

APR 29 1921

VOL. X

MAY, 1921

NO. 5

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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Published monthly, except July and August, by the
NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C.

Entered as second class matter October 28, 1920, at the postoffice at Washington, D. C., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized January 26, 1921.

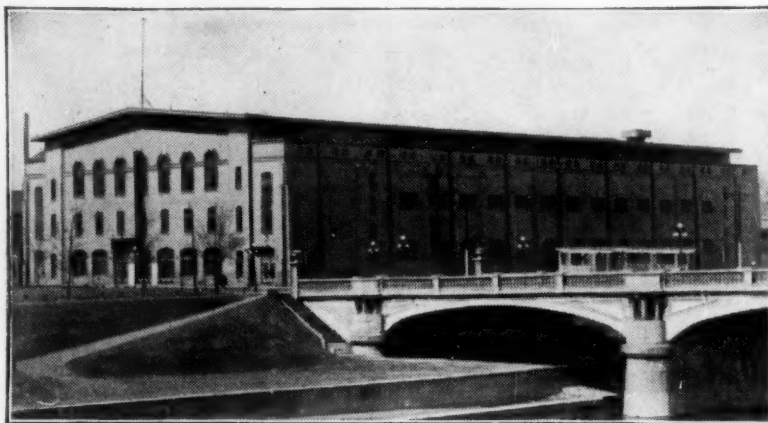
On to Des Moines!

N. E. A. CONVENTION

JULY 4-8, 1921

The Educational Event of the Nation

PLAN YOUR VACATION
TO VISIT POINTS
STOPPING EN ROUTE AT
DES MOINES FOR THIS
BIG CONVENTION.
SUMMER TOURIST
RATES WILL ALLOW
STOP OVERS



DES MOINES HAS 43
HOTELS IN THE DOWN
TOWN DISTRICT IN
EASY WALKING DIS-
TANCE OF CONVEN-
TION HALLS. REASON-
ABLE RATES AND
SPLENDID ACCOMMO-
DATIONS

*The Coliseum—Capacity 10,000
Where General Sessions will be held*

The Convention

A Great Program—Herbert Hoover, Judge Ben Lindsey and a host of other national and international celebrities will be heard.

An opportunity to visit some of Iowa's open country consolidated schools. Auto trips to these buildings every day.

Exhibits of work done in the Iowa Consolidated Schools. Every one interested in the rural school movement will want to see what Iowa is doing.

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The Capital City of Iowa—the richest agricultural area of equal size on the face of the earth.

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Des Moines is appropriately the greatest center in the world for agricultural journals and farm papers.

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In Iowa it is but a short spin "From prairie lands to fairy lands."

In Iowa 93.4 per cent of all the land is under cultivation and productive.

Iowa leads in the production of corn and livestock.

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Iowa has never known a crop failure.

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The State University of Iowa will offer exceptional opportunities to do summer school work and at the same time attend the convention. No university has ever offered as numerous and varied courses in the field of education as will be offered here.

**Come to Iowa---the Great Food Producing Center of the World
Ideal Weather A Wonderful Program The Glad
Hand of the Great Middle West**

The Birth of Our National Association

"TWELVE YEARS ago, in the central city of the Empire State, the first¹ State association of teachers in this country was formed. Some of you gentlemen who were present at that meeting, and were instrumental in calling it, can well remember the 'fear and trembling' with which that enterprise was commenced. Until that period, the teachers of that State not only, but those of every other State as well, were almost entirely unacquainted with one another."² These are the words of Chairman Valentine speaking in 1857 to the choice spirits who were making the first history of our National Association.

During the late forties and the early fifties, other States had followed the example of Rhode Island and New York in the formation of associations.

Out of the personal fellowship and professional consciousness that had grown up in these State associations germinated the idea from which was born the National Association, first known as the National Teachers' Association.

The call for the first meeting went out on May 15, 1857, over the signatures of the presidents of State associations in the ten States of New York, Massachusetts, Missouri, New Hampshire, Indiana, Pennsylvania, Vermont, Iowa, Wisconsin, and Illinois. This call was originally proposed by T. W. Valentine, president of the New York association, and was written by D. B. Hagar, president of the Massachusetts association. The text of the call is as follows:

"To the Teachers of the United States:

"The eminent success which has attended the establishment and operations of the several teachers' associations in the States of this country is the source of mutual congratulations among all friends of popular education. To the direct agency and the diffused influence of these associations, more, perhaps, than to any other cause, are due the manifest improvement of schools in all their relations, the rapid intellectual and social elevation of teachers as a class,

and the vast development of public interest in all that concerns the education of the young.

"That the State associations have already accomplished great good, and that

As A United Body

GEORGE WHARTON PEPPER

WE once sent overseas an expeditionary force composed of our bravest and best. Through them America struck a telling blow for freedom and by their valor our independence was preserved. It remains for us to use the power of our independence in ways worthy of the lives that were sacrificed to maintain it. We must see to it that America's influence is always exerted to combat ignorance and to liberate the human spirit. The world is our field, and we must make our influence felt in every corner of it. Over a new and greater army of occupation the Stars and Stripes must proudly float. In the vanguard the public-school teachers of America must march as a united body, and the teachers of Philadelphia must be the first over the top.—From an address at a teachers' mass meeting, Philadelphia, October 28, 1920.

they are destined to exert a still broader and more beneficent influence, no wise observer will deny.

"Believing that what has been accomplished for the States by State associations may be done for the whole country by a National Association, we, the un-

dersigned, invite our fellow-teachers throughout the United States to assemble in Philadelphia on the twenty-sixth day of August next, for the purpose of organizing a National Teachers' Association.

"We cordially extend this invitation to all practical teachers in the North, the South, the East, and the West, who are willing to unite in a general effort to promote the general welfare of our country by concentrating the wisdom and power of numerous minds, and by distributing among all the accumulated experiences of all; who are ready to devote their energies and their means to advance the dignity, respectability, and usefulness of their calling; and who, in fine, believe that the time has come when the teachers of the Nation should gather into one great educational brotherhood.

"As the permanent success of any association depends very much upon the auspices attending its establishment, and the character of the organic laws it adopts, it is hoped that all parts of the Union will be largely represented at the inauguration of the proposed enterprise."

