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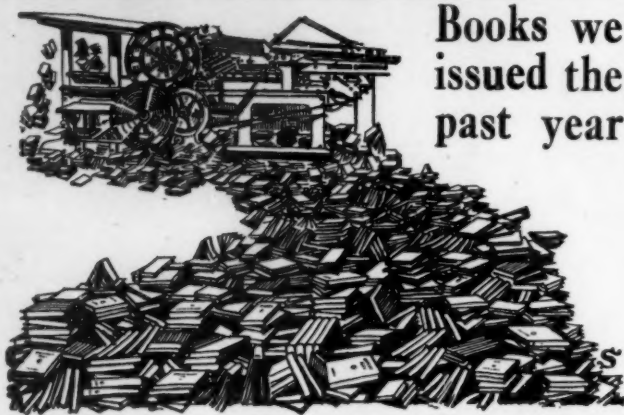
The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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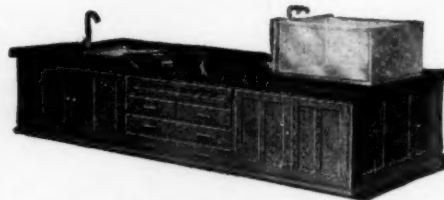
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Business Organization for Service

A description by the Secretary of the headquarters' organization through which the National Education Association keeps in direct touch with its growing membership of over sixty thousand and indirectly in touch with the 700,000 teachers of the Nation

THE chart which is attached to this report (published in the March JOURNAL) shows the place of the headquarters' organization in the general administrative scheme of the Association. It also serves to show the all-inclusive makeup of the Association and the completeness and certainty of its executive control.

While the Charter and the By-laws do not make specific provision for establishing departments in the Secretary's office, the Board of Directors has been assigned ample authority for organizing this office into departments and for making provision for carrying forward the work of the Association. The Executive Committee acts on the authority of the Board of Directors and represents it between meetings. The Secretary works under the direction of the Executive Committee, yet he has certain powers and duties delegated to him by the Charter and By-laws.

There are at present four departments in the headquarters' organization: Records and accounts; Field Secretary; Business; and Publications. Some of these departments began to assume definite form eight or ten years ago, but they did not function as separate departments with department heads until during the last few years.

The Department of Records and Accounts was formally recognized as a department in 1917, with Helen T. Hixson in charge. The department of the Field Secretary was established in 1918 and Hugh S. Magill was placed at its head. An assistant secretary was elected in 1919 and put in charge of the business of the Association, which may be taken as the date when the Business Department was created. R. S. Erlandson is head of this department. The Department of Publications was established in 1920 with Joy E. Morgan at its head.

The Department of Commercial Exhibits, created in 1916 and until the present year in charge of Hoyt and Hall, is now a division of the Business Department. The division of shipping, mailing, and multigraphing in the Business Department is in charge of W. P. Reilly. A division of the Department of Records and Accounts shown in the chart as Records is in charge of Suzanne C. Wright.

The present scheme of organization was definitely planned in 1919. When Major Bengert of Chicago was working out and installing the new system of records and accounts, it was necessary to know the plan of organization for the immediate future. The plan outlined for Major Bengert's information and use is the same organization which is shown in the chart with only one exception. Instead of creating a department of statistics as planned at that time the statistical work has been done in the Field Secretary's department.

THE WORK OUTLINED

Secretary's Office: Secretary, J. W. Crabtree; Assistant to Secretary, Harriet M. Chase; Stenographer, Mary C. Becker; Typists, Martha Duvall, Fredda Buckingham, and other help as required.

The Work: Attending to official and general correspondence; holding frequent conferences with department heads and others, and attending to important matters connected with each department; issuing charters to affiliated associations; issuing certificates to 100 per cent schools; filing correspondence; opening and distributing mail; entering checks and other receipts; directing membership drives; and maintaining general supervision of the work of the Association under the direction of the Executive Committee.

Owing to the close connection between the growth in membership and

the financial condition of the Association the Secretary desires to personally direct membership drives and campaigns for State and local affiliations, though much of the work is actually done in other departments. The heads of all departments are in full accord with this policy.

Records and Accounts: Head of Department, Helen T. Hixson, Assistant Treasurer; Head of the Division of Records, Suzanne C. Wright; Assistants, Katherine Swan, Ina Peter, Keith W. Watkins.

The Work: Administering the current funds of the Association in two accounts, one known as the *special account*, used for paying current operating expenses in the Secretary's Office; the other the *regular account*, covering all receipts of the Association; entering the daily receipts on the cash register, and depositing each day in the special or regular account; keeping the books, including the daily cash register, the general cash book, voucher register, journal and ledger; posting accounts through the ledger and making trial balance sheet each month to be sent to the President, Treasurer, Secretary, and Chairman of the Board of Trustees; making up and preparing the bills for audit, drawing checks for payment of bills; managing the registration bureau at the two conventions; closing the books at the end of the fiscal year and compiling the treasurer's report for presentation to the Representative Assembly; receiving and answering correspondence relating to membership dues or accounts, and maintaining a general supervision over the membership records.

¹ Report of the Secretary to the Executive Committee and Board of Directors of the National Education Association of the United States, Atlantic City, New Jersey, February 25, 1921.

Special Duties of the Recorder and Clerks: Making daily entries of payments on membership dues; changing the addresses on membership cards and plates for the addressograph; making addressograph plates for all new members; running filing cards for membership-record file, alphabetical file, affiliated membership file, and index file of complete membership arranged by cities and States, so that the exact membership from any city or State can be obtained upon short notice; keeping track of necrology list for publication; addressing envelopes or folders for sending out literature and publications; sending out membership cards upon payment of dues; compiling shipping lists for the annual volume of *Addresses and Proceedings*; and work of a similar nature.

Field Secretary: Head of Department, Hugh S. Magill; Assistants, Anna Somdal, Sally Hill, Elizabeth Arlett, and other help as needed.

The Work: The work of this department as outlined in the resolution creating it is the collection and dissemination of information regarding the condition of education throughout the United States and the promotion of the legislative program of the Association. Time is divided between work in Congress in support of the Educational Bill and in delivering addresses throughout the country before educational gatherings and other civic organizations in promotion of the program of the National Association. The work before chambers of commerce, women's clubs, and similar organizations has been effective in awakening the public to a realization of the importance of education and the need of giving it more adequate support.

The statistical work is in charge of this department. Educational legislation in the States is receiving attention; field work in securing affiliations and new membership is under the direction of the head of this department, and conducted by Sally Hill and Elizabeth Arlett.

Business: Head of Department, R. S. Erlandson, Assistant Secretary; Assistants: W. P. Reilly, Mrs. Harriet Thatcher, Grace Nelson, Margaret Holden, Miss B. Bradford, Mrs. M. Carolyn Summers, Lillian Adams, Mrs. Marie Bossé, Ella Cassell, Mrs. Georgia Alvey, Keith W. Watkins.

The Work: Managing commercial exhibits, including the necessary correspondence with firms, arranging for

suitable quarters at the conventions, having booths constructed and supervising the exhibits; securing advertising, including office correspondence, preparing advertising copy for printer, reading and correcting proof; multigraphing, including that of printing letterheads, bills, circular letters, and other work; addressographing, including wrappers each month for the JOURNAL, running off lists of members by States as called for; purchasing supplies for headquarters and for conventions; supervising janitor work and repairs on building; employing help as needed; shipping and mailing JOURNAL, volumes, reports, supplies for use in membership campaigns, etc.; contracting for paper and printing, and managing business affairs at conventions.

Publications: Head of Department, Joy E. Morgan; Editor-in-Chief of JOURNAL, W. C. Bagley; Assistants, Jessie M. Robbins, Mrs. Bertha M. Robbins, and other help as needed.

The Work: Publishing the proceedings, including the assembling of copies of addresses before the N. E. A. and its various departments, their editing, arrangement, proofreading, indexing, with the necessary editorial relations with the printers.

Editing the JOURNAL, including the assembling and editing of copy, the correction of proof, the preparation of the Educational Advance and other material, the arrangement and make-up of matter in each issue, and the like.

Editing and publishing reports and other publications, including a general index of the proceedings, special bul-

EDUCATION THE BASIS OF DEMOCRACY

HENRY E. LEGLER

WHEN Johann Gutenberg in his secret workshop poured the molten metal into the rough matrices he had cut for separate types, the instrument for the spread of democracy was created. When early Cavaliers and Puritans planted the crude beginnings of free public schools, the forces of democracy were multiplied. When half a century ago the first meager beginnings of the public library movement were evolved, democracy was for all time assured. . . . The world was old when typography was invented. Less than five centuries have passed since then, and in this interval—but a brief period in the long history of human endeavor—there has been more enlargement of opportunity for the average man and woman than in all the time that went before. Without the instrumentality of the printed page, without the reproductive processes that give to all the world in myriad tongues the thought of all the centuries, slavery, serfdom, and feudalism would still shackle the millions not so fortunate as to be born to purple and ermine and fine linen. The evolution of the book is therefore the history of the unfoldment of human rights.—From Library Ideals, Open Court Publishing Company, Chicago.

letins, programs for conventions, and press releases; handling the publicity work with the educational press, general newspapers and general magazines; conducting an information service for supplying with literature and other help those who are investigating problems or conducting educational campaigns.

CONTINUANCE OF PLAN

The present plan of organization enables a small force to do an enormous amount of work. It groups the work into four departments, avoiding the duplication of labor and supplies which would result from a larger number of departments; it requires the Association to employ only a limited number of men and women on high salaries, making it possible to hire adequate clerical help.

There is no immediate need of increasing the number of departments, though it may be necessary to add new departments or divisions as the Association widens its services to the profession. It will be necessary to add to the clerical help as the membership increases and to pay the clerks better salaries on the basis of tenure and increased efficiency.

There is a deficit which will doubtless be wiped out by the end of the year, but which shows the necessity of holding the expenses of the Association down to the minimum. Plans must be made for having a surplus to tide over those periods when the weekly receipts of the office run low. Therefore from the standpoint of the financial condition of the Association, no new department could safely be created at this time.

There is another reason for not hav-

ing a large number of departments and a top-heavy office force in the Secretary's office. The fundamental principle which is embodied in the Educational Bill now before Congress leaving to State and local agencies important duties and responsibilities is no more necessary and sound for the organization of a Department of Education than for the organization of the Association's central office. If that principle is carried out few new departments will be created for some time and no department will assume over-large proportions.

The observance of this principle would mean that much of the important statistical and field work should be done by State and local agencies. The National Education Association renders an inspirational and directive service through its Field Secretary and a few assistants. To provide able speakers to reach all the people would require three or four times the entire force now employed at headquarters. To do the statistical work on a large scale at the central office would require a still larger force.

We believe, however, that by securing the coöperation of State and local affiliated associations, and other agencies, and by encouraging them to do field work and to make investigations, the central office will, by summarizing and using these results, accomplish as much for the profession as by attempting to do all this work itself.

The purpose of this discussion is to set forth the policies and principles which the Secretary, Field Secretary, Assistant Treasurer, Managing Editor, and Business Manager have had in mind in the development of the departments in the central office, and to present reasons for adhering to these fundamentals in formulating plans for the future growth of the Association. And the Association will grow. Demands for new lines of service will be made. Conditions will change. The central office must foresee these and be ready in each instance to make the necessary adjustment. At present, we believe it best to have only four departments. Later it may be advisable to have a greater number of departments. The clerical force will necessarily increase as the Association grows and as new demands present themselves. But in adapting the organization to these new needs let it be done in harmony with good policy and sound principle.

We believe that the policies and plans here presented represent the views of the

Executive Committee. All has been done under the Committee's direction. We trust the Committee will approve of our effort to increase the efficiency of departments at this time rather than to increase the size of the staff, and that as

divisions or departments are to be added, the Committee will give due consideration to the financial condition of the Association, and to the policies and principles to which importance is attached in our Educational Bill.

Physical Education in Sweden¹

OSWALD HOLMBERG

Captain in the Swedish Army and Physical Director Christianstad High School, Christianstad, Sweden

THE MEANING of the expression "Physical Education is open to misinterpretation, some people being under the impression that its sole object is to develop the physical possibilities of the individual. It means a great deal more than that, however. Physical education has for its object the *physical, mental and moral* improvement of a person by means of bodily exercise. In other words, physical education embodies also mental and moral development.

Physical Education in Sweden comprises gymnastics, games, and sports. Gymnastics as practised according to our Swedish System has for its object harmoniously to develop the body with appropriate movements and thus make it strong and supple, at the same time giving the person an erect carriage. By gradually making the movements more difficult of execution it tends to increase confidence, self-reliance, and endurance. Finally the Swedish gymnastics tends to instill in the younger generation a sense of order and discipline, the class being required to execute the commands at a given tempo simultaneously. Thus a solid foundation will be laid to build on when more strenuous games or exercises are to be taken up.

Games, the most natural form of exercise for children, in addition to stimulating their minds and bodies, has for its object, like all ball games, to teach the individual subordination and team work. Sport finally, like gymnastics, has for its object to make the body healthy and strong, and by competition to foster concentration and energy. The most common branches of sport in Sweden are: general athletic sports, sailing, rowing, ice yatching, swimming, fencing, boxing, wrestling, skating, skate-sailing, skiing, horseback riding, lawn tennis, and bicycle riding.

The obligatory teaching of gymnastics in the government controlled schools is arranged thus: The *public schools* have

gymnastic lessons, varied with games and sport, three hours a week; the *state schools*, for classes 1-5, four hours per week, for classes 6-9 also four hours, with two hours' fence foiling added per week. The *girls' schools* have four hours of gymnastics per week. It is obligatory to attend the lessons in gymnastics, and no one may be excused except on a doctor's certificate. At the beginning of the term the school physician, in the presence of the gymnastic teacher, examines all the children to determine their fitness. About five per cent are being excused, this being the average for the last ten years. Minor defects may exempt the afflicted boy from certain exercises only, such as jumping or climbing.

The goal which the exponents of physical culture in Sweden have set up is one hour's daily exercise for both boys and girls throughout their stay at school, and if possible, a period of three hours on Saturday afternoons for outdoor games such as running, skating, skiing, and so on. Furthermore, they are striving to require a passing mark in gymnastics for promotion from one grade to another, which would seem reasonable enough, taking into consideration the mental and moral benefits derived therefrom.

Other educational institutions under government control that have obligatory gymnastics in their curriculum are the normal schools. Every teacher, male and female, in the public schools must be competent to teach gymnastics under the supervision of a professionally trained director.

