; Samuel P. Capen, Secretary, American Council on Education, Secretary; Lotus D. Coffman, President, University of Minnesota; Ellwood P. Cubberley, Professor, Stanford University; Charles H. Judd, Director, School of Education, Teachers' College, Columbia University; Paul Monroe, Director, School of Education, Teachers' College, Columbia University; Frank E. Spaulding, Professor, Yale University; Max Farland, General Director, The Commonwealth Fund, Chairman *ex officio*.

Education for Thrift¹

MODERN EDUCATION must include thrift instruction if it is to be fully educative. American education is rapidly forsaking a theoretical attitude and is becoming a practical instrument for efficient living. Ability to succeed financially is essential to a well rounded life. A good citizen is first of all self-sustaining. The first civic duty of the individual is self-support and the capacity to save something for his own financial comforts, through which less fortunate individuals may be helped and the community enriched. Instruction in simple economic principles and project practice in thrift are vitally needed in the schools because the prevalent extravagance and waste in American life threaten to undermine the economic independence and civic virtue of American citizenship. Habits of popular saving will create universal capital, develop financial independence, and tend to a more even distribution of wealth.

The school is the most fundamental and logical place through which to disseminate such practical and fundamental knowledge as is necessary to the welfare of all the people. Therefore, we recommend that thrift education be made a part of the course of study in all school systems, and a part of the regular instruction in all schools, either as a separate course, or correlated with kindred subjects. The method of providing this instruction should be left to the State and local school administrations.

We recommend that the field of instruction in thrift be limited to thrift in time, money and material, in order to avoid a duplication of the work now be-

ing done through other subjects in the curriculum, or by agencies outside of the school.

We recommend careful instruction in simple economic principles as they pertain to work; production; systematic saving, wise spending and careful investment of money; judicious use of time and materials; a broader understanding of financial institutions and financial practice.

We recommend project practice in

Physical Training Creed

COUNTY Superintendent Johnson, of Union County, New Jersey, has distributed the following physical training creed to all the schools in his county:

1.—I believe my body is my house and should be kept clean as long as it is occupied.

2.—I believe my muscles should be kept working smoothly by systematic exercise.

3.—I believe this training develops the will to make the best of myself and to do greater service for others.

4.—I believe daily exercise trains me to feel and to understand the joy in work and play.

5.—I believe in athletics, in taking my part in school contests, in courage, fair play and sportsmanship.

6.—I believe I am growing in manhood and am preparing myself to be an active, intelligent, useful citizen, ready to take my part and to give the other fellow a "square deal."

7.—I believe in playing the game to the end with all my mind, strength, and courage.

thrift as a method of practicalizing the principles which are taught. Project work has demonstrated its efficiency in many lines of education, and is absolutely essential in connection with the teaching of thrift.

We recommend that definite courses in the elementary principles of practical economics be provided in the upper grammar grades, and that a more extended study of practical finance as applied to government fiscal operations, banking, life insurance, and the like, should be given in connection with a regular course in economics in the high school.

As a method of furthering the practice of saving money and of applying the principles of safe investment, school savings systems, utilizing Government savings securities and savings bank facilities, should be worked out. It is not enough that students should merely be encouraged to save money. They should be given a practical opportunity in the schools to invest their savings.

We recommend cordial coöperation with the Savings Division of the United States Treasury, the American Bankers Association, the Parent-Teachers Association, and other organizations qualified to help in this work.

We suggest that the various school publishing companies look into this new subject of education with a view of recasting certain textbooks on civics, economics, history, arithmetic, and other subjects with which thrift education may be correlated to include practical material on thrift and the basic principles of economics, and that they consider the question of preparing suitable textbooks on these subjects for use in the public schools, if the investigation and assessment of the publishing houses themselves reveal a distinct need for such texts. In the meantime, material and suggestions for study already prepared by the Savings Division of the Treasury Department, the American Bankers Association and similar organizations are readily available and can be made most useful. Some recent textbooks on civics and economics also contain helpful chapters on thrift.

It is the opinion of the committee that thrift education has come into the American school system to stay; that henceforth it is not to be sought as a mere by-product of educational processes but will take its place with the other standard subjects in the school as a great objective of education.