A little group of enterprising leaders from "the North, the South, the East, and the West" responded to the call and on August 26, 1857, assembled in the Athenaeum Building in Philadelphia, and listened to the speaker with whose words this sketch begins. That interesting "first speech" closed with this significant statement:

"What we want is, an association that shall embrace *all* the teachers of our *whole* country, which shall hold its meetings at such central points as shall accommodate all sections and combine all interests. And we need this, not merely to promote the interests of our profession, but to gather up and arrange the educational statistics of our country, so that the people may know what is really being done for public education, and what yet remains to be done. I trust the time will come when our government will have its Educational Department just as it now has one for

¹In a list of fifteen "State Teachers Associations organized before 1857," published in the "Fiftieth Anniversary Volume" of the N. E. A., pages 514-15, Will S. Monroe places the New York association second, July 30, 1845; and the Rhode Island association first, January 28, 1845.

²Proceedings of the National Teachers' Association . . . reprinted from Barnard's *American Journal of Education* with additions, Vol. 1, 1857, Bardeen (1909).

Agriculture, for the Interior, for the Navy, etc. Surely these interests can not be more important than those which pertain to the intellectual and moral welfare of our people. But until this shall be done—as it must be, sooner or later—we need some such combination of effort as shall bring the teachers of this country more together, and *disseminate*, as well as collect, educational intelligence. Such an effort is imperatively demanded of us, and I trust we

shall at once decide to go forward and devise measures to accomplish these great objects."

The meeting did "go forward," a constitution was adopted, and there was born the infant organization, which in 1870 added to itself the American Normal Association and the National Superintendents' Association, thus becoming the greatest and most representative educational body in the world—a position which it still retains.

Better Speech For Better Americans¹

SUSAN B. DAVIS

Professor of Reading and Effective Speaking, Kent State Normal College, Kent, Ohio

NO OTHER social phenomenon is more pertinently or forcefully before us than that of immigration. No picture is more constantly before us than that of the incoming hordes of foreigners. We call them the "scum of the earth," yet they come from the land of Socrates, Ibsen, and Tolstoi, from romantic and aesthetic Spain, Italy, and Palestine. We know as never before that if they continue to seek our shores, for the best interests of us all, they must become one with us in every way. To accomplish this, we no longer invite them to speak our language, but to each and every one we are saying in no uncertain terms, "Thou shalt adopt the American speech." From many a billboard gleams the command, "Learn a common tongue." Is this injunction sounded to our glory or to our shame? These children of Europe and the East come to us with a marvelous literary and linguistic heritage. In the substitutes which we offer and insist upon, shall we cheat and debase both them and ourselves by an impoverished, crude, and inelegant language, and a lip-lazy speech?

Fifty-two different tongues were spoken by the various peoples who passed through Ellis Isle during the year 1920. Our language by this linguistic influx is submitted to the same leveling process to which a child's language is submitted when he leaves home and goes forth to meet the influences of speech as it prevails in playgrounds, in stores, and elsewhere. A child is thus exposed to all the common things of democracy, and some of these have a tendency to reduce all to a common level; "which in terms of speech in our country today means that he is made

careless and for the most part uncouth." As it is true that any neighborhood displays the speech habits of those at the lower level, so a nation being recast as ours is will inevitably suffer by a similar leveling process unless it heroically maintains its own standards.

The problem of "better speech for better Americans" involves three considerations: (1) the use of pure English; (2) clear-cut and refined diction; and (3) the effective use of the voice. The last two only are considered in this discussion.

Corrective work in diction must be centered about (1) those who through

¹From an address before the National Society for the Study and Correction of Speech Disorder at Atlantic City, New Jersey, March 2, 1921.

ignorance or sheer laziness fail to make adequate use of the marvelous speech apparatus that God has given them, and (2) those who, by birth or accident, are incapable of excellence in speech.

The average American is lip-lazy. He is ignorant or indifferent to the fundamentals of his language. There are one-half million speech defectives in the United States. Both these classes must be taken care of by our public schools and special courses of instruction.

The voice is fundamental to speech. As the individual reveals his inner nature through his voice, so the nation proclaims the life, the mental and emotional habits concealed within its being. When we insist upon the acceptance of our speech by other nationalities, we are insisting upon the acceptance of the American voice. More leisure, more knowledge, the study and practice of the social graces, keener appreciation of all the finer things of life, are necessary in American life before the American voice will be worthy of imitation and acceptance by the "strangers within our gates." No better opportunity for the mellowing of our own voices could be afforded than in our work for the betterment of all sorts and conditions of men. In demanding of the foreign-born the acceptance of our language, let us do it with a love and pride not only for correct written English, but for a speech that shall be beautiful and clear-cut rather than inarticulate and crude. "Beautiful speech is like unto the luster of a rare pearl."



KINDERGARTEN SAND TABLES have infinite possibilities for arousing interest. They afford opportunity for creative work in which individual effort merges naturally into community enterprise. It is here that the first lessons of democracy are learned and habits of coöperation are developed.

Improving Public-School Teaching

SUSAN M. DORSEY

Superintendent of Schools, Los Angeles, California

PUBLIC-SCHOOL TEACHING can be much improved by a more intelligent grouping of children according to their intellectual capabilities and their general conduct so that instruction may be adapted to their varying degrees of intelligence, and especially to the peculiar needs of the large group of over-age children. To have good teaching there must be a fair promise of successful performance measured in terms of profit to those taught. That there are those in the class doomed to failure paralyzes teacher effort. Emphasis has been placed, and rightly, upon the necessity of segregating the educationally unfit for the sake of other children. What I wish to urge is the necessity of such segregation in the interests of good teaching. The pall of idiocy, or something only a little removed therefrom, has shadowed many a teacher's school-room life until work has become hateful, professional aspiration has withered, and the springs of teacher helpfulness have gone dry.

Age-grade tables show that about one-third, or thirty-three and one-third per cent, of the children in the public schools are one year or more behind grade. When we eliminate the two or three per cent that are actually feeble-minded, there still remains the thirty per cent who could very well get back to grade if they could be given attention according to their needs; but if instruction is not adapted to them, they are bound to become failures and remain repeaters. An experiment in the interest of the thirty per cent has recently come under my observation which promises much in the way of releasing the energies of these children and making real progress possible. The significant thing is that the instruction is so adapted as actually to encourage and secure sustained effort, self-help, and self-measurement. The mechanics of the classroom procedure in this special group are simple. Each child has a portfolio containing a series of lesson exercises and questions increasing in difficulty but expressed in plain, understandable language; each lesson in the series forming a distinct unit which may require a longer or

shorter time for mastery. As soon as one unit is mastered, the child passes on to the next. When a difficulty is met, the teacher's help is asked, it being understood that the help given shall be such that the child will really solve the difficulty himself. This experiment undertaken in the interest of misfits and over-age children has resulted so helpfully that in many instances belated children have covered two and even three half grades in a half year and have been entered into their regular grade quite able to move on with the successful pupils of their own age.