The teachers of gymnastics at the state schools are all professionally trained; the male by a 2-3 year's course at the Royal Gymnastic Central Institute and the female either by a course at that institute or by a course at Arwed-

¹ Captain Holmberg is in the United States for a short period making a special study of physical education. He is attached to the Swedish Legation.

son's Institute in Stockholm or the Southern Institute in Lund, both the latter schools being on a par with the Central Institute in so far as authority to license teachers is concerned.

The universities of Sweden have no obligatory course in gymnastics although they have regularly appointed teachers for gymnastics and fencing. Finally, each able-bodied male is given one hour's gymnastics per day during the six months of compulsory military training required, half of which time is spent in various physical exercises. Until lately one year of compulsory military training was required, gymnastic lessons being given daily during six months, and the results obtained as to endurance, skill, and strength were very gratifying indeed.

Voluntary gymnastics, sports and games are under the supervision of the Swedish National Gymnastic Sporting Association regularly subsidized by the government. The National Association distributes this appropriation between the Branch Association (The Gymnastic Association, The Sport Association, and so on), and it forms the highest court of appeal in questions pertaining to the organization and direction of sport.

Every province in Sweden has its society or association representing the different branches of sport, their aim being to spread the cult of physical development among all classes of citizens. They have succeeded in rousing the interest of the local community governments by whom they are granted yearly subsidies. These are used for the establishment of classes in gymnastics, where members are given free lessons, and in some places, are furnished with suitable sport clothes free of charge. These societies are further bending their energies to procure gymnasiums, lay out tracks and playgrounds, and furnish the laborers at the factories physical recreation.

What the exponents of physical culture strive to accomplish is: (1) Introduction of the teaching of hygiene at the state schools. (2) Obligatory daily lessons in gymnastics or other form of exercise of one hour's (45 minutes') duration for all schools and all grades. If the child is occupied 5-6 hours at school, 1-3 hours at home studying, a minimum of one hour's bodily exercise per day seems not unreasonable. Neglect of the body of a growing child may lead to *irreparable* defects, while neglect of studies may easily be remedied later on. (3) Putting the subject physical culture on a par with other subjects taught at school.

A Moral Tale¹

CONRAD T. LOGAN

State Normal School, Harrisonburg, Virginia

THERE was a shortage of doctors in the community. In almost every family there was sickness. The need for medical attention was imperative.

And lawyers. Many young lawyers had gone into the army. They had not returned to the practice of the law, but had entered banks, had taken insurance agencies, had gone into the real estate business. The few remaining lawyers were pushed with work, and troublesome delays in litigation piled up one on another.

But the wise men of the land knew what to do. It was what had always been done in the teaching profession; it would surely work as well in medicine and in the law.

And so they had the standards of admission to the professions lowered. Men unskilled in the practice of medicine were granted physicians' licenses because of the "doctor shortage"; men ignorant and untrained in the processes of the law were admitted to the bar and undertook litigation in the courts—for there was a "lawyer shortage."

The mortality rate began to increase; the legal tangles in the courts grew intolerable, and justice was known to have fled to a far country.

This was hard for the wise men to understand. They, you see, were products of the schools. Such schools, in the nature of things, therefore, had been efficient.

But certain inexperienced youths were asking questions. "What means this high death rate? Why do sick people so rarely get well? What kind of attention do they get from the doctors?"

"Why the legal tangles and snarls over every deed admitted to record, over every will probated, over every criminal on trial? Have the courts ceased to function? Don't the lawyers know their business?"

And these foolish youngsters who had not lived enough years to know the ways of the world said: "Here! Let's forget our prejudices and preconceptions and look at the facts:

"It takes a skilled physician to combat physical ailments; it takes a trained lawyer to conduct our legal business. Don't you agree to that?"

But the wise men of the community said: "My boys, you are wrong—as

usual! The doctors and the lawyers are no more important than the teachers. The doctors have to do with our physical condition, the lawyers have to do with our legal and governmental affairs pretty largely, but surely the teachers have to do with the morals and the ideals, the intelligence and efficiency of ourselves and our children. Surely the teachers are more far-reaching in their influence, and more essential to the nation than even the doctors or the lawyers. We must therefore end 'doctor shortages' and 'lawyer shortages' just as we have always ended 'teacher shortages.'"

"But," said the young men—who had such foolish and immature ideas—"Who said it was right to let an untrained person take up the responsibilities of teaching just because there is a 'teacher shortage'?"

Here was the height of silliness, and the wise men could ill keep unruffled exteriors. They exploded. And in proud wrath they hurled upon the foolish youngsters the answer that crushes everything beneath it.

Clearly and distinctly they spoke, enunciating each syllable with a crisp dignity and with infinite patience:

"Teacher shortages have always been met by taking in untrained people. They get experience as they teach. It's *always* been done that way. . . . It's a fixed policy. . . . It's the *ONLY* way. . . . You CAN'T CHANGE THAT!"

MORAL: And sick people kept on dying, and legal tangles kept on getting more complicated, and children kept on growing up poorly prepared for the world that they were to be a part of—until one day some cheerful idiot up and said:

"Folks, I've an idea. Let's require our doctors and our lawyers and our teachers to give evidence of proper training before we let them tinker with our bodies and our governments and our children's souls. And let's admit that in any profession a man must be allowed to make enough money to live comfortably and save something against old age. Let's have high standards for these technical experts to measure up to, and let's also make it worth men's while to measure up. Then we can expect these professions to render the service that we require."

And—would you believe it—the man was hailed as a philosopher, a statesman, a genius, a prophet!

¹ From the *Virginia Journal of Education*, December, 1920.

The Helping Teacher in New Jersey¹

RALPH DECKER

Superintendent, Sussex County Schools, Newton, New Jersey

IN 1916 the legislature of New Jersey placed upon its statutes a law which reads like this: "Whenever the commissioner of education shall in his opinion deem it advisable he may appoint a helping teacher to aid and direct the work of the teachers in the schools of two or more districts, and shall fix the salary of such helping teacher at a sum not exceeding \$1500 a year, which shall include all traveling expenses; provided that no such appointment shall be effective until it is approved by the State board of education.

"The county superintendent shall apportion annually out of the State school money apportioned to his county the sum of \$1500, to remain in the hands of the county collector for each helping teacher so appointed subject to the order of the county superintendent of schools as hereinafter provided.

"The salary of each helping teacher shall be paid in ten equal monthly installments by order issued by the county superintendent drawn on the county collector, and paid out of money apportioned to him for that purpose."

When the legislature passed that law, the most advanced step ever made for rural schools in New Jersey was taken. This statement is made advisedly and in making it the sentiments of our co-workers in rural schools, as well as our own, are included.

The legislature of 1920 by a unanimous vote of both houses amended the law of 1916 by removing the stipulation in the amount of salary, placing the amount wholly in the hands of the commissioner of education subject to the approval of the State board of education, voted them the sum of \$500 for traveling expenses, and also provided for a bonus not to exceed 30 per cent of their salary for the year 1919.

This concerted action on the part of the legislature is proof that the people of New Jersey have endorsed the helping-teacher movement, because as a rule legislators know the wishes of their constituents.

The helping teachers in New Jersey are a carefully selected group of generous-hearted, rural-minded, well-prepared, carefully trained, tactful women, with broad vision and considerable prac-

tical experience in teaching and in supervising, especially in rural schools—teachers who can read human nature quickly, who know good work and good methods at sight, who know how to secure that kind of work from their teachers, and who are not afraid of long hours of tiresome work.

They are selected by the commissioner of education and not by boards of education and are responsible to and under the direction of the county superintendent with whom they work. They are relieved of all administrative work and responsibility and their whole business is to help teachers, as their title suggests.

The number of helping teachers in a county varies from one to four and the number of teachers they have under their supervision varies from 20 to 50.

With but very few and rare exceptions these helping teachers are welcomed by all our teachers. Naturally we expected some opposition from our older teachers at the beginning. In my own county, for illustration, all the teachers responded heartily but two. One of these we have passed on to another county, and the other still remains. We yet have a ray of hope in her case, and if she lives long enough, and we live long enough, she may be rescued from the rutted slough of contentment and self-satisfaction in which she is floundering at present. Today our oldest teachers are the loudest in their praises for the helping teacher and her work.

The children's reception of her is most gratifying. They look on her as a companion and friend, and hail her visits with delight. A few of our communities were slow to adopt her, but after seeing the results of her work, they, too, are enthusiastic in her support.

The helping teacher has brought inspiration to our teachers, our schools, and our communities. She has led them in one way or another to see the better things within their reach, and now all three are striving in hearty coöperation to accomplish those things. We have been connecting the work of the helping teacher with three factors or agencies. So close is their relation that her work

with any one is reflected in the others.

The first factor is the teacher. The object of her work with the teacher is to improve her. This improvement must have three direct objectives: (1) to improve the teacher herself; (2) to improve her work; (3) to improve her school.

In order to improve herself the teacher must be led to see the size of her job and the opportunities and possibilities it offers. She must be led to realize that she is teaching children with the object of having them develop into the highest type of men and women, and that the books and subjects which she teaches are only the tools with which she works. She must be led to inventory her mental equipment and training to see if it fully measures up to the things required of her. She must have a desire to improve herself and the helping teacher must lead the way to summer schools, extension courses, correspondence courses, home study, reading, lectures, institutes, and other places where opportunities for improvement may be found.

Improvement of her work will include daily plans and daily preparation. It will mean changes or improvement in methods. This may be brought about by changing the viewpoint, by demonstration lessons given by the helping teacher, by demonstration lessons in group meetings or by the visitation of a classroom of some particularly strong teacher. Some of our best work along this line has been to gather up the teachers of a community and take them for an afternoon in our cars to see the work of a strong teacher, and to follow their observation work with an hour's round-table discussion. Better drills, better devices, and worth-while busy work also have been fertile fields for helping teacher helpfulness.

Work with the teacher that will improve her school includes assistance in making her program for the day so that it is psychologically arranged to get the best work from both teacher and pupil. It includes organization of the class so as to get the proper consolidation, thus

¹An address before the Department of Superintendence, Atlantic City, New Jersey, February 28, 1921.

saving as much time and energy as possible. It means assistance in better housekeeping, in preservation of the health of the pupils, by more attention to heating and ventilation and in placing the responsibility for this and many other things upon the pupils, all of which have been sadly neglected in the rural schools in the past.

The second factor is the schools. The results of the helping teacher's work in and for the school are manifold. She has brought to the schools as well as to the teacher a vision of the possibilities within their reach and as a result of the combined work of the helping teacher, the teacher and the pupils, schools have been transformed from dead, inanimate places where work is a compulsion, to live, animated, throbbing workshops where work is a pleasure.

Her work has brought better equipment, which includes more and better textbooks and supplies, seatwork material, magazines, papers, and musical instruments. She has brought renewed interest in contests, both academic and athletic. She has stimulated club work of all kinds, including civics, agricultural, bird, poultry, sewing, and others either carried on under the direct auspices of the school or in connection with some extension Y. M. C. A. or Y. W. C. A. leader.

She has helped in the teaching of the great lesson of thrift so greatly needed by our American people, through assistance in thrift instruction, thrift clubs, and school savings banks. She has vitalized the health work by the formation of health clubs, health inspection, health chores, weight charts, hot lunches, and talks on nutrition. She has helped the attendance by making the school worth while—a school that will appeal to the children. In connection with teachers and pupils school censuses have been taken. She has visited homes relative to poor attendance and banners and pennants have been given for attendance and punctuality.

Standard tests and, in a few instances, intelligence tests have been given, thus helping teachers and pupils to know how their work ranked with other schools and with recognized standards. Had we time, mention might be made of project teaching, socialized recitations, motivation and initiative which she has brought to our schools for the lasting benefit of our pupils.

The third factor is the community. It was here that the helping teacher was most needed. She has touched the people from two angles: indirectly through

the children and directly by coming in close contact with them. She has brought the people of the different communities together and organized them into parent-teacher associations, home-and-school associations, or community groups. These groups study the needs of the school and the community and learn the great lesson of coöperation. A whole volume would be necessary to tell of the many ways in which they have made themselves useful and of the many fine things they have done.

The helping teacher has coöperated with churches, granges, farm bureaus, lodges, and other organizations wherever or whenever she could get any interest or support for her work, and the result is that rural communities are shaking off their conservatism and are responding in a most gratifying way.

We must not fail to speak of the play festivals, field days, get-together days, and pageants that have been given by local schools, by all the schools of a district, or by counties, bringing together crowds of people to enjoy a day of sports and other worth-while things.

And now, in conclusion, the helping-

teacher movement has brought to the schools of New Jersey a democratic type of supervision; a simplified type of organization and management; an opportunity to teachers for professional growth; it has aroused communities to their duty and their opportunities; it has brought better equipment into our schools; it has changed the status of the teacher, making her a true leader in the community; it has made her more useful to the school and to the community; it offers a good connecting link between the commissioner of education, the county superintendent, and the teacher and community; it has shown what coöperation of all the school forces of the State, county, and locality will do.

We do not offer the helping teacher as the whole solution of the rural-school problem, but her regenerating and revitalizing influence on teachers, schools, and communities has made her a powerful factor, to which let us add all the consolidation and centralization we can, and then to these add a more generous financial support on the part of States for rural schools and our problem will be solved.

THE LAND WHERE HATE SHOULD DIE

By Denis A. McCarthy

This is the land where hate should die—
No feuds of faith, no spleen of race,
No darkly brooding fear should try
Beneath our flag to find a place.
Lo! every people here has sent
Its sons to answer freedom's call,
Their lifeblood is the strong cement
That builds and binds the nation's wall.

This is the land where hate should die—
Though dear to me my faith and shrine,
I serve my country when I
Respect the creeds that are not mine.
He little loves his land who'd cast
Upon his neighbor's word a doubt,
Or cite the wrongs of ages past
From present rights to bar him out.

This is the land where hate should die—
This is the land where strife should cease,
Where foul, suspicious fear should fly
Before the light of love and peace.
Then let us purge from poisoned thought
That service to the state we give,
And so be worthy as we ought
Of this great land in which we live.

[From Heart Songs and Home Songs, Little, Brown & Company, 1916]

Americanizing Americans

KENYON L. BUTTERFIELD

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IN recent months we have heard much about Americanizing something or somebody—the peace treaty, the stranger within our gates. We are anxious to be known as 100 per cent American. But when we come to apply this splendid idea, we find that we are not all agreed on what Americanism is nor in what the process of Americanization consists. Is it to talk American? to look American? to act American? Of course we know well that it is not. We believe that there are big ideas underlying the word, that America does stand for great things. What are they?

Perhaps, first of all, it might be well for us to consider some of the things that Americanism is not. Surely it is not Americanism to think of ourselves as perfect, to be blind to our own faults as well as to the virtues of other races and peoples, to assume that we cannot improve ourselves and to resent honest criticism.