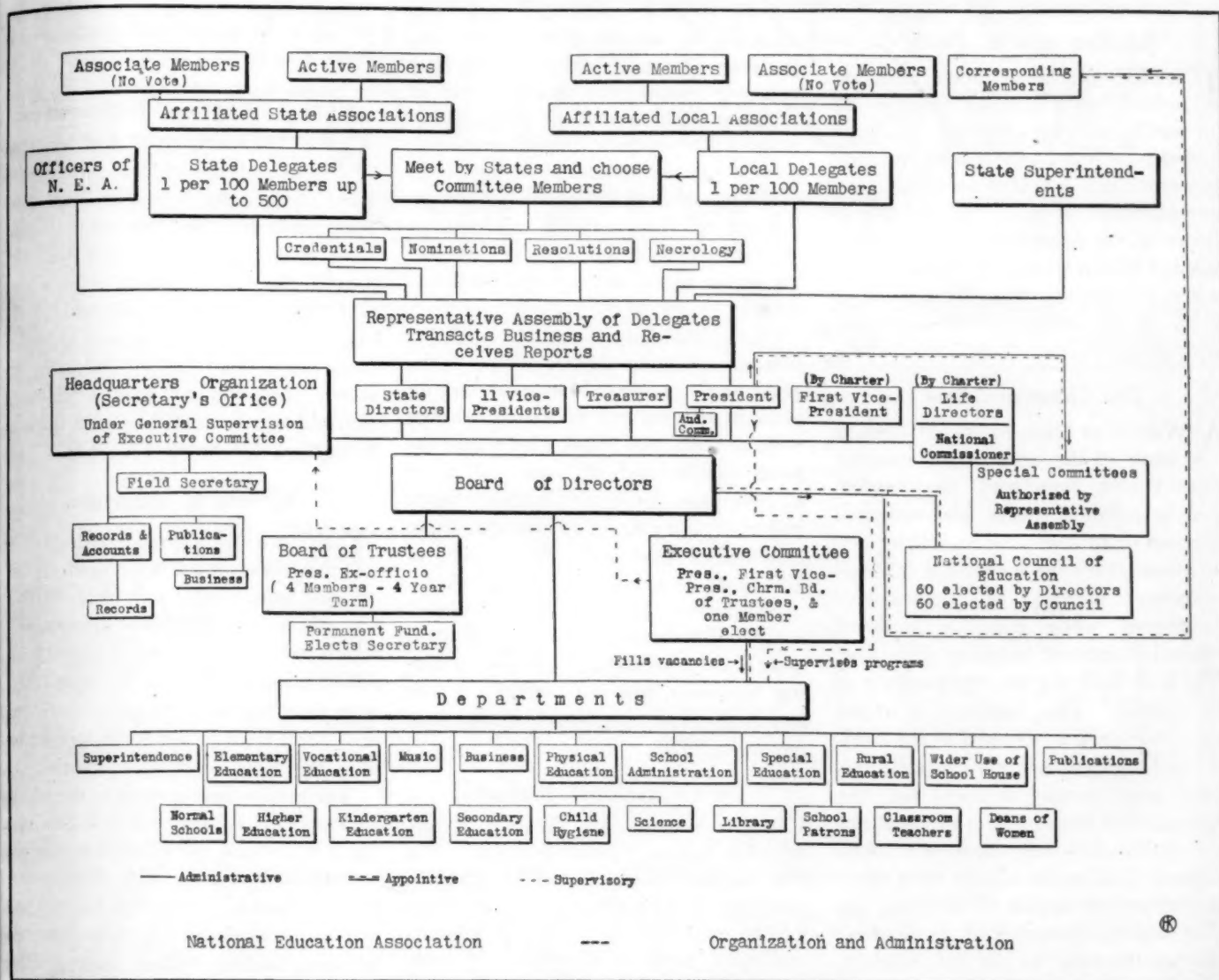
We therefore commend the new thrift education to State superintendents of public instruction and urge its prompt adoption by all the State and local educational systems of the United States.

We appeal for this enrichment of the course of study through thrift instruction on the ground that it is an imperative educational need and a sound educational policy. If the American school is to prepare its students for the practical responsibilities of life it must assume the task of teaching the problems of life and of giving the instruction and the experience necessary to fit young people for the business of living.

¹ Report of the committee appointed by the Section of State Superintendents of the National Education Association, in its meeting at Salt Lake City. The members of the committee are: Mary C. C. Bradford, chairman; Annie Webb Blanton, Clem Hampton, Thomas E. Finegan, P. E. McClenahan, L. J. Muir, A. O. Thomas.

National Education Association

ORGANIZATION AND ADMINISTRATION



AN IMPORTANT DEPARTMENT of the National Education Association is the Department of Rural Education, organized at the Chicago meeting in 1919. Much of the success of this department is due to the faithful work of its Secretary, Mabel Carney, Assistant Professor of Rural Education at Columbia University, and H. A. Allan, State Agent for Rural Education, Augusta, Maine.

At the meeting of the Department of Superintendence, held February 25-March 3 in Atlantic City, a comprehensive program for the Department of Rural Education will be given. Saturday afternoon at the first general session, *The American Village and Its*

School will be discussed by C. J. Galpin, Thomas J. Smart, W. S. Defenbaugh, and Marion Dana. Monday afternoon will be devoted to four section meetings: State Rural Supervisors and Inspectors, County Superintendents and Rural School Supervisors, Persons Engaged in Preparing Teachers for Rural Schools, and Agricultural Educators and Rural Extension Workers. These meetings will be held simultaneously. Tuesday morning and afternoon two general sessions will be held at Haddon Hall on The Democratized Rural School. Wednesday afternoon will be devoted to business, following addresses by James H. Dillard, Charlottesville, Va., and Payson Smith, Boston, Mass.