A second means for securing better teaching is the application of vocational guidance to the vocation of teaching. It is a matter of regret that recent exigencies in public school education have made it necessary to stress the fact that teachers have at all times been underpaid; as a result the impression has gained strength that the profession is one for the ambitious young person to avoid. Granting that the meager compensation of teachers in the past has been a reproach, even with this disability there are many intellectual and spiritual compensations which should make the vocation attractive, not to speak of those accompaniments of the profession commonly supposed to be advantages, such as association with the young, the hopeful, the buoyant; moderate hours of service; and extended vacations.

To secure better teaching, it will be necessary to guide into the profession those of good intelligence and good character. While we are guiding into other vocations, what prevents us from pointing the way into our own? And a very good one it is, to which I mean to invite the promising young as to a life of privilege and magnificent opportunity. This must be one immediate way of improving teaching. Give us fresh young blood full of ambition and enthusiasm, with the far-off look toward the future which never sees the intervening years of work and worry but always the distant glory. How shall we improve teaching? By believing in it ourselves, by

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

stopping our dolorous talk about its hardships, its penury, its limitations, and by seeing with the clear vision of those who love its work and believe in its regenerating destinies the road that leads to supreme service, highest satisfaction, and most helpful accomplishment; by inviting the best of those whom we teach to enter a vocation second to none in the opportunity to live lives of contentment, of service, and of achievement—so shall we have better teaching.

A third measure that will contribute to good teaching is a somewhat better adjustment of teacher training given in departments of education to the everyday needs of the child. I am not one to complain of the colleges or of the type of educated product issuing therefrom. The magnificent college-trained young manhood and womanhood of our country speak for themselves. In one particular, however, there is need of a coming together of the departments of education and the public schools, since the greater number of those who graduate from the schools of education are to become the teachers of *just boys and girls* in the elementary or high schools. These young instructors need to understand thoroughly two things: first, that university methods, attitudes, and even standards, cannot be carried into the teaching of boys and girls; and second, that the emphasis must be placed upon the development of children rather than upon the development of subject-matter. We are starting now a general movement for more extended training of teachers. This is desirable, even necessary, because as general intelligence increases, teacher intelligence must increase apace. The mighty events of the last few years in which the youth of our Nation played their part heroically and in which our entire people participated have lifted the whole Nation as on the crest of a mighty wave far above the grade of pre-war intelligence. Every family has gained knowledge of peoples, races, lands, customs; of appliances, instruments, and modes of living of which formerly little was known. As from a mountain-top we have seen new worlds and the sweep of intelligence has broadened with the vision. Teacher intelli-

gence must be correspondingly enlarged so that there may be better teaching, more human teaching, teaching that takes cognizance of the way men actually live and which has a pre-vision of a better way. No cold, formal, intellectual, merely academic atmosphere can possibly meet the needs of the throbbing, almost feverish, living of today and tomorrow. Our departments of education must train men and women of sympathy and of understanding hearts who will care as much for the present life of the child and for his future fate as for the last jot and tittle of a finished recitation in a favorite subject. They must understand that the young have emotions as well as intellect and that unless these emotions are educated to right expression, they will turn and rend society.

Not less of classics, not less of science, of literature, and of art, but more of a human understanding of the heart of the young, beset with hard home conditions or imperiled by over-indulgent parents, or enthralled by social temptations, or galled by poverty, or humiliated by the consciousness of inferior capacity. For all such as these is the kingdom of Heaven and to that kingdom the young must be led through the medium of classics, art, science, and vocation, but always with the sympathetic help and guidance of teachers. In the better teaching of which I speak subjects shall become the humble servants of our children, and children shall not be sacrificed to subjects. By all means give us more extended teacher training, better informed, more intelligent teachers to measure up to the demands of the day. At the same time let the humanities become human; so shall they be glorified.

To have better teaching in the public schools, there must be an enlarged understanding of the aim of all teaching. Frankly, unhesitatingly, persistently, the young must be made to realize that public education implies a social partnership, precludes the selfish individualism of the exclusive, and imposes inescapable social and civic obligations upon the recipients thereof. Herein lies the most important essential in the training of teachers for public-school service. No longer should it be left to chance that teachers shall possess sufficiently generous and high-minded natures to train the children of the Nation into a comprehension of their obligations to society and to the State, and to inspire a spirit of service. The first business of all schools of education should be to insure

an understanding on the part of those being trained of the place of public education in a republic. They must be definitely taught that the State is not concerned with education as a means for increasing the intelligence of the individual in order that he may the more successfully exploit society for his own selfish advantage, that the whole significance of education at the *public expense* lies in the mutual helpfulness of the educated and the offering of their combined efforts for the betterment of all. Unless teachers have themselves mastered these fundamental principles of their craft, they are not fit candidates for employ-

Kindergartens for All

PRESIDENT HARDING

Because the kindergarten seems to me an effective means of providing early moral, social, and intellectual training, and promoting patriotism, I am hopeful that this educational advantage may presently be provided for all children of the Nation.—From a letter to Julian M. Gerard, Treasurer, National Kindergarten Association, March 23, 1921.

ment as teachers of present and prospective citizens.

Other nations, through their systems of education, have been able to train up generations of men and women to become the slaves of even a base national ideal. Surely, the educators of America can grasp and formulate the noble principles and ideals of our national life and give that teacher training necessary to secure the transmission of them to the young. Certain it is that recent experiences should have taught us that teachers whose own notions of their responsibility to the Nation growing out of their place in the public schools are vague, undefined, and even indifferent, cannot be relied upon to teach our children those fundamentals which are essential to the strengthening and perpetuity of our national life. An occasional reminder to prospective teachers by those entrusted with their training that loyalty to country and reverence for the flag should be taught, will not suffice. What we need is a rich body of informative material to illuminate the whole subject of the responsibility of the individual to society and to the State.