Americanism is not to think of America only. A nation like an individual must look to its own interests, but if America first means America selfish, or America unmindful of world wrongs, we can hardly call it Americanism.

Nor is it "America over all." Is there danger that the Prussian spirit is growing in our country? I hope not, but what are we going to do with our unexampled power? For instance, what do we propose to do with this huge navy that is under construction? Why do we need it? There is always danger in unrestricted power, even in the case of good men and good nations. But it would not be American, would it, to use that power solely for our own advancement?

Just because so many questions keep coming up and there is often difference of opinion as to what it is to be American, I have the feeling that we ought, first of all, to Americanize ourselves.

But, again, what is Americanism? Is it representative government? Is it efficiency? Is it wonderful scenery? Is it great productivity? These things are all characteristic of America; are they the main things?

I am going to assert that the great thing in Americanism is the leadership of ideals. We call ourselves a practical people. Yes. But no nation can lose

its ideals and live. The Pilgrims and Puritans had a great ideal of freedom. The Revolution was fought to establish the great Republic. Webster voiced the great ambition of Americans to make a constitution sufficient for our needs. The Civil War was fought to preserve the Union and to abolish slavery. We did not send 2,000,000 men to Europe merely in self-defense, but in obedience to a great call of world duty. Yes, we have done our great things under the inspiration of great ideals. True Americanism is idealism.

But what are some of these ideals? First of all, there is the recognition of the dignity of each man—not man in the abstract, but of each man as a man. It is the recognition of the sacredness of personality. It is the idea of real equality that every man shall have a chance to become all he is capable of becoming and have all the rights and privileges that are any man's due.

Another ideal is that of coöperation. Our very government is a federation of sovereign States. There have been misunderstandings, even at times divisions, but generally speaking, our government is a government of coöperation. This idea of coöperation is working itself into many activities and is being more and more recognized as real Americanism.

And then there is the ideal of service, that men must be of use to one another, that a fair exchange is not only no robbery, but it is positive helpfulness to both parties; that we cannot prosper if we constantly try to "do" the other fellow—we must do for him.

These various elements all merge into one big ideal—that of a real democracy and always more of it. There are some of our people who apparently do not understand this. They think the question of democracy was settled in 1789 when the constitution was adopted. But a democracy never stands still. There is always room for more of it. There is always a chance to apply it in new ways. It does not belong merely to government. It relates to every phase of life in a complex society.

But what shall we do to Americanize Americans? We must, of course, try to agree on these great ideals and then apply them. How shall we apply them? We must keep human welfare as more sacred than human wealth. This is not

to deny the right to property nor the rights of property; but let us beware lest we fail to consider folks more than fortunes. We have great ideals in America, but nevertheless materialism is a great menace to true Americanism. All this means that we must apply the idea of democracy more fully and more freely. We must apply it in the community. The community idea applied in this fashion is the finest possible exhibit of democracy.

We must apply the democratic idea in industry. It is a difficult thing to do perhaps, but we must find a way by which the wage worker has a larger share of real management in industry. On the other hand, he must recognize the limitations to his rights and power, the rights of the public, the rights of the consumer as well as the rights of the capitalist and the employer. There has just been organized in Italy an Industrial Parliament made up of representatives of labor, of capital, of agriculture, and of the public. It is an idea that has wonderful possibilities for ironing out the question "how to apply the democratic idea to modern industrial conditions?" Producers and consumers of food must in some way get together so that each shall see the problems of the other and try to eliminate waste and inefficiency all along the line.

We must apply democracy more fully to the relations between races. We have our problems here in this field—the problem of non-English speaking immigrants, of the negroes, of the Japanese, of the Jews. We must be fair, we must be friendly. We must be democratic or else we will not be American in solving these problems.

We must apply democracy in relations between nations. I can not imagine America permanently holding aloof from the rest of the world and refusing to do its full part in straightening out the world's tangles.

I believe, too, that a part of Americanism is to make religion vital, to build a Christian democracy. Perhaps we may have even an American religion. True Americanism is the ideal of a Christian democracy, applied to all government, to all industry and business, to all social relations, in which every individual, every class, every race, every nation, has its chance through coöperation for both its fullest self-development and its best service to the common welfare.

¹Address read before Americanization and Citizenship Conference, Atlantic City, N. J., February 28, 1921.

Organizing the State Association¹

R. O. STOOPS

Superintendent of Schools, Joliet, and N. E. A. State Director for Illinois

THE MOST important institution which American democracy has developed is the American free public school. The future of our children and the welfare of the Republic alike demand the continued maintenance of our schools and their more generous financial support.

This is an era of big business, and public education, from the standpoint of the number of efficient workers and the payrolls involved, ranks high as a great business enterprise. Big business is built upon organization and sound financial support. Although the entire public is supposed to be a sufficient organization to promote school welfare, the individuals constituting the public are so absorbed in their various personal interests that pressing school needs are frequently neglected. The schools, therefore, need an organization whose sole interest is centered in school welfare, first, last, and all the time. This must be a teachers' organization.

Hitherto the great majority of teachers have been denied the ballot and consequently have exerted little political power, a condition now happily past. What group of citizens is more worthy of political power than teachers? Our timidity and self-effacement must give way to confidence and political self-respect. We must assume our rightful political responsibility but *tie our votes solely to the schools*.

We must organize active local units centering in a vigorous State association which shall in turn carry its share of activity in the National Education Association. *We must not affiliate with any other organization whatever*, and accordingly, we must so finance our association as to enable it to stand alone with no other objective than meeting the manifold needs of a rapidly growing public school system.

Never have State and national associations rendered such immediate service to the teaching profession as within the past two or three years. Teachers generally realize that the publicity program of the National Education Association has done much to create public sentiment favoring more liberal appropriations for teachers' salaries. Now is the psychological moment, therefore, to enlist the teachers of this State to support a real

State association with an adequate financial and legislative program.

Liberal financial support is the first essential—not a dollar a year, but at least 5 per cent of one month's salary each year. The member of a labor union pays from twelve to thirty dollars a year to his organization. As a result, the labor union commands consideration in the business world. Teachers unorganized are helpless. Fully organized and soundly financed, they, too, may command a respectful hearing.

Last year in the public schools of Illinois there were 35,000 teachers who drew an average salary of \$847 for an average school year of 7.7 months. This means an average salary of \$110 a month. By means of thorough organization, an energetic campaign, and the active personal interest of county and city superintendents and high school principals, at least 25,000 of these teachers should be enrolled in support of local, State, and national organizations. An average combined annual fee of \$5.50 for the three organizations would produce \$137,500. Allowing \$2 of each fee for the National Education Association and \$1 for the local unit, there would be left \$2.50 for the State association, or an annual working fund of \$62,500. This estimate is not visionary; within the next two years, it can be made a reality by the combined effort of the teachers of Illinois.

The present organization of the State association is based on democratic principles and needs only readjustment and expansion. The executive department of the State association should consist of three coördinate heads, with such salaries and terms of service as will attract and keep the best talent available. We should get and keep real leaders.

First, there should be an inspirational leader and speaker, free from political influence, to devote his full time to field work. He should be a convincing speaker able to carry the story of our educational needs to chambers of commerce, Rotary and Kiwanis clubs, farmers' organizations, women's clubs, and other groups of citizens.

Second, a business manager and political leader is needed to organize and fuse the teaching body and to look after legislation. This man must be an or-

ganizer and diplomat, a tactful political leader. He should spend his time in field work except when the legislature is in session at Springfield.

Third, a publicity expert is needed to keep teachers informed and the public awakened to school needs. The schools never have been well advertised. This is a virgin field with wonderful possibilities. Through the *Illinois Teacher*, the Associated Press, and the various educational and secular papers of the State, the needs of the schools should constantly be set forth in attractive and popular form.

These three men should be chosen from the business and professional world by a small board of directors, elected by this association, for a term of five years, one retiring every year. This would give the proper degree of stability and continuity to secure results.

We cannot expect generous support on the part of Illinois teachers unless we can place before them definite objectives which will appeal to them as worth while. Among these should be more liberal provision for pensions, adequate teachers' salaries, longer tenure for teachers and superintendents, and a State teachers' agency furnishing free service to members and maintaining offices at Springfield and Chicago.

The big field of work in a constructive program, I believe, is public finances and school taxation. Tax dodgers of every description will oppose any move to increase school revenues. If properly managed, however, our fight will eventually win the support of all good citizens.

As the active membership in the State

¹ The writer is indebted to former Superintendent W. L. Nida of River Forest, now of San Diego, California, for many of these suggestions.



From the (N. Y.) Evening Mail.

association increases, there will probably be a tendency on the part of sectional divisions to become delegate bodies and the smaller local groups will grow in active importance.

The biggest task is to develop county units. No other small unit offers the possibility of reaching all our teachers. Teachers should be called together at least five times a year for fellowship and inspiration. This will involve but little time and expense, for county meetings can be held on Saturdays at the county seat and either the State inspirational leader or the business and political leader can occasionally be present.

To do their work properly, the local units may have to employ paid leadership for a part of the time. The big opportunity is to see that school finances are in the hands of the friends of the public schools. Teachers must strive to know as much about tax laws and real estate valuations in their communities as do bankers.

Summarizing, the plan provides for active membership in national, State, and local associations on an annual membership fee of 5 per cent of one month's salary—\$2 of this to go to the National Education Association, \$1 to the local county unit, and the rest, averaging \$2.50 or more, to the State association. The State association should be under three active coordinate heads—an inspirational leader and speaker, a business manager and political organizer, and a publicity man who should be an advertising expert. The official program should include liberal provisions for pensions, adequate teachers' salaries, longer tenure for teachers and superintendents, free State teachers' agency service and systematic study of finances and taxation.

Proper organization along these lines should inspire teachers with the consciousness of membership in a real profession and should fuse local, State, and national organizations into an active force which could command the respect of public officials everywhere. The 35,000 teachers of Illinois and the 700,000 within the Nation could thus hope to secure proper financial support and teaching conditions to enable them to render to the boys and girls of America the high type of service which this Republic owes to her future citizens. Thus organized the teachers could maintain the higher standards which must go hand in hand with increased financial support and improved teaching conditions.

The Greatest Need of the Schools ---Better Teaching¹

WALTER A. JESSUP

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PUBLIC education today, as in every period of great readjustment, occupies a dominant place in the attention of the world. This is true not only in the United States but in Europe, more especially in France, England, and Germany, where great educational revivals are being experienced. Definite progress is being made in educational organization in England as a result of policies proposed during the heat of the great conflict just passed. More than one hundred thousand students attended German universities last year. European research laboratories report definite programs since the war. The universities of Oxford and Cambridge are crowded to the limit.

In our own country, distinct educational progress has been made not only in national organization as indicated by the passage of the Smith-Hughes law, the insistent agitation in favor of the Smith-Towner bill, but definite advances have been made within the past five years in almost every State in the Union in so far as buildings, salary, equipment, and conditions of teaching are concerned. Periods of great political readjustment have been paralleled by marked changes in public education. The period of the French Revolution was marked by an educational reorganization. The Franco-Prussian War was succeeded by an educational reorganization in France and Germany. During our own Civil War legislation was enacted which established in every State land-grant colleges.

Indeed, this parallel is so close that it might have been possible for any student of educational history to prophesy safely that this great military conflict would be followed by a new educational impetus. Each new conception of citizenship has demanded a new interpretation of the means whereby this new idea of citizenship could be developed. Today as in no previous time in the history of this country, the public is debating the issues of American citizenship and is setting up new standards.

In a country such as ours, with its constitutional guarantees and its statutory provisions, it is peculiarly necessary that the public realize its absolute de-

pendence upon a program of effective public education.

New queries are being raised in regard to the relationship of illiteracy to American achievement, of ignorance to national security, of physical weakness to effective service, of moral training to safe conduct. In no period in our country has there been such clear recognition of the need of public education to safeguard our future. If we are to maintain American civilization it can only be done through a policy of sound public education, taking into account the end to be attained—a wholesome American citizenry.

This emphasis upon the social import of an educational program involves the necessity for a constant scrutiny of the effectiveness of the job.

In recent years this scrutiny and criticism has taken the form of endless surveys, constant attempts at standardization, elaborate development of tests and scales of measuring efficiency, culminating in the examination of millions of men in the selective draft. It is no accident that the so-called scientific movement in educational administration has met with such great favor. The public has been interested in knowing the effectiveness of the teaching job. The professional teacher has been especially critical of the results of teaching. He has been demanding better teaching and seeking means to bring it about. New demands have complicated the issues and multiplied the task.

Whereas formerly, students were from a highly selected group, now America demands that we educate the whole group; whereas in earlier days pupils represented a narrow economic, social, and intellectual level, today the public schools teach children from every economic level, from every social status, from every intellectual level. It is a much more difficult problem to teach *all* of the children than to teach those who want to learn. The earlier school could rest content with furnishing the selected student with an opportunity for

¹An address before the Department of Superintendence, Atlantic City, New Jersey, March 2, 1921.

learning by hearing classes; now it is necessary to teach with consummate skill if all children are to be given the modicum of training essential to American citizenship.

In the development of our schools we have emphasized different things at different times. At certain periods, the emphasis has been on buildings and equipment; at other times on the curriculum and subject-matter; and again on the time devoted to certain types of educational activity. Educational tests have revealed that results have not been the direct outcome of specific type of buildings, of specific type of curricula, or the specific amount of time spent. Indeed, excellent results have been secured with poor buildings, with poor equipment, with a narrow curriculum, and with a small amount of time. In other words, the factors of education which are easily manipulated and even spectacular in form furnish by no means a reliable index of the outcome of teaching.

With the new emphasis upon universal citizenship, paralleling suffrage for all, comes a renewed consciousness of the importance of reaching every child. Every child must remain in educational "quarantine" until there is evidence that the "test is positive," evidence that education has "taken." This can only be done by effective teaching.

We have always been interested in the personality and character of the teacher; we have even stood for a modicum of intellectual attainment on the part of the teacher. However, too little emphasis has been placed upon the technique of the teacher, the skill of the teacher, the facility to get results from the difficult student.

We have had schools of method such as the Quincy method, the inductive method, and the like; yet modern analysis of the results of teaching, together with the analysis of the intellectual processes, are such as to indicate that there is little prospect of our being able to teach all the children of all the people by a single or even a small number of methods. The laboratories have shown that the one constant mental reaction is variation. An apparent single act is made up of a series of lesser acts. We do not have the capacity to remember in general; rather the capacity to remember certain things. The old-fashioned conception of "a good head for mathematics" is now interpreted to mean the control over a

thousand intricate habits, skills, and relationships.