True Guardians of Democracy
WHENEVER any individual lapses into lawlessness, the good of society demands his apprehension. His failure to restrain himself is the loss of his liberty. The larger the number of individuals who must be restrained by force, the stronger the government must be—lawlessness and crime breed strong government. The larger the number of virtuous, sane and friendly people, so much the less need of overpowering government. In short, our civil liberty enlarges as our social and national morality enlarges; and our liberty diminishes as our capacity for moral self-government diminishes.—*Education* for November, 1920.

EDUCATIONAL OPINION

An Essential of Peace

THERE can be no peace now, we realize, but a common peace in all the world; no prosperity but a general prosperity. But *there can be no common peace and prosperity without common historical ideas. . . .* A sense of history as the common adventure of all mankind is as necessary for peace within as it is for peace between the nations.—H. G. Wells in *The Outline of History*.

The Cause of Crime

A WAVE of crime has swept through many of the cities of this country. Mere youths have been apprehended, tried in criminal courts, and sentenced to prison or to death. Law-abiding citizens throughout the land stand in dread amazement, awaiting new outbursts of lawlessness, while many a hardened criminal escapes the penalties of the law. Who is at fault for the waywardness of our youth? This question is raised again and again in all parts of the country, and varying answers are returned. Some good people declare that the schools are at fault because of the laxity of discipline, but that reason is not well founded. The public schools were never more effectively organized than they are today, and the personnel of the teaching force in the cities is efficient, resolute, and alert. It is a sad commentary on the American home to regard it as a source of unrighteous conduct and criminal activity, but therein lies the largest responsibility for the evils that beset us. Neglect of duty, indifferent attitude toward moral obligation, and waywardness, on the part of young people, can be charged to irregular and unsteady control in the home life by parents.—*National School Digest*, January, 1921.

Education for Happiness

EDUCATION should enable all people to share in the great intellectual conquests of humanity. Every citizen, whatever his calling, should know something of the history, literature, science and art of the past and the present. The man who toils with his hands must un-

derstand the science of his craft; and the man who toils with his head must value the human need of artisanship.

Along with knowledge must be developed the power to appreciate the subtle aesthetic and ethical joys; the beauty of form, position, color and line; the strength of clean, virtuous conduct, and the peace that comes from giving loving service to the animate and inanimate world.

Out of such knowledge and appreciation must come an understanding of the great issues of life. Man must find his place in nature, and be willing to obey natural law; must enter gladly into the great brotherhood of man and make himself his brother's keeper under righteous law; he must recognize the existence of God and yield himself, in all things, to divine commandments.

So educated, in hand, heart and head, for physical, mental, moral, and spiritual power, our citizenship shall find enduring happiness and our republic a safe and lasting future.—*Utah's Educational Program*, 1920.

On Educational Journals

There are in the United States 650,000 public school teachers. To this number should be added 150,000 members of faculties of various institutions and teachers of private schools, making a total of 800,000. If each teacher in the United States were to read regularly two educational journals the total number of subscriptions would be 1,600,000. What are the facts? The combined circulation of all the educational journals and magazines of the United States will not exceed 600,000 copies. There must then be 500,000 teachers and college professors who are not subscribers to any such publication.

We believe not only every teacher and superintendent should be a regular and consistent reader of from two to five educational publications, but we believe that every community contains men and women whose influence is such as to make it obligatory upon them to familiarize themselves with what is going on in the educational world. We believe that school board members and

influential citizens generally who mould the public opinion of the community should be consistent students of the educational problems. The teacher alone can no longer teach the school. The patrons of the school who are the real leaders of public opinion should join the ranks of educational readers.—*The Ohio Teacher*.

Wanted: Costless Improvements

WE HEAR a great deal about the need of money for the improvement of our schools, and it is the truth that we hear. But are we not sometimes in danger of forgetting that, with a given amount of money, some schools may be much better than others? In other words, do we not need to inquire what ways there are of improving the schools that will not require additional expenditure of money?—*South Carolina Education*, December 15, 1920.

Beware of Imposters

THE purring lightning-rod agent or the oily-tongued book agent of old are less treacherous and insidious than are many unauthorized organizations which are seeking to work through the public schools. During the war, there were over two hundred government centers which tried to reach the schools, besides thousands of private agencies.

The government owes it to the schools to center its educational activities in a big Department of Education working through the various State departments. But boards of education and teachers owe it to the public schools to exclude private or unauthorized bodies from grafting the schools, carrying on propaganda, or otherwise exerting dangerous influence or taking the valuable time of teachers and pupils.

The Junior Red Cross is an authorized agency which may be admitted profitably into every school. The war savings work of the Treasury Department is authorized. The patriotic work of the Grand Army of the Republic, Woman's Relief Corps, and Daughters of the American Revolution has received public sanction, as has that of the Woman's Christian Temperance Union. Work directly authorized by the United States Commissioner of Education, the State Department, or the county superintendent should be regarded as properly safeguarded.—J. W. SEARSON in *The Nebraska Teacher*.