Equally necessary is teacher training

in the duty and the art of transmitting to the young through instruction and through school activities a gripping sense of the obligations and relations of each to all and to that impersonal, yet, ever-present reality—our country. Sporadic attempts of individuals to write acceptable textbooks along the lines indicated will be abortive; courses of study skillfully adjusted to meet the needs of the better teaching of patriotism will not suffice. Through a unified, suitable, and adequate body of teaching material and through training, a new type of teaching and teacher must be produced—the teacher trained first of all to regard his work not as an individual, unrelated task, not as a group task in a single school, or in a system, but as a part of a great national program designed to interpret for the whole people through specific instruction given in the public schools the significance, the accomplishments, the possibilities, the necessities of our particular nationalism. The teaching must be consciously adapted to create in the young such dispositions and attitudes as will make them fit to live in a land such as ours as well as apt for its service. The instruction given to teachers to prepare them for this particular and supreme end in public education should be required of each normal school or department of education as a requisite for receiving State and Federal aid. If France was able to stand fast with her word, "They shall not pass," it was because her children, grown to manhood, had been educated from their earliest years to a sense of the national danger and of the necessity of preparation and resistance to the death. So must America interpret *her* national aims and ideals and through unified instruction in the public schools establish in the hearts of her people a national defense.

This is my offering to the solving of the problem of better teaching: first, a better grouping of children in the public schools for instructional purposes; second, the securing of better teachers by the guiding of young persons of promise into the vocation; third, the better adaptation of teacher training in colleges and universities to the real needs of the public schools; and lastly, an understanding on the part of teachers of the place of public-school education in the national scheme together with ability to give instruction which shall contribute directly, constantly, and designedly to the security, the advancement and the perpetuity of the Nation.

Department of Kindergarten Education

NINA C. VANDEWALKER

Specialist in Kindergarten Education, United States Bureau of Education, Washington, D. C.

THE DEPARTMENT of Kindergarten Education of the National Education Association dates back to the meeting held in Madison, Wisconsin, in 1884. At that time but six departments had been organized. The Department of Kindergarten Education was therefore the seventh, and the Department of Music Education, authorized the same year, the eighth to be created.

The kindergarten was at that time in the focus of public interest. It had attracted nation-wide attention by the experiment in St. Louis in 1873 to make it a part of the public-school system, and by the demonstration of its work and methods at the Philadelphia Exposition. As a result hundreds of kindergartens had been opened in different sections of the country, some private, some charitable, and some public. Seven cities—St. Louis, Missouri; Milwaukee, Wisconsin; Ft. Collins, Colorado; Des Moines, Iowa; Portland, Maine; Muskegon, Michigan; and La Porte, Indiana, had already made the kindergarten a part of the school system. Four State

normal schools—those at Oshkosh, Wisconsin; Winona, Minnesota; Fredonia, New York; and Emporia, Kansas—had organized kindergarten training courses. These facts implied the endorsement of the kindergarten by the educational leaders of the country and pointed to the likelihood of its general acceptance as a part of the school system. The organization of the department was therefore timely, since it afforded the teachers of the country an opportunity to become acquainted with the principles and methods of kindergarten education. The organization in question was effected through the request of Dr. William N. Hailmann, that the Froebel League of North America be accepted as a department of the National Education Association. This request was granted, and since Dr. Hailmann was one of the leading exponents of the kindergarten he was elected president. The first meeting of the newly created department was held at Saratoga Springs the following year.

At this meeting the president said that the purpose of those who had petitioned for the creation of the department was

not so much to increase the number of kindergartens as "to secure a thorough testing and sifting of kindergarten principles and methods and to devise ways and means for the full and generous application of what may be found valuable and available for the educational work of the school." This purpose necessarily included the building up and standardizing of the kindergartens themselves since they were necessary for the study by which the value of the principles in question was to be determined. The makers of the department soon discovered the need of broadening its scope, since the principles that give the kindergarten value for the school also give it value for the life of the home and of the community. A glance at the programs presented from year to year shows them to have been of an unusually high order. To make them contribute directly to the general intelligence concerning the kindergarten the leaders of the movement have always been given an important place. Specialists in subjects which begin in the kindergarten, such as art and music, have frequently been invited to illustrate and discuss the right beginnings of their specialties in the kindergarten and to indicate the nature of the methods to be used in the grades. Every program has included one or more addresses by leaders of thought in the field of general education. A mere glance at the programs shows the names of Dr. William T. Harris, William N. Hailmann, Francis W. Parker, Frank Louis Soldan, M. V. O'Shea, Nicholas Murray Butler, Frederic Burke, Joseph E. Lee, Richard Watson Gilder, John Dewey, and others of equal rank. Their coöperation in the advancement of the kindergarten movement has been of great value.

As a whole the service which the department has given to the cause of education and to the National Education Association in the thirty-six years of its existence has been a creditable one. It has stood for definite things—the right of children below the age of six to a place in the school and an education based upon their needs at the successive stages of development as indicated by present day psychology; the utilization of children's interests and activities in educational procedure all along the line; and the consequent motivation of school work. It has been a clearing house for the exchange of educational ideas new and old, and has contributed not a little to the loosening of the hold of tradition



THIS is a kindergarten maintained by a coal and iron company in the mining district of Alabama. It is good business as well as good citizenship to develop carefully those upon whom the industry of the future must devolve.

upon school work and methods and the development of modern ideals and standards.

The present officers of the department are: President, Marion S. Hanckel, Richmond, Virginia; vice-president, Barbara Greenwood, Los Angeles, California; secretary, Anna H. Littell, Dayton, Ohio. Its officers recognize that the department has accomplished much for education but that much still remains to be done if the ideals which it was created to realize are to find expression in the schools of the country. They will therefore submit to the department at the Des Moines meeting a plan of reorganization which will admit of the election of a permanent secretary. This would make possible a continuity of plan and purpose from year to

year, such as cannot be had when all the officers are elected for one year only.

The program for the Des Moines meeting is now in tentative form. The customary two sessions have been agreed upon and an outdoor gathering for story telling is in contemplation as a third. One session will be devoted in part to reports of the joint meeting of the International Kindergarten Union and the National Council of Primary Education at Atlantic City, and the annual meeting of the International Kindergarten Union in Detroit. The general topic for the second session will be THE UNIFICATION OF AIMS AND PRINCIPLES IN THE WORK OF THE KINDERGARTEN AND EARLY GRADES. There will be sub-topics under this and speakers of national reputation are promised.

Ethics for Teachers¹

THIS code is an application of the general principles of ethics to the special obligations, rights, and privileges of the teaching profession.

PROFESSIONAL ATTITUDE — EDUCATIONAL ATTITUDE—The highest obligation of every member of the teaching profession is due to those who are under his professional care.

COMPENSATION—The teaching profession should demand for each of its members that compensation which will enable him to render the most efficient service. To attain maximum efficiency the compensation must be sufficient to enable him to live upon a scale befitting his place in society, to permit the necessary expenditures for professional improvement, and to make proper provision for those dependent upon him, and for himself in his old age.