"A poor reader" may be poor from a number of causes, such as bad "eye habits," inability to "phrase" properly, lack of "phonetic" ability; vocalization, repetition, substitution, or accent. Diagnostic analysis of unsatisfactory results in arithmetic may reveal difficulties not in addition or subtraction, but in "combination," "carrying," "borrowing," and the like.

My Mother Tongue

HARRIETTE TREADWELL

Chicago Public Schools

1. *I believe that my mother tongue is worthy of my admiration, respect, and love.*
2. *I believe that it is possible for me to speak my native language correctly, fluently, and elegantly.*
3. *I believe that this takes time, patience, and care.*
4. *I believe that slang is language in the making and that until it is made, it is not proper for children to use.*
5. *I believe that the use of slang kills one's power to speak fluently.*
6. *I believe that the proper accompaniment to pure, clearly enunciated language is a musical voice.*
7. *I believe this voice can be cultivated for it is every-one's right by inheritance.*
8. *I believe it is possible to live up to this creed.*
9. *I believe it is worth while.*
10. *I believe I'll try it.*

The experimental work in the schools of education and in the progressive school systems of the country furnishes great encouragement. The contribution recently made in diagnostic analysis of difficulties which occur in reading, arithmetic, spelling, writing, and the other fundamental subjects of the curriculum should become a part of the equipment of every teacher in the land.

Specific treatments for specific educational ailments have produced striking results. The earlier experiments of

Brown to determine the effect of three-minute daily drill in arithmetic as a teaching device produced decided results. Kirby's experiments in a slight modification in the teaching device in habit formation revealed a difference in results. Packer's experiments in Iowa City in geography for a period of six weeks produced a difference in results. Within the past year or two experiments by O'Brien at Illinois, Gray in Chicago, Horn in Iowa, revealed that the modification of teaching technique in the rate of reading produced different results not only in speed but in comprehension. The experiments in Stoughton, Wisconsin with a diagnostic reading clinic produced remarkable results.

If we are to accept the present demands on the part of the public, namely, that the schools are to function in a certain type of citizenship, if we are to recognize that these children come to us representing every variation of social, economic, and intellectual quality, we must recognize that our task centers down to the problem of meeting the child where he is, diagnosing his specific status, and taking him by a process of specific teaching a step toward the goal.

The effectiveness of our service will be determined by our ability to teach, our ability to teach will be conditioned by our skill in analyzing the job to be accomplished,—the status of the child and the end desired,—and modifying our technique in such a way as to accomplish the end.

Modern medicine has come to place great emphasis upon the diagnostic clinic with facilities for analyzing each detail of the patient's case. In a similar way education is developing the same attitude toward the problem of ignorance. No teacher can afford to be ignorant of this great experimental movement of the present time in the schools of education and progressive school systems throughout the country. Experimental education is making a direct contribution to the field of teaching. In current professional literature ample reports of many of these experiments are available; the recent year-books of the National Society for the Study of Education furnish excellent material.

The greatest single need in public education is better teaching. This can best be secured and the public faith in education justified only by recognizing the importance of even slight variations in teaching technique.

The Ideal Teacher¹

LIVINGSTON C. LORD

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THERE has been great glorification of education, of the public schools, and of the teacher's calling; but there has been some suspicion that those who spoke the word lacked a little in sincerity and seriousness and had not the fullest belief in their own utterances. But in recent months, barely years, a high degree of earnestness and seriousness has characterized such words, and pulpit, platform, daily paper, and monthly magazine have as never before emphasized the need of education and hence the need of good teaching.

The war has been a large, but not the only factor responsible for this change. One may safely predict that but a few decades will pass before comparison between the sums men are willing to pay for the training of their colts and for the teaching of their children will cease to be made, and one also may predict with confidence that such sums will be spent for education as will attract better talent to the teacher's calling—not, as somebody says, to reward virtue, but to attract virtue. However, it is not to be expected and ought not to be expected that distinguished success in education will reap the same money reward that comes to distinguished success in surgery, law, or business.

Much thought has been given in these last few decades to organization, administration, and to the preparing of teachers. School work must be done in properly lighted, heated, and ventilated rooms; apparatus and books must be provided; the right subjects of instruction must be selected; and a good organization, not too loose, not too rigid, is necessary with a proper person at its head. Then things are ready for the teacher and the boys and girls—for the ideal teacher.

What are his qualities? He must be intelligent, of course. I once heard a college president say, "We can endure ignorance and dullness in the school-room, but not the teacher who whips and scolds." We can endure neither, but if we must endure either we must not and cannot endure ignorance and dullness. Because one may know and

cannot teach, it is sometimes assumed that one can teach who does not know. These agnostics behind the teacher's desk who know nothing and who never will know anything are the only agnostics that ever did or ever will do much harm. The ideal teacher sees clearly and face to face, and not through a glass darkly.

In character, he must be truthful with a passion for getting things right—one of integrity of mind, of wholeness and wholesomeness of mind. His is the single eye, the directness and simplicity which gives the character a charm and winsomeness as beautiful as it is rare and as rare as it is beautiful. He must be courageous to say, "I don't know," or "I was unjust," not lacking the heart to do his duty when such duty is unpleasant, with strength of purpose and will, not only one who can, but who will—not soft nor hard-boiled.

He must have acquired good manners, a habit of personal tidiness. He must have had opportunity to get knowledge and culture and possess the evidences of such opportunity in his diploma and degree.

The meager equipments of a few generations back are today no more to be considered than an ox team is to be considered a proper means of transportation, although it was once as good as was to be had. In fact, the ideal teacher is to be an educated person. Let the President of Columbia University state five of the evidences of an educated person. First, correctness and precision in the use of the mother tongue; second, gentle manners; third, the habit of reflection; fourth, power of growth; fifth, power to do. Let William James add "the ability to suspend belief in the midst of emotionally conflicting ideas." The educated man does not boil at a low temperature nor blow up at a spark.

What activities characterize the ideal teacher in the classroom? Again abundant knowledge of what he is to teach—a very important part of his professional equipment. He creates, or at least does not destroy, a good spirit in the classroom. He knows that the field is new to the pupil and that everybody blunders and stumbles in a strange field. He is quick in discovering error, simple and direct in pointing it out, and skillful in correcting it.

He leads students to see what is true is the thing to be established, not who is right. He strives for clearness and does not mistake muddiness for profundity. He knows when to be a mediator, and when to keep out of the way and let the pupil come into immediate contact with what is to be learned. He knows that the verb, to teach, takes in English, as in Latin, two accusatives, and that such utterances as we sometimes hear—"I don't teach the subject; I teach the boy"—are ridiculous and absurd.

He knows that the student's good time consists in acquiring knowledge and skill and strength, and not in amusement, listening to weak jokes and silly stories. He knows that the serious but enjoyable business of learning is not attended with much laughter. He knows the use of illustration and is not like the speaker who found his illustrations first and the things to be illustrated afterwards. He knows that knowledge must be acquired now and then painfully, but usually with pleasure—that knowledge is power—potential—and he knows also that knowledge must be converted into what is quite other than the raw material of knowledge. As iron ore is converted into shining steel, knowledge is converted into opinion and culture.

The ideal teacher knows that relative interests and relative values are not necessarily the same; he knows that the recently lost or about to be lost, as well as the recently found, are all of great interest, but not necessarily of great value. We all have spent a half dollar's worth of time trying to fish a nickel out of a crack in the sidewalk, and shall very properly continue to do so; but nobody thinks a nickel is worth fifty cents. And the ideal teacher will not think that because the dunce and the scalawag greatly excite his interest and very properly take much of his time and attention, these are of more value than the others.

The ideal teacher does not bore his classes. The writer has seen a third-grade class in arithmetic work hard for fifty minutes with a high degree of concentration, and when told by the teacher that they had been working hard and now might do what they liked, almost unanimously and eagerly say, "Give us some more problems." With a poor teacher they would have been sick of the whole thing in less than fifteen minutes.

The ideal teacher knows well the
(Concluded on page 86)

¹An address before the Department of Superintendence of the National Education Association, Atlantic City, New Jersey, February 28, 1921.

The Journal of the National Education Association

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Fred M. Hunter
President

J. W. Crabtree
Secretary

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The payment of \$5.00 instead of \$2.00 entitles an active member, in addition to the privileges of the \$2.00 membership, to receive the complete bound volume of *Proceedings*, all committee reports, and other regular publications of the Association.

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Department of Superintendence Restricts Its Membership

THE ATLANTIC CITY MEETING was made memorable by the decision of the Department of Superintendence to restrict its membership to the administrative heads of State, county and city school systems, together with certain other administrative officers in these systems and in the educational system of the Federal Government. The Department heretofore has been opened to all members of the National Education Association. As a result, the winter meeting has become a great forum of educational discussion and debate. Its deliberations and decisions, representing the views of all interested in administrative and supervisory problems, have had a profound influence upon educational development. An increasing number of other organizations—nearly fifty this year—have come to hold their annual meetings at the same time and in the same place, but the Department's sessions have been the central feature of the conference.

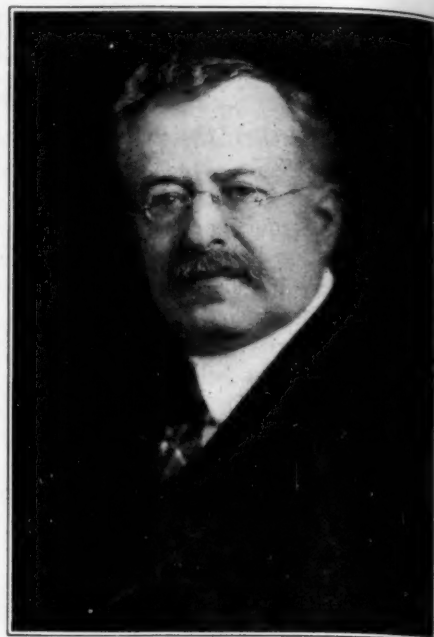
This unique forum has developed disadvantages. The sessions have come to be so largely attended as to preclude discussion from the floor. Programs

have come to deal more and more largely with questions of educational policy and development, leaving to the more specific problems of the superintendent a decreasing proportion of time and attention. The speakers have often represented interests other than those of school administration and supervision. For these and other reasons, the members of the Department decided to return to a simpler plan and a smaller organization.

The action of the Department in restricting its membership has made it necessary for the National Association to provide a meeting which shall include all departments and allied associations in order to conserve the unity of the profession and secure advantages which can come only from a meeting in which all phases of education shall be represented. This meeting must be held at such time and under such conditions as will be most convenient to all concerned. In order to meet this situation, the Board of Directors and Executive Committee decided to call a conference of representatives of all the different departments of the Association, and of allied associations, to be held at the annual meeting of the National Association in Des Moines during the first week of July. An announcement of this conference was made by President



SENATOR HOKE SMITH, of Georgia, who introduced the educational bill in the Senate, and who was its enthusiastic supporter in the Sixty-fifth and Sixty-sixth Congresses. Friends of education deeply regret that Senator Smith will not be a member of the Sixty-seventh Congress.



CONGRESSMAN HORACE MANN TOWNER, of Iowa, who introduced the educational bill in the Sixty-sixth Congress, and who will reintroduce it at the beginning of the special session of the Sixty-seventh Congress. Judge Towner has ably supported this measure and is an ardent friend of public education.

Hunter of the National Association at the closing session of the Department of Superintendence.

It is confidently expected that this conference will work out a satisfactory solution of the problem and that arrangements will be made for holding annually a great, all-inclusive meeting of the educational forces of the country.

Present Status of Educational Bill

THE SMITH-TOWNER BILL was reported favorably by the Committees on Education of both House and Senate in the face of determined opposition. Largely because of this opposition, the bill has received the widest publicity ever given to an educational measure. It has indeed become a national issue.

The bill has been carefully revised for reintroduction in the Sixty-seventh Congress. Although its fundamental purposes remain unchanged the phraseology has been so altered as to express in the clearest possible language the prevention of centralization and the preservation of State and local control of education. A special provision of

the revised bill declares that *this Act shall not be construed to imply Federal control of education within the States, nor to impair the freedom of the States in the conduct and management of their respective school systems.* Every provision of the bill is made to conform to this principle.

The revised bill will be reintroduced in the House by Congressman Towner on the opening day of the special session of the new Congress. The friends of education deeply regret that Senator Hoke Smith is no longer a member of the Senate. He has been an able and fearless champion of this bill, and of the cause of education generally. But this measure will not lack friends in the Senate, and will be introduced by one willing to give it whole-hearted support.

A vigorous campaign in support of

this measure will begin at the opening of the special session of Congress and will continue until the bill is passed. The outlook is encouraging. Many who formerly opposed the bill because of a misunderstanding of its provisions have recently come out in favor of it. Its supporters are the sincere friends of the free public schools. The bill is in no wise unfriendly to private schools, and merits the support of all friends of education.

There is no reason to be discouraged because of the ill-founded attacks that have been made upon the bill. Opposition no less violent has been arrayed against every movement for the development of free public education. The victories which have been won in the past should give courage and confidence to the supporters of this cause.

EDUCATIONAL ADVANCE

Legislation for Kindergartens

ACCORDING to the National Kindergarten Association, the following States are working for legislation which makes it compulsory for school officials to establish kindergartens where a reasonable number of parents petition for them: Connecticut, Delaware, Georgia, Illinois, Iowa, Kansas, Missouri, New Jersey, New York, Ohio, Pennsylvania, Tennessee, Utah, Virginia, West Virginia, Wisconsin.

Alabama—Thirty-six counties are doing Modern Health Crusade work. In Pickens county, the work has even been made compulsory. Last year 55,000 children were enrolled in this great health army; more than double that number is the goal set for 1920-21. The children carry home on their report cards grades on health, and entire families become interested in the project.

Connecticut—It is proposed that every rural town in Connecticut send a student to a State normal school. This student will be allowed a scholarship of \$300 and will have to teach three years in a town similar to the one from which she is sent to the normal school.

The average grade teacher's salary in Stamford as given in the report of the Chamber of Commerce committee is \$1249. Under the new scale which has

been planned for next year it will be \$1325 to \$1350, according to a letter from Superintendent Frederick S. Camp.

District of Columbia—The one-story school building is approved by Superintendent F. W. Ballou for future construction of school buildings in Washington. It simplifies school administration, so important in lower grades. It is most suitable for fire prevention.

Florida—The University of Florida has increased the number of persons receiving instruction seven times during the past twelve months. This has been made possible by offering extension courses through a new general extension division, enrolling 5804 students. Students were enrolled in correspondence courses from every county in the State and from nineteen other States and foreign countries.