OPEN-MINDED STUDY OF EDUCATION—Every member of the profession should be a progressive student of education. To this end he should be a thoughtful reader of educational literature, should attend and participate in educational meetings, should engage in such experimentation and collection of data as will test the value of educational theories and aid in the establishment of a scientific basis for educational practice, and should be willing to give to his fellow members the benefit of his professional knowledge and experience.

CRITICISMS OF ASSOCIATES—(a) The motives for all criticism should be helpfulness and improvement. Adverse criticisms, known or heard, should not

be made or repeated except to the one criticised, or to his superior with the full expectation that opportunity for explanation will be afforded. On the other hand, when corrupt and dishonorable practices are known to exist they should be fearlessly reported to the proper authorities. (b) Adverse comments and insinuations in regard to the work of a predecessor or of the teacher of previous grade are to be condemned.

APPOINTMENTS AND PROMOTIONS—(a) All appointments, promotions or advancements in salary should be obtained

¹ This code of ethics for the teaching profession was adopted by the Pennsylvania State Educational Association at its meeting in December, 1920, and appeared in the *Pennsylvania School Journal*, February, 1921.

exclusively on merit. To this end it is proper for the candidate to make his qualifications known to the proper school authorities, either directly or through a teachers' agency. (b) A teacher should take no steps towards obtaining a specific position until he knows the position is vacant or about to become vacant. (c) No teacher should secure an offer elsewhere for the sole purpose of using it as a means to obtain an increase of salary in his present position. (d) Upon accepting appointments in a given district a teacher should notify all other districts to which letters of application have been sent. (e) Whenever a superintendent is seeking a teacher in another district he should inform the superintendent or the proper officials of the district, but a superintendent's reluctance to part with a teacher should not deprive the teacher of an opportunity for deserved advancement.

CONTRACT OBLIGATIONS—A teacher should never violate a contract. Unless the consent of the employing body is obtained releasing the obligation, the contract should be fulfilled. On the other hand, when a teacher is offered a better position elsewhere it is against the best interests of the schools to stand in the way of the teacher's advancement by arbitrary insistence upon the terms of a needlessly rigid contract, if the place can be satisfactorily filled.

DEMOCRACY IN THE DEVELOPMENT OF SCHOOL PLAN—The superintendent should be recognized as the professional leader of the school system. Each member of the system should be given opportunity to collaborate in the solution of professional problems; but when a policy is finally determined, it should be loyally supported by all.



RELATIONS BETWEEN SUPERVISORY OFFICERS AND TEACHERS—(a) Cooperation, loyalty, and sincerity should characterize all relations between supervisory officers and teachers. (b) Each teacher is entitled from time to time to statements of his professional record, whether favorable or unfavorable, and may properly make requests for such statements. Moreover, every teacher whose reemployment is not intended should be given timely notice. (c) A supervisor of classroom work should observe the following ethical principles in relation to the teachers whose work he observes professionally: He should express an opinion upon the work observed following each professional visit. He should recommend ways to remove every fault pointed out and allow reasonable opportunity for improvement. He should not criticize a teacher before other teachers or before pupils. He should just as certainly and just as unflinchingly point out the excellencies as the faults of the work observed. He should give ample opportunity for conference

previous to observation of the teacher's work. (d) A superintendent or other supervisory officer should be ready and willing at any time to answer official inquiries from prospective employers concerning the qualifications of any teacher under him, and should be willing to write to any interested party at the request of a teacher, giving a statement of the teacher's professional record under him, but evasive or equivocal letters of recommendation should not be given.

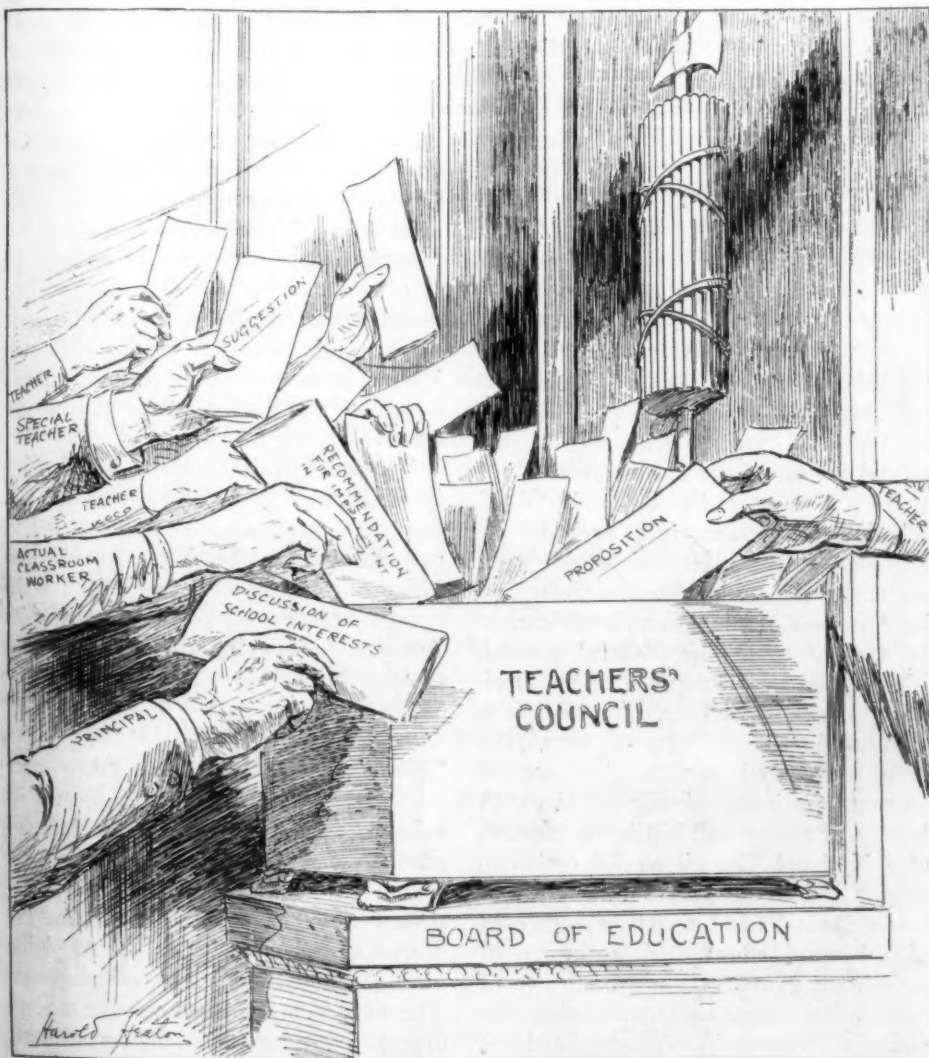
RELATIONS TO PARENTS—(a) Teachers should maintain cooperative relations with parents and should meet criticism with open-mindedness and courtesy. (b) Teachers should not discuss the physical, mental, moral, or financial limitations of their pupils in such a way as to embarrass the pupils or parents unnecessarily. Nevertheless they should exercise the utmost candor, as well as tact, in their communications with parents on matters of real importance. Information concerning the home conditions of the pupils should be held in confidence by the teachers.

RELATIONS TO PUBLISHERS AND SUPPLY HOUSES—No member of the profession should act as an agent, or receive a commission, a royalty, or anything else of value, for any books or supplies in the purchase of which he exercises official decision.

TEACHERS' AGENCIES—The profession should unhesitatingly condemn teachers' agencies that encourage teachers to break their contracts, that work for the appointment or promotion of unqualified teachers, or that make recommendations for positions not known positively to be vacant. Any member of the profession who has knowledge of such action should report it to the Commission on Professional Ethics.

LOYALTY TO SCHOOL BOARDS—(a) It is the duty of every member of the profession in a school system to recognize the legal authority of the board of directors and to be loyal to its policies established in accordance therewith. (b) If, however, the attitude of a school board should clearly and persistently be such as to prevent the members of the profession employed by it from serving the best interests of the pupils, and if repeated efforts to remedy the situation have been without avail, then an appeal should be made to the Commission on Professional Ethics.

COMMISSION ON PROFESSIONAL ETHICS—(a) There should be a Commission on Professional Ethics operating under the Pennsylvania State Educational Association. This commission shall consist of the president of the association *ex officio* and four members of the profession, appointed by the president, with terms of four years each, one term expiring on July first each year. (b) It shall be the duty of this commission to study the various problems of professional ethics arising from time to time, to give to inquiring members of the profession its interpretation of the meaning of various principles in this code, to arrange for investigations rendered advisable in connection with this code, to take such action in regard to their findings as may be deemed wise, to make recommendations to the State Association as to amendments or additions to the code, and in general to have oversight of all questions arising in connection with the ethics of the teaching profession within the State.



—From the American School Board Journal, March, 1921

Plan to attend the Des Moines meeting of the Association July 4-9. It will be the first meeting of the reorganized association.

The Journal of the National Education Association

Published monthly except July and August by the
National Education Association of the United States.

Fred M. Hunter
President

J. W. Crabtree
Secretary

The payment of \$2.00 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive the *Journal* monthly.

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.

One dollar of each membership fee is for a year's subscription to the *Journal*.

Subscription to non-members is \$2.00 per year; single copies, 25 cents. Advertising rates on application.

Members are kindly requested to report at once any change of address, giving old as well as new address.

Entered as second class matter October 28, 1920, at the post-office at Washington, D. C., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized January 26, 1921.

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Names of members will appear later.

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An Appeal For Our Public Schools

THIS IS no time for extravagance in governmental expenditures. Appropriations should be carefully scrutinized and all unnecessary items eliminated. The times demand the application of the best business principles in the conduct of public affairs.

However, there can be no retrenchment in the support of education. Money wisely expended for this purpose is an investment in citizenship and an insurance against the revolutionary conditions which exist in countries whose peoples are ignorant and illiterate.

Our free public school system is an integral part of our free government, essential to its life and prosperity. The only secure foundation for democracy is an enlightened and intelligent electorate. A government of the people and by the people can be no better and no stronger than the composite citizenship of which it is constituted.

This fact was recognized by the far-seeing statesmen who founded this Nation. William Penn declared that the only way to preserve free government was by the education of all its citizens, "for which," said he, "spare no cost, for by such parsimony all that is saved is lost." Washington urged his countrymen "to promote as objects of primary importance institutions for the general diffusion of knowledge." Jefferson,

Adams, and Madison taught that the education of all the people furnishes the greatest safeguard for our free institutions.

The greatest need of our country today is competent, well-qualified teachers to train the future citizens of the Nation. We must get rid of the incompetent and unprepared in our public schools. The schools of tomorrow should be taught only by the best, and the profession of teaching must be made so inviting that it will attract and hold the best. Any reduction in the salaries of teachers or any failure properly to appreciate the importance of education will turn from the teaching profession those young men and women now preparing for their life's work who should be secured for this most important field of public service.

Let us cut down expenditures for luxuries. Let us reduce appropriations wherever it can be done with safety, but for the perpetuity of those ideals and principles which are nearest to the hearts of the American people, there can be no backward step in the development of a strong, intelligent, patriotic citizenry, upon whom must depend the preservation of the things for which we have made such sacrifice in blood and treasure. The hope of America is in her free public schools. To elevate their standards and promote their efficiency should be the purpose of every American statesman and citizen.

Educational Bill Reintroduced

THE EDUCATIONAL BILL was introduced by Congressman Towner on April 11, the opening day of the special session of the Sixty-seventh Congress. It will be known as H. R. 7. The bill has been carefully revised. Its phraseology is so clear and definite with respect to the preservation of State and local control of education that it cannot be twisted to permit Federal control. The section which carried the appropriation of one hundred million dollars is eliminated, and the separate appropriations authorized for the five specific purposes are independently set forth. A feature of the revised bill is the creation of a National Council on Education to consult and advise with the Secretary of Education. This Council is composed of the chief educational authority of each State, ex-officio, and not to exceed twenty-five educators representing the different interests in education, and not to exceed twenty-five persons, not edu-

cators, representing the public, to be appointed annually by the Secretary of Education, to meet once each year at the call of the Secretary of Education for conference on the promotion of education throughout the Nation. Copies of the revised bill will be furnished free by the National Education Association. Its passage by the Sixty-seventh Congress is confidently expected.

Money for Education

SOME SCHOOL OFFICERS are being placed in a hard position. They seem to be caught between the demands of teachers for adequate salaries, the clamor for lower taxes, the eagerness of city administration to make a showing for economy, and their own desire to be level-headed business men.