Mr. B. C. Riley, who first organized the work in the field for the extension division of the University of Indiana in 1914, who left Indiana to enter agricultural extension work in Arkansas, and who later organized and became the first director of the general extension division in that State, is the director of the new Florida general extension division, which represents all State institutions of higher learning.

Georgia—The Georgia Illiteracy Commission is planning to renew the work of the past year in wiping out illiteracy in Georgia. About one-fourth of the 80,000 white illiterates above ten years of age have been taught to read and write.

The Georgia Educational Association will hold its annual meeting May 5 and 6 at Atlanta. School boards are requested by the State superintendent to close their schools that all teachers may attend. The program of Georgia Educational Week will include a public session of the Assembly of Georgia Colleges, a parent-teachers association convention, annual meeting of the county school superintendents, an educational pageant, and a school exhibit on an extensive scale. Chancellor Kirkland of Vanderbilt University and former Senator Hoke Smith will speak.

Kansas—The Kansas State Normal School at Emporia has a student loan fund of over \$3000. The loans are from \$25 to \$150 for one year at 6 per cent interest. For security the student receiving such loan must have the signature of some reliable property owner. In the past eight years 400 students have availed themselves of this opportunity, and no student has failed to repay the money borrowed.

Massachusetts—Several important bills are before the present session of the Massachusetts legislature. These bills would authorize the Department of Education to grant degrees in education; distribute a portion of the income tax and of the Massachusetts fund for the purpose of improving the public schools; increase the minimum salary for teachers from \$550 to \$800; establish special day classes for instruction of the deaf; require compulsory attendance for children between fourteen and sixteen until they have passed the sixth grade in the town in which they reside; provide State aid for high school transportation in towns of less than 500 families; maintain continuation schools, and aid free public libraries in small towns and libraries in State institutions.

Minnesota—A revision of the State Aid Law in Minnesota provides for the maintenance of a county library giving service to all schools in the county and receiving State aid to the extent of one-half of the salaries and one-half of cost of books purchased with certain maximum limitations on each. In addition to this provision for county library

service, any school district employing a full-time librarian for the entire school system, or any school district whose high-school enrolment is less than 200 pupils and which employs a half-time librarian for the entire school system may receive one-third of the salary of either a full or a half-time librarian with certain maximum restrictions.

A bill for part-time education has been drafted. It provides for learning and earning at the same time. All youths in good health between 14 and 18 who are working must attend school at least four hours a week.

Missouri—A bill appropriating \$3,000,000 to the schools is now being considered by the legislature. If this bill passes, twelve to sixteen million dollars of school funds will be available for the public schools.

The county-unit bill is under consideration by committees on education. This system appears to be the solution of the rural school problem. The New England States have a peculiar type of the township system; twenty States have a compulsory county unit system; two have an optional county unit system; five have a township system; three have both a township and district system; the remaining twelve States have the small district system. The States that have changed from a small district to the county unit system are thoroughly satisfied with the change.

Montana—The State Teachers Association proposes an income tax law for getting additional school funds. Exorbitant special levies now found in some Montana districts will cease when the State contributes as much per child as does California, Utah, or Washington. Over 140 school districts in Montana had no special levy in 1919-1920, but 59 districts had more than 20 mills, one going as high as 40 mills special levy.

Nebraska—The Nebraska State Teachers Association is now on a representative basis which allows all teachers in the State a voice in the proceedings through delegates chosen by the local associations. The new plan provides for six district meetings and one general meeting. The delegate meeting is held in connection with the general meeting. The present officers are J. H. Beveridge, superintendent Omaha schools, president; W. H. Mofton, superintendent Fairbury schools, vice-president; J. F.

Mathews, principal Grand Island high school, treasurer.

New Mexico—The legislature of New Mexico has appropriated \$6000 a year for a Child Welfare Board, under the administration of the Department of Education, one member of the Board to be the State Superintendent of Public Instruction. This board can accept Federal aid and is pledged to cooperate with the Federal departments, the State Board of Health, Girls' Welfare Board, and all voluntary organizations dealing with child betterment. The numerous aims of the Child Welfare Service include mothers' classes in infant and child care, home visiting, assistance in the control of truancy, and the education of the community in the value of play.

New York—The New York City Principals' Association has worked out and submitted to the Board of Superintendents a form for reporting the work of teachers which emphasizes the constructive and positive side of the teacher's personality and service. Teachers are rated on (1) personal attributes, including voice, cheerfulness, and courtesy; (2) on effectiveness in routine; (3) on success in discipline, including character building; (4) on the quality of instruction; and (5) on professional attitude, including cooperation, loyalty, and self-improvement. Special excellence in teaching various branches of the curriculum is also recorded.

North Carolina—The biennial report of L. C. Brogden, State Supervisor of Rural Elementary Schools, shows that during 1915-1920 North Carolina eliminated more than 1000 one-teacher schools through consolidation of districts; increased the number of its three-teacher consolidated schools to 380; increased the number of its four-teacher consolidated schools to 117; increased the number of its six-teacher consolidated schools to 128; increased the number of auto-trucks for the transportation of pupils from six to 247; increased the number of children transported to larger schools from 150 to 7936, twelve counties alone transporting 4802 pupils.

Pennsylvania—The January number of the *Pennsylvania School Journal* contains the constitution and by-laws adopted by the Pennsylvania State Education Association. Any person inter-

ested in education may become an associate member on payment of \$1 annual dues; anyone actively engaged in educational work, an active member on payment of \$1 annual dues; any active member may become a life member by paying the sum of \$10.

Local branches will consist of legally constituted teachers' institutes and normal schools and colleges having twenty members or more on their faculties. Each of these local branches as well as each department of the association and the State Department of Public Instruction is entitled to one delegate to the central meeting of the association for every 100 members. The business of the association is to be transacted by the House of Delegates composed of the delegates elected by the local branches.

Two standing committees, a committee on resolutions and a committee on legislation shall be elected for a term of two years. Nine departments are authorized as follows: County superintendents, district superintendence, college and teacher training school, high school, graded school, rural school, vocational education and practical arts, music, and supervising principals.

James H. Kelley, Head of the Extension Division of the University of Pittsburgh, was elected as the first executive secretary for a period of six years. His duties include keeping a record of the proceedings of the executive council and the house of delegates of the association; serving as a member and acting as the secretary of the committee on legislation; registering the names of all members of the association; keeping proper account books; collecting all fees and moneys and depositing the same with the treasurer; drawing vouchers on the treasurer when signed by the president; carrying on investigations of conditions affecting the welfare of the teachers and the schools; preparing for publication such proceedings of the annual meetings of the association and its departments as deemed advisable by the executive council and distributing the same to the members of the association; editing the State educational journal, which supersedes the *Pennsylvania School Journal*, one of the two oldest educational journals in the United States; and serving as general manager of the association under the direction of the executive council.

South Dakota—A modern consolidated school building has just been erected at Orland at a cost of \$88,000.

This school building is in the heart of a rich farming region, eleven miles southwest of Madison in Orland township, Lake County. It is a two-story brick structure with basement containing gymnasium, balcony, shower baths, fully equipped manual training and domestic science rooms. On the second floor there are in addition to the usual classrooms two teachers' restrooms, a library, and an auditorium 30 by 72 feet, with stage, balcony, and motion-picture booth.

Texas—Recent progressive legislation for Texas schools includes an increase of the State apportionment of schools from \$7.50 to \$14.50, an amendment of the maximum salary law; a revision of salary schedules for county superintendents, granting increases of 25 to 66 2/3 per cent; passage of a free textbook law, a statistics law, a law requiring that men and women teachers shall receive equal pay for equal work, and an emergency transfer law providing, in case of disasters, for the transfer of school funds from one county to another.

West Virginia—Need of equalization of educational opportunities and taxation in West Virginia was emphasized by the Federal Commissioner of Education, who addressed a joint session of the senate and house of delegates at the regional citizens' conference on education held at Charleston, January 24. Some townships pay ten times as much for schools as do others; school terms are not of uniform length; an actual

shortage of teachers exists and 1500 teachers now practising are not qualified.

The West Virginia State Education Association elected the following officers for 1921: Walter Barnes, Fairmont Normal School, president; Bess J. Anderson, Parkersburg High School, vice-president; W. C. Cook, superintendent of McDowell county schools, member of the executive committee. The Association passed resolutions approving affiliation with the National Education Association, passage of the Smith-Towner bill, more adequate State aid for vocational education by the legislature matching West Virginia's allotment under the Federal Vocational Education Act; increased Federal support for vocational training in home economics; State aid to a sufficient number of high schools to train teachers to supply the rural schools; a direct State tax; the movement of the West Virginia Mental Hygiene Commission in behalf of the feeble-minded; and the peace program of the Junior Department of the American Red Cross.

Walter Barnes, the new president, in an open letter to the members of the State association urged a campaign for improving the educational situation, whereby better school laws would be secured, more money for the schools appropriated, and more effective means of increasing school revenues be found. In addition to this he urges the establishment of a magazine as official organ of the association and an enrolment of all teachers.

ment be given to have teachers already in the service extend and improve their educational equipment and professional training.

Second, that colleges and universities be urged to devote particular attention toward encouraging many of their abler students to enter professional courses in education both for the inherent value of these courses as preparatory for life and also for the possibilities of such students being developed into teachers.

Third, that in public high schools and in all other directions, teaching be presented as an opportunity for patriotic service in a time of crisis and that the many desirable and laudable features of teaching as a vocation be clearly shown and properly emphasized in order that ambitious and gifted young men and women may elect teaching as a life career.

We hold that in this movement for the more adequate preparation both of students in training and of teachers already in service the minimum standard of preparation for the elementary school teacher shall be two years beyond graduation from a standard secondary school and that the minimum standard of preparation for high-school teachers shall be four years of such preparation.

We further believe in order to encourage and stimulate higher preparation and to give dignity and desirability to such advanced professional attainment that preparation beyond the minimum requirement when coupled with superior teaching ability should be recognized with added increments of salary increase.

Resolutions of the Department of Superintendence

THE following resolutions were adopted Thursday, March 3, 1921, at the Atlantic City meeting of the Department of Superintendence:

PRESIDENT KENDALL—To Commissioner Calvin N. Kendall, president of the Department, we extend our hearty congratulations on the complete success of this convention. The notable professional and inspirational character of the whole program bespeaks the high ideals and the superb professional leadership of Dr. Kendall. His enforced absence from these meetings has occasioned extreme regret, but we most sincerely wish for him an early return to active duty.

SUPPLY OF TRAINED TEACHERS—Recognizing the fact that half the children in the public schools are now being taught by teachers of limited education, with little or no professional training, and without adequate educational vision and ideals, and recognizing the further fact that the value of the instruction and training of the children depends upon classroom teaching, we believe that it is of supreme importance to secure as speedily as possible for every schoolroom in the United States a competent, well-trained teacher in hearty sympathy with American ideals. To this end we urge the following measures:

First, that all possible means be provided and every legitimate encourage-

LENGTHENED SCHOOL YEAR—We commend the growing tendency to lengthen the school year by adding to the traditional nine to ten months' term an extra session or summer quarter of additional educational opportunities so as to produce in the aggregate an offering of forty-eight weeks of schooling. This plan facilitates the maintenance of a nation-wide school year of at least 180 school days with encouragement everywhere to lengthen the year to 240 school days for those pupils who will find attendance through the extra quarter advantageous.

CONTROL OF SCHOOL FUNDS—We insist that it is of paramount importance

for the successful administration of public education that all boards of education shall have independent and complete control of all their school finances.

INCREASED FINANCIAL SUPPORT FOR ENLARGED SCHOOL PROGRAMS—We observe with satisfaction the increased financial support for public education in the past year, especially in the form of additional State aid toward the State-wide equalization of educational opportunity so that rural communities may have educational advantages fairly comparable with those offered in the cities. Nevertheless if the present program of public education is to be successfully developed and if in addition a more nearly adequate program is to be provided, then fully commensurate financial provisions for public education must be made in all local and State budgets for the public schools.

FEDERAL EDUCATION BILL—We reinforce the principles of the Smith-Towner education bill which has been reported favorably by both the House of Representatives and the Senate. We believe administrative procedure requires that many of the educational agencies now uncoordinated in the National Government be organized in a single executive department and we maintain that the dignity of the profession be recognized by placing the head of that department in the Cabinet of the President.

We hold that long established practice of the Federal Government in providing aid to education within the States should be continued, and that the authorization of an appropriation by the Smith-Towner bill for the removal of illiteracy, for the Americanization of the foreign-born, and for the equalization of educational opportunities are not only necessary in the present crisis but are also completely in accord with our most securely established American practice. We call especial attention to the fact that the bill expressly provides that the organization, administration and supervision of the schools, aided by the provision of the act, shall be exercised exclusively by the legally constituted State and local educational authorities.

COMMITTEE ON RESOLUTIONS—The following are the members of the committee:

Henry S. West, superintendent city schools, Baltimore, Md., chairman;

Frank W. Ballou, superintendent city schools, Washington, D. C.;

Ira I. Cammack, superintendent city schools, Kansas City, Mo.;

Carleton B. Gibson, superintendent city schools, Savannah, Ga.;

Milton C. Potter, superintendent city schools, Milwaukee, Wis.;

George D. Strayer, professor of educational administration, Teachers College, Columbia University, New York, N. Y.

Accomplishments of the Department of Superintendence

J. W. SEARSON

Professor of English, Kansas State Agricultural College, Manhattan, Kansas

MORE TIME than ever before was spent in reporting accomplishments in education. While educational theory was not slighted, the keenest interest of the delegates was clearly in the tests of theory as applied in educational practice.

For the first time, there was unanimous recognition of the importance of a closer contact between educators and the public and the tacit acceptance by the educators of their obligation to secure public sanction of important new movements in education.

A clear conviction that public education in elementary and secondary schools is a necessary preparation for efficient American citizenship, was very definitely formed. Likewise it was agreed that every subject in the curriculum should be so taught as definitely to contribute to citizenship training.

Throughout all sessions the clear note was sounded that vocational guidance should not be taught as a thing apart but in connection with all the subjects of the curriculum through properly organized courses of study and definite programs of procedure.

For the first time, there was a unanimous and very distinctive recognition of the common interests of superintendents, principals, and classroom teachers in their efforts to serve the public.

The pendulum swung clearly to the side of elective as against appointive boards of education and the complete separation of school budgets from other city budgets was generally demanded.

A minimum professional preparation for all teachers in public and in private schools was insisted upon and that minimum generally defined as two years of professional training, following graduation from a four-year high school.

There was everywhere a marked reaction against mere sliding salary scales and an insistent demand for usable standards by which to rate teachers fairly and to compensate them accordingly to merit.

A most significant feature of all the sessions was the ready recognition of the need to use properly safeguarded technical tests and measurements for purpose of diagnosis. No leaders seemed even to question the value of educational tests and measurements properly administered.

The educators were unanimous in their acceptance of the obligation to create definite programs of practice designed to make real all the essential objectives of public education.



PRESIDENT HARDING and the members of the Cabinet at their first meeting at the White House. Reading from left to right—upper row—Secretary of the Interior, Albert B. Fall, of New Mexico; Postmaster General, Will H. Hays, of Indiana; Attorney General, Harry M. Daugherty, of Ohio; Secretary of Agriculture, Henry C. Wallace, of Iowa; Secretary of Commerce, Herbert C. Hoover, of California; and Secretary of Labor, James J. Davis, of Pennsylvania. Lower row—Secretary of War, John W. Weeks, of Massachusetts; Secretary of the Treasury, Andrew W. Mellon, of Pennsylvania; Secretary of State, Charles E. Hughes, of New York; President Harding, Vice President Coolidge, and Secretary of the Navy, Edwin Denby, of Michigan.

Can the United States Afford It?

JOHN A. H. KEITH

Principal State Normal School, Indiana, Pennsylvania

WHENEVER a proposal is made to increase the salaries of teachers to an average of \$1000 a year, there are always plenty of persons ready to assert that the country cannot afford it. If this assertion is true, everybody (including teachers) should know it. If it is not true, everybody (including all the wise ones) should know it.

To determine the truth or falsity of the statement that the United States can afford to pay its teachers an average annual salary of \$1000 is not so difficult a matter as it may seem. We can, from the *Estimated Valuation of National*

Wealth, 1850-1912, published by the Bureau of Census, Department of Commerce, get the taxable wealth of each State in 1912. We can easily find the increase in wealth from 1904 to 1912. If this increase for eight years be added to the wealth of 1912, we have a most conservative estimate of the wealth in 1920—an estimate, moreover, that is not in the least affected by the largely increased volume of money and its various substitutes that came during the war.

It is also easy to find the probable number of public-school teachers in

1920. We can find the increase to the number of teachers from 1912-1916, and by adding this increase to the number of teachers in 1916, get a most conservative estimate of the number of teachers in the public school service in 1920.

Having obtained the foregoing data, it is a simple matter to divide the total taxable wealth by the total number of teachers. The quotient thus found is the taxable wealth per teacher. If, now, \$1000 be divided by the taxable wealth per teacher, we find the rate of taxation necessary to raise \$1000 per teacher.

The surprising thing that results from this little mathematical computation is that a tax of 2.78 mills per dollar of taxable wealth in the United States would pay to each public-school teacher in the United States \$1000 per year.

The table presented herewith shows the facts for each State. It also shows the need for an equalization as among the several States. The only body competent to bring about equalization among the States is Congress, and the Smith-Towner bill is the only bill before Congress that recognizes the need for equalization.

Tests and Scales

THIS short bibliography of tests and scales is based on one given in the October, 1920, number of the *Ohio Schoolmen's Conference Bulletin*. "It does not pretend to be complete but merely to give the most satisfactory tests and, wherever possible, those that have been most thoroughly standardized." A longer bibliography of tests can be found in Strayer and Engelhardt's *The Classroom Teacher*, pages 205-11, published by the American Book Company, Chicago, Ill.

GENERAL INTELLIGENCE

Terman—The Measurement of Intelligence. Houghton Mifflin Co., Boston, Mass.
The National Intelligence Tests (Terman, Yerkes, Thorndike, Haggerty, Whipple). World Book Co., Yonkers-on-the Hudson, N. Y.

ELEMENTARY SCHOOL TESTS

Arithmetic—Fundamental Operations

Courtis' Standard Tests, Series A and B. S. A. Courtis, 82 Eliot Street, Detroit, Mich.
Monroe's Diagnostic Tests. Bureau of Educational Measurements and Standards, Emporia, Kans.
Woody's Arithmetic Scales. Bureau of Publications, Teachers College, Columbia University, N. Y.
Cleveland Survey Tests. Charles H. Judd, School of Education, University of Chicago, Chicago, Ill.

	(1) Taxable Wealth 1912	(2) Increase from 1904-1912	(3) Probable Wealth 1920	(4) Probable Teachers 1919-20	(5) Taxable Wealth per Teacher 1920	(6) Mill Tax necessary to pay \$1,000 per year to each Teacher
Continental United States...	\$175,425,551,588	\$75,152,603,748	\$250,578,155,336	697,453	\$359,278	2.78
NORTH ATLANTIC DIVISION—						
Maine.....	1,030,366,547	281,432,275	1,311,798,822	6,402	204,904	4.88
New Hampshire.....	613,441,572	120,175,002	733,616,574	3,188	230,118	4.34
Vermont.....	496,935,964	155,273,320	652,209,284	2,552	255,567	3.91
Massachusetts.....	5,735,230,115	1,202,111,911	6,937,342,026	18,541	374,162	2.67
Rhode Island.....	892,693,475	148,212,683	1,040,906,158	3,118	333,837	2.99
Connecticut.....	2,153,511,444	836,726,374	2,990,237,818	7,355	406,558	2.45
New York.....	21,912,629,507	8,472,771,603	30,385,401,110	60,190	504,824	1.98
New Jersey.....	5,361,917,422	2,339,421,220	7,701,338,642	19,976	385,529	2.59
Pennsylvania.....	14,137,272,911	3,323,631,192	17,460,904,103	48,509	359,951	2.77
NORTH CENTRAL DIVISION—						
Ohio.....	8,552,130,667	2,859,013,849	11,411,144,516	35,179	324,373	3.08
Indiana.....	4,951,061,490	1,958,713,665	6,909,775,155	21,792	317,078	3.15
Illinois.....	14,596,467,087	6,062,457,740	20,658,924,827	36,255	569,822	1.75
Michigan.....	5,169,022,582	2,019,905,452	7,188,928,034	23,134	310,751	3.21
Wisconsin.....	4,282,454,539	1,548,840,242	5,831,294,781	20,316	287,029	3.48
Minnesota.....	5,266,950,787	2,046,138,695	7,313,089,482	19,513	374,780	2.66
Iowa.....	7,437,094,834	3,493,779,907	10,930,874,741	27,712	394,445	2.53
Missouri.....	5,546,493,103	1,948,362,081	7,494,855,184	21,790	343,958	2.90
North Dakota.....	2,037,626,024	1,334,616,199	3,372,242,223	8,617	391,347	2.55
South Dakota.....	1,330,693,417	702,157,238	2,032,850,655	7,550	269,251	3.71
Nebraska.....	3,605,133,830	1,656,325,044	5,261,458,874	14,273	368,630	2.71
Kansas.....	4,393,844,208	2,208,149,568	6,601,993,776	16,383	402,978	2.48
SOUTH ATLANTIC DIVISION—						
Delaware.....	293,721,979	72,389,975	366,111,954	1,181	310,001	3.22
Maryland.....	2,002,216,720	584,926,953	2,587,143,673	7,182	360,226	2.77
District of Columbia.....	767,316,951	121,961,248	889,278,199	1,837	484,092	2.06
Virginia.....	2,174,685,192	939,376,771	3,114,061,963	15,223	204,562	4.88
West Virginia.....	2,179,527,639	1,365,187,437	3,544,715,076	11,336	312,695	3.19
North Carolina.....	1,745,233,696	933,365,002	2,678,598,698	17,185	155,868	6.41
South Carolina.....	1,301,406,985	735,583,454	2,036,990,439	9,543	213,453	4.68
Georgia.....	2,299,197,590	1,177,734,053	3,476,931,643	16,987	204,681	4.88
Florida.....	1,014,585,076	602,155,957	1,616,741,033	7,184	225,047	4.44
SOUTH CENTRAL DIVISION—						
Kentucky.....	2,152,097,565	702,241,987	2,854,339,552	14,651	194,822	5.13
Tennessee.....	1,834,354,927	776,250,364	2,610,605,291	14,405	181,229	5.51
Alabama.....	2,050,014,767	1,114,788,723	3,164,803,490	12,515	252,880	3.95
Mississippi.....	1,306,384,960	631,637,709	1,938,022,669	10,953	176,939	5.65
Louisiana.....	2,056,572,346	1,076,861,236	3,133,433,582	8,614	363,760	2.74
Texas.....	6,552,242,164	3,815,289,245	10,367,531,409	32,673	317,311	3.15
Arkansas.....	1,757,533,669	976,873,515	2,734,407,184	11,149	245,260	4.07
Oklahoma.....	4,321,150,418	3,612,915,150	7,934,065,568	13,712	578,622	1.72
WESTERN DIVISION—						
Montana.....	1,113,008,146	476,817,923	1,589,826,069	6,657	238,820	4.18
Wyoming.....	344,834,812	89,010,612	433,845,424	2,245	193,249	5.17
Colorado.....	2,286,478,777	1,185,706,534	3,472,185,311	7,421	467,886	2.13
New Mexico.....	501,627,424	256,678,214	758,305,638	2,290	331,137	3.01
Arizona.....	487,099,365	261,450,666	748,550,031	2,201	340,095	2.94
Utah.....	734,811,880	328,039,567	1,062,851,447	3,773	281,699	3.54
Nevada.....	441,382,827	301,715,515	743,098,342	785	946,622	1.05
Idaho.....	591,073,842	314,304,766	905,378,608	4,302	210,455	4.74
Washington.....	3,054,690,780	2,068,521,397	5,123,212,177	10,549	485,658	2.05
Oregon.....	1,843,542,127	1,077,632,335	2,921,174,462	7,157	408,159	2.45
California.....	8,023,435,581	4,142,620,322	12,166,055,903	21,398	568,560	1.75

¹ Taken from report Dep't. of Commerce, Bureau of Census, Estimated Valuation of National Wealth, 1850-1912, p. 18.

² Found from data given, *ibid*.

³ Found by adding increase from 1904-12 to wealth of 1912.

⁴ Found by adding increase from 1911-12 to 1915-16 to the figure for 1915-16. U. S. Com. Edn. Reports for 1913 and 1917, Vol. II.

⁵ Found by dividing data in Column 3 by data in Column 4.

⁶ Computed by dividing \$1,000 by the separate data of Column 5.

Arithmetic—Reasoning

Bonser's Reasoning Tests. Bureau of Publications, Teachers College, Columbia University, N. Y.

Stone's Reasoning Test. Bureau of Publications, Teachers College, Columbia University, N. Y.

Geography

Thompson's Standardized Tests in Geography. T. E. Thompson, Monrovia, Calif.

Courtis Geography Test. 82 Elliot St., Detroit, Mich.

Handwriting

Ayres Scale for Measuring the Handwriting of School Children. Russell Sage Foundation, 130 East 22d St., New York, N. Y.

Gettysburg Edition of Ayres Scale. Russell Sage Foundation, 130 East 22d St., New York, N. Y.

Freeman's Handwriting Scale (Diagnostic). Houghton Mifflin Co., Chicago, Ill.

Thorndike's Scale. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

History

Harlan's Test of Information in American History. Charles L. Harlan, College of Education, University of Minnesota, Minneapolis, Minn.

Pratt's U. S. History Test. Supt. O. C. Pratt, Spokane, Wash.

Van Wagenen's History Scales. Bureau of Publication, Teachers College, Columbia University, N. Y.

Language

Harvard-Newton Composition Scale. Harvard University Press, Cambridge, Mass.

Nassau County Supplement to Hillegas Scale (Composition). Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

Charters' Grammar Test. W. W. Charters, University of Illinois, Urbana, Ill.

Haggerty's Grammar Test. Bureau of Co-operative Research, University of Minnesota, Minneapolis, Minn.

Music

Seashore's Musical Talent Chart. Carl E. Seashore, University of Iowa, Iowa City, Iowa.

Silent Reading

Monroe's Standardized Tests in Silent Reading. University of Illinois, Urbana, Ill.

Thorndike's Visual Vocabulary Scales. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

Thorndike's Scale Alpha and Alpha 2 for Measuring the Understanding of Sentences. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

Spelling

Ayres Spelling Scale. Russell Sage Foundation, 130 East 22d St., New York, N. Y.

Monroe's Timed Sentence Spelling Tests. Bureau of Educational Measurements and Standards, Emporia, Kans.

Starch's Spelling Scales. University of Wisconsin, Madison, Wis.

HIGH SCHOOL TESTS

Algebra

Hotz's First-year Algebra Scales. Bureau of Publications, Teachers College, Columbia University, N. Y.

Monroe's Standard Research Tests in Algebra. Bureau of Educational Measurements and Standards, Emporia, Kans.

History

Sackett's Scale in Ancient History. L. W. Sackett, University of Texas, Austin, Tex.

Latin

Brown's Latin Tests. A series by Pres. H. A. Brown, State Normal School, Oshkosh, Wis.

Physics

Thurstone Tests. L. L. Thurstone, University of Pittsburgh, Pittsburgh, Pa.

ENROLMENT and AFFILIATION

Affiliated State and Local Associations

THE following associations are in addition to the affiliations which were reported in the March JOURNAL:

ABERDEEN, S. D., *Aberdeen City Teachers' Association*, Roland R. Deimer, Acting Secretary.

ADRIAN, MICH., *Adrian Teachers' Club*, A. J. Hypes, President.

ALPENA, MICH., *Alpena Teachers' Club*, Orrin S. Rice, Secretary.

ANNANDALE-ON-HUDSON, N. Y., *President and Faculty of St. Stephens College*, E. C. Cook, Secretary.

ASHTON, MO., *Clark County Teachers' Association*, Eugene D. Hess, Secretary.

AUBURN, MAINE, *Auburn Teachers' Association*, Clara H. Butler, Secretary.

AURORA, N. Y., *Wells College Faculty*, Clara A. Bliss, Secretary.

BALTIMORE, MD., *Faculty of the James Monroe School*, Mary V. Thomas, Treasurer; *Principals' Association of Baltimore*, Norman W. Cameron, Director.

BLUFFTON, OHIO, *Faculty of Bluffton College*, S. K. Mosiman, President.

BRIGHAM CITY, UTAH, *Box Elder Teachers' Association*, Alf L. Freeman, Secretary.

BROOKLYN, N. Y., *New York Principals' Association*, Sara L. Rhodes, Corresponding Secretary.

CAMDEN, N. J., *Camden High School Teachers' Association*, Viola M. Blaisdell, Treasurer.

CENTER, COLO., *San Luis Valley Teachers' Association*, Fern Dorothy Mitchell, Secretary.

CHERRYDALE, VA., *Arlington County Teachers' Association*, Helen H. Rains, Secretary.

CLAUDELL, KANS., *Smith County Teachers' Association*, Wm. M. McMullen, President.

DELAND, FLA., *Deland Teachers' Association*, B. F. Ezell, Superintendent.