Prices have gone down during the past few months. They may or may not reach lower levels. Many business men believe that a period of rising prices is soon to begin. However that may be, there are one or two outstanding facts that should not be overlooked. There is enough money in the country to support education on an adequate basis. The sum required for this primary activity is less than that spent for any one of a score of the luxuries of life which are vastly less important than education, upon the effectiveness of which depends the safety of everything Americans hold most dear. This fact must be kept before the people. No amount of material gain can take the place of the precious promise of childhood. Schools were much undersupported before the war. Except in a few communities, salaries have not been put up to any satisfactory standard since that date.

The present is no time to retrench in education. "Forward march!" in finance, in professional training, and in personal faith is the slogan for all educational workers until there is a well-trained teacher in hearty accord with American ideals in every public-school position in the United States.

Our Advertisers

THE FIRMS that have taken space in the *JOURNAL* since it opened its columns to advertising with the January number deserve the appreciation and support of all members of the Association. They have helped to make the *JOURNAL* what it is and in so doing have promoted the cause of education. The advertising columns of the modern magazine are second in importance only to the text itself. The up-to-date firm

believes in intelligent, well-placed advertising as the basis of its selling campaign. The alert school officer reads the advertisements because he knows that through them he can get the latest word from the best professional and business talent of the country.

The Closing Weeks

"ALL'S WELL that ends well" is as applicable in education as elsewhere. May marks the beginning of the closing stretch of the school year. This last lap is a period of unusual

opportunity for every teacher and school supervisor. It is a time for rounding out the work of the year—a time for deepening the impression in the minds of pupils and public that education is richly worth while. The quality of the work and the teacher's attitude toward her task during the closing weeks will largely determine whether or not many pupils will continue their education and whether or not many parents will pay willingly and gladly the larger price that must be paid if adequate provision is to be made for equipment and teachers' salaries.

The Spirit of Unity

THERE IS something that inspires and commands respect in the spirit which impels men to lay aside their individual interests and to unite in behalf of the greater cause. It is in consequence of such spirit that democratic civilization advances. The history of the National Education Association is rich in examples of this spirit of coöperation. Perhaps there is no finer instance of it than the meeting of 1870, when the leaders of three educational organizations, not one of which had yet obtained much recognition from the press or the political leadership of the Nation, found common ground in one of these organizations for the revitalized association which is today our widely influential National Association.

The National Teachers' Association was formed in 1857 under the leadership of Thomas W. Valentine and D. B. Hagar. That year may well be taken as marking the birth of the National consciousness among educational leaders. The ones who had the vision were few, but they inspired enough others to make a beginning. The address of William Russell, editor of *American Journal of Education*, on NATIONAL ORGANIZATION OF TEACHERS, read at that first meeting, is full of statements of purpose which are as true and as applicable today as they were then. For example, "The personal interest of every individual who pursues the calling, or who means to adopt it, is concerned in every measure which tends to elevate its character or extend its usefulness."¹

The American Normal School Association was organized at Norwich, Connecticut, in August, 1858.² It had met annually with the National Teachers' Association since 1866 and was laying the foundation for the appreciation of

the importance of special training for teaching and for the scientific study of teaching problems which underlies much of our educational progress.

The National Association of School Superintendents was organized during the session of the National Teachers' Association at Harrisburg, Pennsylvania, in August, 1865. In 1866 it held two meetings: one in Washington, D. C., in February, and the other in August at Indianapolis in connection with the National Teachers' Association. This practice of holding two meetings each year was continued up to the time of reorganization.³

These were the associations which had grown up when the leaven of coöperation began its work, and D. B. Hagar in his address in 1870 as president of the National Teachers' Association said, "Blending the three associations into one, we can preserve the advantages of each, and at the same time establish on a broad foundation an organization grand in its proportions, comprehensive in its objects, and powerful in its operations."⁴

The great achievement of the meeting of 1870 was in this quickened loyalty to the larger cause, but another feature of the meeting marks a significant phase in the growth of the Association—a phase probably no less significant and far-reaching in its results than the reorganization at Salt Lake City in 1920. This was the recognition of the fact

that every educational leader has two sets of interests—one a general interest in the universal principles that underlie all education; the other a specific interest in the peculiar phase of educational activity to which he has chosen to devote his life. Without the broader interest, uniting every educational worker, education could not hope to become a democratic and a universal thing which would command the respect of the entire people. Without the peculiar interests education could not develop that effectiveness of application and technique needed to hold popular support once it had been won. A great unifying national educational congress was necessary, but no more essential than the development of fellowship and common purpose in each of the special fields. The meeting of 1870 found the solution in the departmental type of organization. It retained the ideal of the general meeting, but provided the Department of School Superintendence to continue the work of the former association of superintendents, and the Department of Normal Schools to carry on the work in promotion of teacher-training that its predecessor had begun. There were two special interests not yet recognized for which new departments were created at this meeting—elementary education and higher education, with no less a man than Charles W. Eliot at the head of the latter.

Twenty-one departments now represent special phases of education at the Association's meetings and have their proceedings printed in its annual volume. Over a score of special organizations interested in other specific phases of education meet at the same time and share the pages of the Association's program and the work of its publicity organization.

The central organization has likewise grown. For many years the attendance had not exceeded 400 members,⁵ but as the place of the Association in the National life came to be more clearly recognized by such organizers and leaders as Thomas W. Bicknell, who was president in 1884, the enrolment began the rapid upward climb which now has exceeded 60,000 and which should not cease until half the teachers of the land have made themselves a part of the movement for enlightened democracy. Only thus can teachers present their educational ideals to the public with such dynamic and compelling force that they will become the common property of the Nation.

¹Proceedings of the National Teachers' Association . . . reprinted from Barnard's *American Journal of Education* with additions, Vol. 1, 1857, Barden (1909), p. 16.

²N. E. A. Fiftieth Anniversary Volume, p. 524. ³Ibid., p. 524. ⁴Addresses and Journal of Proceedings of the American Normal School and the National Teachers' Associations, Cleveland, Ohio, 1870, p. 95.

⁵Fiftieth Anniversary Volume, p. 528.

New Report on School Conditions¹

TENS OF THOUSANDS of school children are now housed in insanitary or dangerous buildings; 1,800,000 children have a playground space of less than thirty-four square feet and hundreds of thousands of other children are attending school only part time or are sitting in classes that are too large for effective work, according to a study recently made of conditions in 429 cities of 8000 population or over by the American City Bureau.

This inquiry is one of a series which seeks to interest the public in the problems of the schools. The increase in average daily attendance in the 429 cities studied is 21 per cent for the six-year period ended 1919-20. During the same period elementary-school attendance has increased 17 per cent, while attendance in kindergartens has increased 30 per cent. The Great Plains cities are furnishing kindergartens for a larger per cent of their children than are the cities of any other geographical group.