DENVER, COLO., *Denver Principals' and Directors' Association*, H. T. Cluxton, Principal; *High School Masters' Guild of Denver*, B. Raymond Greene, Secretary.

GREELEY, COLO., *Colorado State Teachers' College Faculty*, W. H. Hargrove, Secretary-Treasurer.

HOMESTEAD, PA., *Homestead Teachers' Association*, Anna V. Murphy, Secretary.

HOUSTON, TEX., *Houston Teachers' Association*, Edith M. Bradley, Corresponding Secretary.

HUNTINGTON, IND., *Huntington City Teachers*, J. M. Scudder, Superintendent.

IDABEL, OKLA., *McCurtain County Teachers' Association*, Vesta Kilgore, Secretary.

INDIANAPOLIS, OKLA., *Custer County Teachers' Association*, Florence I. Nash, Secretary.

KANSAS CITY, MO., *Council of Negro Teachers*, W. W. Yate School.

KAUKAUNA, ILL., *Teachers' Council of Kaukauna*, Tessie O'Keefe, Secretary.

LEAVENWORTH, KANS., *Leavenworth Grade Teachers' Club*, Ruth Burgard, Secretary.

LINCOLN, NEBR., *Lincoln Teachers' Association*, Blanche Rowe, Secretary.

LITTLE ROCK, ARK., *Women Teachers' Association*, Hazel Murray, Secretary.

LOUISVILLE, KY., *Louisville Educational Association*, Anne Grunder, President.

MCPHERSON, KANS., *McPherson City Teachers' Association*, Agnes McDonald, Secretary.

MISSOURI VALLEY, IOWA, *Missouri Valley Teachers' Association*, Helen Giehm, Secretary.

NEW YORK, N. Y., *Association of Public School Teachers of Crippled Children*, Adelaide Guggenheimer, Treasurer; *Musical Teachers' Association of New York City*, Ethel V. Cooledge, Secretary; *Vocational School for Girls Teachers' Association*, Bessie Abrams, Secretary-Treasurer.

OAKLAND, CALIF., *Oakland Teachers' Association*, H. D. Brasefield, Secretary.

OMAHA, NEBR., *Omaha School Forum*, Ora R. Shallander, Recording Secretary.

PADUCAH, KY., *Paducah, Kentucky, Public School Teachers' Association*, Adah L. Brazelton, Secretary-Treasurer.

PORTLAND, OREGON, *Portland High School Teachers' Association*, Helen Lucas, Corresponding Secretary; *Portland Teachers' Association*, Will O. Hersey, Secretary.

PUEBLO, COLO., *Pueblo Grade Teachers' Association, District 20*, Mabel Kindall, Secretary.

SALINA, KANS., *Salina City Teachers' Association*, Edith Harris, Secretary.

SAN DIEGO, CALIF., *San Diego Principals' Club*, John Aseltine, Secretary.

SANDY, UTAH, *Jordan District Teachers' Association*, E. Ray Beck, Secretary.

SPANISH FORK, UTAH, *Nebo Teachers' Association*, J. Ralph Wilkins, President.

ST. LOUIS, MO., *Teachers' Fellowship Society*, Helena V. Marshall, Secretary.

TILTON, N. H., *Winnetoesaukee Teachers' Association*, Florence M. Shaw, Treasurer.

WACO, TEX., *Waco Grade Teachers' Association*, Leonie Ahrenbeck, Corresponding Secretary.

WARRENSBURG, MO., *Western Central Teachers' Association*, C. N. Phillips, Secretary.

WATERLOO, N. Y., *Teachers of Waterloo Public Schools*, Elizabeth Staley, Secretary.

WELLINGTON, KANS., *Wellington City Teachers' Association*, Ola Evans, Secretary.

WILBURTON, OKLA., *Latimer County Teachers' Association*, Ora Dollins, Secretary.

WILKINSBURG, PA., *Teachers' Institute*, James L. Allison, President.

WILLIAMSPORT, PA., *Williamsport Teachers' Association*, Marguerite I. Quigley, Secretary.

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 March JOURNAL:

ALAMEDA, CALIF., *Alameda High School*, Dr. George C. Thompson, Principal; *Haight School*, George E. Furbush, Principal.

BAYARD, NEBR., *Bayard Public Schools*, I. H. Linder, Superintendent.

BRIDGETON, N. J., *Fairton School*.

BURLINGTON, VT., *Adams School*, Emma J. Chapman, Principal.

CENTERVILLE, IOWA, *Centerville Public Schools*, H. M. Taylor, Superintendent.

CHENEY, WASH., *State Normal School*, N. D. Showalter, President.

CINCINNATI, OHIO, *Vine School*, E. E. Ellis, Principal.

DENVER, COLO., *Aaron Gove Junior High School*, Jessie M. Hamilton, Principal; *Albion School*, Eugene C. Stevens, Principal; *Alcott School*, Ed Gene Arnold, Principal; *Ashland School*, Ralph W. Strong, Principal; *Berkeley School*, Angela Gilmore, Principal; *Boulevard School*, Joseph M. Erwin, Principal; *Broadway Junior High School*, Louise A. Merrill, Principal; *Bromwell School*, Belle McMichael, Principal; *Bryant School*, Louise Klein, Principal; *Byers School*, Elizabeth Cordingly, Principal; *Central School*, Adela McClure, Principal; *Cheltenham School*, H. T. Cluxton, Principal; *George W. Clayton School*, Eugene C. Stevens, Principal; *Colfax School*, Helen R. Gumlick, Principal; *Columbian School*, Mary E. Morris, Principal; *Columbian School Annex*, Mary E. Morris, Principal; *Columbine School*, Susanne E. Morrison, Principal; *Corona School*, Dora M. Moore, Principal; *Crittendon School*, Kate P. Elms, Principal; *East Side High School*, Roscoe C. Hill, Principal; *Ebert School*, Cornelia S. Miles, Principal; *Edison School*, Maude L. Craig, Principal; *Elmwood School*, James W. Ellison, Principal; *Elyria School*, Nell Romick, Principal; *Emerson School*, Carlotta G. Abbott, Principal; *Evans Elementary School*, Lydia Runyon Cornish, Principal; *Evans Junior High School*, Homer S. Philips, Principal; *Evening High School*, John B. Garvin, Principal; *Fairmont School*, Richard Parsons, Principal; *Fairview School*, Clara F. Gard, Principal; *Franklin School*, James B. Ragan, Principal; *Garden Place School*, Roscoe K. Stockton, Principal; *Garfield School*, Flora I. Doble, Principal; *Gilpin School*, Mary G. Carson, Principal; *Glen Park School*, Globeville School, Roscoe K. Stockton, Principal; *Grant Junior High School*, Rufus H. Palmer, Principal; *Hyde Park School*, George W. Wyatt, Principal; *Ironton School*, Lina Wisebart, Principal; *Lincoln School*, Anna L. Force, Principal; *Logan Elementary School*, Eliza L. McGrew, Principal; *Logan Junior High School*, Alwyn C. Smith, Principal; *McKinley School*, Clara J. Coney, Principal; *Manual Training High School*, Charles Allen Bradley, Principal; *Meeker School*, Lydia G. Meeker, Principal; *Milton School*, J. H. Dodds, Principal; *Maria Mitchell School*, Margaret M. Smith, Principal; *Montclair School*, Charlotte J. Godsmen, Principal; *Myrtle Hill School*, Sarah P. Ketner, Principal; *North Side High School*, E. L. Brown, Principal;

Opportunity School, Emily Griffith, Principal; *Park Hill School*, Elizabeth Ellis, Principal; *Perry School*, Genevieve Simpson, Principal; *Dora E. Reynolds School*, Lillie E. Watts, Principal; *Sheridan School*, L. A. Stueland, Principal; *Sherman School*, Josephine G. Moore, Principal; *Smedley School*, M. Allien Lander, Principal; *South Side High School*, John J. Cory, Principal; *Stedman School*, Elizabeth Ellis, Principal; *Robert W. Steele School*, Julia M. White, Principal; *Swansea School*, Nell Romick, Principal; *Teller School*, Elizabeth S. Feltner, Principal; *Joseph A. Thatcher School*, George M. McMeen, Principal; *Twenty-fourth Street School*, Lila M. O'Boyle, Principal; *University Park School*, Ethlyn Rogers, Principal; *Valverde School*, A. J. Fynn, Principal; *Vassar School*, Hattie E. Richardson, Principal; *Villa Park School*, W. H. Eagleton, Principal; *Washington School*, Monta J. Boyer, Principal; *Webster School*, Lillian Noce, Principal; *West Side High School*, H. V. Kepner, Principal; *Whittier School*, H. W. Zirkle, Principal; *Wyman School*, F. M. Montgomery, Principal.

DETROIT, MICH., *Bellevue School*.

DULUTH, MINN., *Franklin School*, Harold House, Principal.

EAU CLAIRE, WIS., *Schools of Eau Claire County*, Lillia E. Johnson, County Superintendent.

FOND DU LAC, WIS., *Fond du Lac Public Schools*, R. W. Fairchild, Superintendent.

IRONWOOD, MICH., *Ironwood Public Schools*, D. F. R. Rice, Superintendent.

KANSAS CITY, MO., *Attucks School*, Walter H. Harrison, Principal; *Bruce School*, F. Leslie Clark, Principal; *Cherry Street School*, J. H. Coleman, Principal; *Douglass School*, M. H. Tompkins, Principal; *Garrison School*, R. T. Coles, Principal; *Penn School*, A. M. Wilson, Principal; *Sumner School*, Margaret J. Robinson, Principal; *Wendell Phillips School*, Henley L. Cox, Principal; *Wheatley School*, Lela L. Elmore, Principal; *W. W. Yates*

School, Joe E. Harriford, Principal.

LAS VEGAS, N. MEX., *New Mexico Normal University*, F. H. H. Roberts, President.

MOBILE, ILL., *McKinley School*, Elizabeth Martin, Principal; *Willard School*, Mary Tague, Principal; *William Carr School*, Florence Donahey, Principal.

MOUNT VERNON, N. Y., *Columbus School*, Arthur S. Townsend, Principal.

NORTH ANSON, MAINE, *North Anson School District*, Mrs. L. A. Bradbury, Superintendent.

OLD TOWN, MAINE, *Old Town Public Schools*, Willard O. Chase, Superintendent.

OMAHA, NEBR., *Cass School*, Josephine Grant, Principal; *Edward Rosewater School*, Jungmann School, Park School, Mary A. Fitch, Principal; *South Lincoln School*, Jessie A. Robeson, Principal.

PONTIAC, ILL., *Pontiac Public Schools*, G. L. Jenner, Superintendent; *Township High School*, G. J. Koons, Principal.

PUEBLO, COLO., *Pueblo Public Schools*, J. F. Keating, Superintendent.

SANDY, UTAH, *Herriman School*.

SANTA BARBARA, CALIF., *Santa Barbara High School*, Homer Martin, Principal.

ST. JOSEPH, MO., *Benton School*, Fred E. Vandersloot, Principal; *Blair School*, Julia Ford, Principal; *Bliss School*, May B. Peterman, Principal; *Ernst School*, Mrs. Abbie Barnes, Principal; *Floyd School*, C. C. Carpenter, Principal; *Garfield School*, Eva Montgomery, Principal; *Humbolt School*, Alvina Schmitz, Principal; *Hyde School*, Minnie Nelson, Principal; *Jackson School*, Frances A. Burris, Principal; *Lincoln School*, J. H. Sims, Principal; *Longfellow School*, Nora Thompson, Principal; *McKinley School*, Francis Ritchie, Principal; *Owen School*, Clara Herchenroder, Principal; *Robidoux School*, Ralph W. Polk, Principal; *Sherwood School*, Mabel White, Principal; *South Park School*, Bettie Bolen, Principal; *Webster School*, Fannie Brennan, Principal; *Wyatt School*, Mrs. Annie Wells, Principal; *Young School*, Mary Moore, Principal.

NOTES and ANNOUNCEMENTS

THE BY-LAWS of the National Education Association provide that memberships taken in March, April, and May, continue in force all next year.

Financing Delegates

THE following is a report of progress of the committee on financing delegates to the annual meeting of the National Education Association made to the Executive Committee at its meeting February 26, at Atlantic City, N. J., Cornelia S. Adair, chairman:

Since its appointment in October the committee has been investigating the methods of financing delegates used by other national organizations and making a systematic canvass of individual teach-

ers and teachers' organizations, affiliated and unaffiliated, for suggestions on the subject. Miss Doherty presented a very comprehensive report on national organizations. She found that in most instances the local organizations paid the expenses of the delegates. Where the expenses of the delegates were paid by the national organizations the dues are high. Phi Beta Kappa has a central meeting place and prorates the delegates' expenses among the chapters in proportion to their membership of the preceding year. Each chapter is allowed one delegate. Many suggestions were received from clubs and individuals.

The following report was made by the committee to the Executive Com-

mittee and Board of Directors at Atlantic City. This report is not to be regarded as final. The committee suggests: First, that each local affiliated association adopt a budget system, paying from its treasury both State and national dues. Second, that the National Education Association arrange for the payment of one-fourth of the expenses of local and State delegates. Third, that the affiliated associations (State and local) arrange for the payment of three-fourths of the expenses of their delegates. Fourth, that boards of education be urged to bear at least a part of the expenses of local and State delegates.

No definite recommendation as to raising the money for the National Education Association apportionment was made. The following suggestions were offered as a basis for discussion: First, that the National Education Association set aside some portion of the \$2 dues for a delegate fund. This seems at present impossible. Second, that the National Education Association raise dues a small amount to form a delegate fund. Third, that the National Education Association apportionment be prorated among the affiliated organizations in some manner such as is employed by Phi Beta Kappa. The committee will welcome any criticism or suggestion that will tend to make the final report suitable and comprehensive.

A Word of Appreciation

THERE have been many expressions of appreciation of the chart published in the March JOURNAL showing the organization and administration of the National Education Association. This chart was prepared for the Association by Dr. S. A. Courtis, Director of Instruction, Normal Training and Research, Detroit, Michigan.

Appreciation of President Kendall

EXPRESSIONS of regret that President Kendall was not able to be present were heard on every hand at the Department of Superintendence meeting. The following resolution was introduced at the Monday morning session by Superintendent H. B. Wilson, of Berkeley, California, and unanimously adopted:

Be it resolved that in this our opening session we send greetings and good cheer to the President of this department, the Honorable Calvin N. Kendall, Commissioner of Education for

New Jersey, and sincere expressions of regret over his absence from our sessions together with genuine hope that his full strength and vigor of health may speedily return, in order that his great ability and high professional ideals may again assert themselves in the advancement of the cause of public education, for which cause no public school administrator in America has done more than he.

And, be it further resolved, that our chairman be hereby directed to appoint a committee of three members of this department to bear daily to Commissioner Kendall appropriate tangible evidence of our thoughtfulness of him and that all expenses incident thereto be defrayed from the funds appropriated for meeting the expenses of this convention.

Dr. Kendall's letter to the members of the Department of Superintendence was also read at the first session and was greatly appreciated.

Reorganization Committee Report

AT THE Cleveland meeting of the Department of Superintendence in 1920 a special committee was appointed to prepare a report on the election of officers of the Department to be presented on the second day of the 1921 meeting. This committee consisted of A. E. Winship, editor *Journal of Education*, Boston, Mass.; E. C. Hartwell, superintendent city schools, Buffalo, N. Y.; H. S. Weet, superintendent city

schools, Rochester, N. Y.; J. W. Sexton, superintendent city schools, Lansing, Mich.; and R. G. Jones, superintendent city schools, Cleveland, Ohio, who presented the report of the committee at the forenoon session, Monday, March 1, 1921. The report is as follows:

Your committee, appointed one year ago to determine upon and recommend a plan for the annual election of officers of the Department of Superintendence of the National Education Association, has assumed that the Association commissioned its committee to consult, so far as possible, members of the Association, make a careful analysis of the present status, in the light of which it might possibly discern whether the Association is accomplishing the definite purpose for which it was organized, and to recommend that such immediate steps be taken as will most effectively assure the future permanence, usefulness, professional ideals, effective direction and operation of this organization.

With these ends in view, your committee respectfully submits the following report for your consideration:

ORGANIZATION AND CONTROL

Membership in the Department of Superintendence shall be defined to include State, county, and city superintendents (1000 population and above), assistant superintendents and all State and national officers of school administration who are members of the National Education Association.

The Department of Superintendence shall provide its own system of financial support and shall be financially independent of the National Education Association.

OFFICERS—THEIR DUTIES

The officers of the Department of Superintendence shall be a president, a first and a second vice-president, secretary, treasurer, and an executive committee consisting of four members. The president, vice-presidents, and treasurer shall hold office for a period of one year from the date of election, including one full year's service in the promotion and operation of one meeting of the Department.

The secretary shall be elected by the president and executive committee for an indefinite period subject to termination at the close of the February meeting of each year.

Members of the executive committee shall hold office for four years, one member retiring each year. At the first elec-



SECRETARY J. W. CRABTREE and President Fred M. Hunter at Atlantic City, making plans for the Des Moines meeting, caught unexpectedly by the camera while taking a stroll on the Boardwalk.

tion the member receiving the largest number of votes in the initial election shall serve for four years, and the others for three, two, and one years, respectively, according to the number of votes received.

The president shall be an ex officio member and chairman of the executive committee.

The executive committee shall be regarded as the administrative body of the department subject to the call of the president, to supplement and assist him in the conduct of his office.

ELECTION OF OFFICERS

The procedure for the election of officers shall be as follows: Nominations shall be made from the floor on the morning of the first day's session at a time previously agreed upon by the executive committee and announced in the printed program of the meeting.

METHOD OF BALLOTING—The tickets issued by the secretary of the Department to members of the Association shall be provided with a detachable stub to be used as a ballot.

Two places for balloting shall be provided, one at the secretary's headquarters, the other at the entrance to the auditorium in which the general sessions are held.

The ballot boxes shall be open for voting from 11 a. m. until 6 p. m. on the third day of the meeting.

Those candidates receiving the highest number of votes for the respective offices shall be considered the choice of the Association and declared elected.

The entire procedure of balloting shall be in charge of the executive committee and the secretary.

ANNOUNCEMENT OF RESULT OF BALLOT—On Friday, at the regular business meeting, the president shall call for the report of the secretary, announcing the result of the ballots cast for the several officers of the Association.

It is the recommendation of this committee that since its function is understood to be to examine and determine the availability of the Springer plan, proposed last year, or to propose an alternate plan, that the plan for reorganization herewith proposed be substituted for the tentative Springer plan and be set in operation at this session. It is further recommended that in this emergency the clause providing for the nomination on the first day of the meeting be read the second day of the meeting of February, 1921.

SPECIAL RESOLUTION

Superintendent Jones in presenting the report made a careful explanation of the purposes of the committee. The Department also adopted unanimously the following resolution, which was introduced by Randall J. Condon, superintendent city schools, Cincinnati, Ohio: **RESOLVED** that the Department of Superintendence reaffirms its full allegiance to the National Education Association and records its intention of remaining an essential and integral part of the National Association.



SUPERINTENDENT ERNEST A. SMITH, Evanston, Illinois, vice-president of the Department of Superintendence, who, in the absence of President Kendall, presided over the sessions at Atlantic City in a manner which did credit both to himself and to the Association.

Executive Committee Commends Report

PRESIDENT FRED M. HUNTER made the following statement for the Executive Committee at the business meeting of the Department of Superintendence, Thursday morning, March 3:

The Executive Committee of the National Education Association notes with approval the statement of R. G. Jones, speaking for the reorganization com-

mittee of the Department of Superintendence on March 1 to the effect that the Department of Superintendence has had and should have no thought of separation from the parent organization, and that the action taken in the adoption of the report presented by him at that time contemplated the full continuance of the Department of Superintendence as an integral part of the National Education Association as heretofore. This is of especial importance at this time because a united teaching profession is rallying rapidly and enthusiastically to the support of a great constructive national program in public education. Furthermore, any other action would have been entirely illegal and null and void under the Charter of the Association. The Executive Committee recognizes the right of a department of the Association to define its own membership.

The Executive Committee announces that at the Des Moines meeting ample provision will be made to take care of all departments and sections. The needs of all classes of membership in the National Association will be fully met.

To the end that we very fully know the needs and desires of all groups of our membership, a conference of representatives of all departments and sections is hereby called to meet at Des Moines the first week of July, 1921.

Rural-Teacher Scholarship

THE American Country Life Association offers a scholarship of \$200 to the rural-school teacher who contributes an article describing the most efficient work done by the teacher to make the elementary school a vital factor in American country life. In offering this scholarship the association aims to discover teachers who are adapting the rural school to its new conditions and to discover the methods by which this adaptation is being made with a view to stimulating the special preparation of teachers for the field of rural education.

The article may feature the adaptation of the curriculum, the development of community work, or the establishment of a closer relation between the school and the community, but it must be based on the writer's experience. Teachers working in demonstration schools or connected with colleges, normal schools, or foundations are not eligible to enter this contest. The article should not exceed 2500 words and should be typewritten in order to facilitate the work of the judges. The name

of the contributor and name of the place should not appear in the article. On a separate sheet of paper in a sealed envelope enclosed in the manuscript should be given the names and addresses of the following: the contributor, the school, the superintendent of the district or county, the chairman of the local board of education and the chairman of the parent-teachers' association, or a resident of the district, preferably a woman, who is interested in education.

The contest closes August 15, 1921. Articles should be sent to Kenyon L. Butterfield, president American Country Life Association, Amherst, Massachusetts. The American Country Life Association reserves the right to keep and use all contributions. Credit for authorship will be given for any material used, if desired.

A Year in France

DR. JOHN G. COULTER, a member of the Association now resident in Paris, sends the following suggestions to American teachers who may be planning to spend the coming year in France.

"Exchange today is in the neighborhood of 16. One thousand dollars will buy at a New York bank the day you read this Paris exchange to the amount of at least 15,000 francs, I dare say,—the point being that any one planning to come to France should buy francs now while they are cheap. The best way is to buy in the form of the *Bons de la Defense Nationale*. That is, for 950 francs you can buy at any postoffice here a bond good for 1000 francs a year from date, and negotiable with accrued interest on any day. The bonds are ac-

cepted on the same terms as currency in the big Paris stores.

"With fifteen, or even twelve thousand francs one can be assured of a very good year in France if one knows how to go at it. Two hundred thirty dollars, if the rates have not changed, will buy very comfortable second-class passage, New York to the coast of France and return. I count that extra. You begin on your franc fund when you land at Havre, or Cherbourg, or Boulogne. You come equipped as for a hiking trip. A fat suit case or steamer trunk is quite enough luggage. First get your French in proper order,—travel later. You live in the country, but within two francs, third class, from Paris,—at Pontoise or Melun or any one of a half dozen other delightful places. You get right into a real French family, a fine and not a greedy one. This costs you for a comfortable room and good table 500 francs a month. Take six months of that for 3000 francs—\$200 if they are bought now. Then you have plenty left for six months of travel if you want to travel even all the time."

RESERVATIONS FOR SUMMER MEETING NATIONAL EDUCATION ASSOCIATION Des Moines, July 4-8, 1921

Des Moines has 4000 guest rooms in the first thirty hotels, all in the downtown district within a radius of five blocks and convenient to Convention Hall. Additional rooms, if necessary, will be available in apartments and private homes. The following schedule of rates applies to the large downtown hotels. Rates in apartments, rooming and private houses will be in proportion to accommodations.

NAME	Without Bath Per room Two persons	With Bath Per room Two persons	For each additional occupant
BROWN HOTEL..... Fourth and Chestnut.	\$3.00	\$4.50	
CHAMBERLAIN HOTEL..... Seventh and Locust.	3.00—3.50	4.00—6.00	\$1.00—2.00
ELLIOTT HOTEL..... 219 Fourth Street.	2.00—2.50	3.00—4.00	1.00—2.00
HOTEL FORT DES MOINES..... Tenth and Walnut.		5.00—8.50	2.00
FOSTER HOTEL..... Eighth and Walnut.	2.00—2.50	2.50—3.50	1.00
FRANKLIN HOTEL..... Fifth and Locust.		4.00—5.00	1.25—1.50
IRWIN HOTEL..... Sixth and Cherry.		3.00—4.00	1.25—1.50
KIRKWOOD HOTEL..... Fourth and Walnut.	2.00—3.00	4.00	1.50—2.00
LLOYD HOTEL..... Sixth and High.	2.50	3.50	1.00—1.25
MANHATTAN HOTEL..... 313 Fifth Street.	4.00—5.00	5.00	
MARTIN HOTEL..... Third and Locust.	3.00	3.50—4.50	1.00
NORTHWESTERN HOTEL..... East Fourth and Walnut.	2.00—2.50	3.00—4.00	
RANDOLPH HOTEL..... Fourth and Court Ave.	2.50—3.25	3.50—5.00	1.00—2.00
ROGERS HOTEL..... Sixth and Mulberry.	2.00—2.50	2.50—3.50	1.00
HOTEL SAVERY III..... Fourth and Locust.		5.00—9.00	2.00
WELLINGTON HOTEL..... Fifth and Grand Ave.	1.50—3.00	3.50—4.00	.75—2.00
CARGIL HOTEL.....	2.50	3.00—4.00	1.50
ROYAL HOTEL.....	2.00—2.50		1.00

Make reservations as early as possible, to insure you satisfactory quarters and at the same time relieve the committee of extremely heavy work in the days immediately preceding the convention. Indicate as definitely as possible just what you want in the way of accommodations and the rate that you desire to pay. Make all reservations with the Committee. Address Chas. F. Pye, 407 Youngerman Bldg., Des Moines, Iowa.

Department of Superintendence

THE new officers of the Department are: president, R. G. Jones, superintendent city schools, Cleveland, Ohio; first vice-president, Will C. Wood, State commissioner of education, Sacramento, Calif.; second vice-president, E. C. Broome, superintendent city schools, Philadelphia, Pa.; treasurer, I. B. Bush, superintendent city schools, Erie, Pa.; secretary to be elected by the executive committee; executive committee—Jesse H. Newlon, superintendent city schools, Denver, Colo.; Frank Cody, superintendent city schools, Detroit, Mich.; Randall J. Condon, superintendent city schools, Cincinnati, Ohio; J. H. Beveridge, superintendent city schools, Omaha, Nebr.

EDUCATIONAL OPINION

Summer Training

A VERY great demand is now being made for better trained teachers. This demand comes from members of boards of education, superintendents and the public generally. During the past two years the public press has very generously joined us in bringing to the

open the very small salaries paid teachers, and partly as a result of this publicity teachers' salaries have been increased. There are within our ranks today many teachers who are wholly untrained, and in the public opinion these teachers are being paid enough and in some cases too much for the services rendered. There is no dodging this fact. Every school official knows it. There would be no room in the profession for these teachers if we had trained teachers to take their places. The shortage of teachers makes it necessary for them to stay on the job, and personal pride and professional ethics, together with a desire to do one's best, make it necessary for them to attend

summer schools.—From an editorial in *Progressive Teacher*, March, 1921.

Correspondence Study

CORRESPONDENCE. *Study in Universities and Colleges* is the title of U. S. Bureau of Education Bulletin, 1920, No. 10, prepared by Arthur J. Klein, Executive Secretary, National University Extension Association. Copies of the Bulletin are sold by the Superintendent of Documents, Washington, D. C., at 10 cents each. Facts are given concerning the extent of correspondence instruction and to indicate the kinds of courses offered, the methods used, and something of the results obtained.

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THE IDEAL TEACHER

(Concluded from page 73)

difference between a counterfeit enthusiasm, the forced and foolish sprightliness of the primary teacher, and the life which real interest manifests. Says Santayana, "If he is to teach with good grace and modesty and authority, it must not be he that speaks, but science and humanity that is speaking through him. He is never bitter or flippant and seldom aggressive. The ideal teacher seeks in his own experience and in that of others to make the exceptionally good the rule in his own work. It is rather easy, by budding and grafting, to make a rare fruit the rule, and not beyond the good teacher's ability to make the new that is worth while his own."

The good teacher knows when his work suffers because of an excess of a needed element or by the presence of what ought not to be at all, as he knows when butter is unfit to eat because of too much salt or because of the presence of kerosene oil. He knows too, when the pupil should get knowledge through his own experience and when through the recorded experience of another, when the authority lies in his own consciousness or in a book.

What cannot the ideal teacher do and who knows the wonder of his work? In *Human Nature and Its Remaking*, William Ernest Hocking says, "There are few more beautiful miracles than that which can be wrought by leading a despairing child into trifling success; and there are few difficulties whose principle cannot be embodied in such simple form that success is at once easy and revealing"—a greater miracle than turning water into wine—or turning wine into water, for that matter.

In closing, here are a few words from a prominent English schoolman: "That other education which leads to a simplicity of life and a love for the beautiful is difficult to attain, for here we must start not with buildings or officials but with a body of teachers who really love and practice what they teach. The statesman for whom we are still waiting will have as his first duty to persuade the nation that such teaching is worth paying for, and that through it and through no other means can the future be neutralized that may bring us to ruin."