Junior high-school attendance increased seven times during the six-year period and promises to continue to develop rapidly. In spite of the number of students taken from senior high schools by the development of the junior schools, these schools have increased in attendance during the period studied 39 per cent for the entire country, 59 per cent in the South, 55 per cent in the Great Lakes cities, and only 18 per cent in the Great Plains cities.

¹ This report is the second of a series published for the National Committee for Chamber of Commerce cooperation with the Public Schools by the American City Bureau. This Committee was organized in February, 1920, for the purpose of inquiring into the conditions of urban schools and assisting, through the cooperation of civic and commercial organizations with city school officials, the study and development of the local school program upon a basis of carefully assembled facts. The first report of the Committee, summarized in the January JOURNAL, presented the facts about salaries, training, and experience of teachers in American cities. There is now under way a survey on revenue and expenditure and the educational program of urban public schools. The report here summarized has been prepared under the direction of the executive committee, representing the larger committee. The compilation of the statistics and the preparation of the report has been done by J. R. McGaughy. Single copies may be had postpaid for 20 cents; ten or more copies for 15 cents each. Orders should be sent to Fred A. Richardson, Executive Secretary, American City Bureau, Tribune Building, New York City.

Evening-school attendance has fallen off 21 per cent under the influence of the competition of high wages which prevailed during the six years covered by the report.

One of the striking facts revealed by the study is the large number of children who leave the public schools between the ages of thirteen and sixteen. "According to the reports from 290 cities 6 per cent of the children have left school before their thirteenth year, 19 per cent before fourteen, 38 per cent before fifteen, and 64 per cent before they are sixteen years of age.

"In the geographical groups, the highest per cent of these children remain in school in the Western cities. Of the children fourteen years old 86 per cent, of those fifteen years old 69 per cent, and of those sixteen years old 49 per cent are in school. Only one-third of the children of these ages combined leave school. Next in order are the Great Plains cities, then the Southern, the Great Lakes, and lowest of all are the Eastern cities. In this last group only 29 per cent of the children sixteen years of age, and 56 per cent of those from fourteen to sixteen years, inclusive, are in school."

"These cities vary widely in their tax rate for school purposes and in their

annual expenditure per pupil attending school. The median tax rate allowed for school purposes is \$15 per thousand of the assessed valuation. Half of these cities allow a rate between nine and twenty-five dollars per thousand. The range for all cities reporting is from \$1.60 to \$60."

SECOND PART OF THE REPORT—This part of the report gives certain facts for each of the cities which participated in the survey. It is possible from the tables given to obtain the relative standing of the various cities with reference to date of construction of the building which houses the median child, number of rooms in the median elementary school building, the type of the median building, number of square feet of playground per median child, per cent of increase in attendance during six years for elementary and senior high schools, number of pupils in the median class of elementary and senior high schools, the actual number and the per cent of pupils housed in unfit buildings, the number of pupils on half time, the average annual expenditure per pupil, and the rank of the city with reference to each of six items.

By consulting the table below it is possible to compare conditions in any city with those in other cities of its class.

ESSENTIAL FACTS—FIFTEEN GEOGRAPHICAL AND SIZE GROUPS

Groups of Cities	Increase in Attendance, 1913-1914 to 1919-1920 Entire School Systems (Per Cent)	Per Cent of Sixteen-Year-Old Children in School	Cities Able to Furnish Public School Enrolment by Ages (Per Cent)	Number of Pupils in Median Elementary School Class	Number of Pupils in Median Senior High School Class	Number of Square Feet of Playground Space per Median Child	Number of Rooms in Median School Building
Small Eastern.....	16	41	72	36	24	68	8
Middle Eastern.....	23	35	67	36	26	36	10
Large Eastern.....	16	23	57	40	28	11	14
Small Southern.....	29	35	67	33	24	82	8
Middle Southern.....	42	39	50	39	25	39	11
Large Southern.....	17	55	67	37	25	108	11
Small Gt. Lakes.....	28	50	68	34	24	99	8
Middle Gt. Lakes.....	31	41	69	36	23	76	10
Large Gt. Lakes.....	24	29	67	39	24	38	19
Small Gt. Plains.....	24	59	79	36	23	146	9
Middle Gt. Plains.....	40	32	40	34	25	82	11
Large Gt. Plains.....	18	44	88	42	26	65	15
Small Western.....	24	54	56	33	24	176	8
Middle Western.....	31	53	55	35	26	148	8
Large Western.....	27	44	83	36	24	106	15

EDUCATIONAL ADVANCE

Results of Character Education Research in Hands of Judges—In the March JOURNAL it was announced that the national research among educators for the best method of character education in the public schools, which carries an award of \$20,000, had closed at midnight February 22.

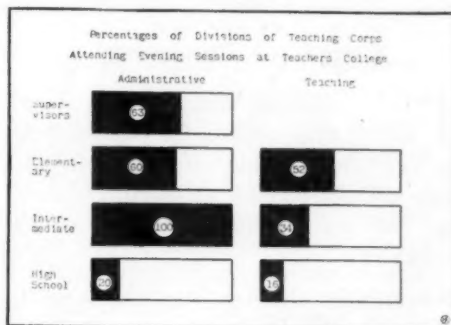
Twenty-seven State chairmen completed plans and sent the manuscripts to a disinterested "outsider," who had been designated to receive and number them for identification after the award. The collection includes two bound typewritten volumes with printed cover titles, containing 218 and 287 pages respectively. Other plans range in length from six to 310 pages, making a grand total of 2,189 pages of carefully prepared material.

The work of judging will be accomplished as early as possible and the material made available for general study. A board of three judges, made up of directors of the Character Education Institution, from States which have not furnished plans and approved by chairmen in the States competing will make the award.

International Kindergarten Union will hold its twenty-eighth annual meeting in Detroit, Michigan, May 2-6, 1921, with headquarters at the Hotel Statler. A strong program has been arranged. Nina C. Vandewalker, specialist in kindergarten education, United States Bureau of Education, Washington, D. C., is president.

Alabama—Thomas E. Benner, statistician in the State department of education, has made a comparative study of white and colored rural elementary schools of the 67 counties of Alabama. The printed report is so arranged as to present the facts in a simple and forceful manner, leaving the reader to draw his own conclusions. Following the method used by Dr. Ayres in working out *An Index Number for State School Systems*, Mr. Benner has scored the educational achievement of each county and has given it an index number and relative rank for both white and colored rural elementary schools. Among the white schools Montgomery County ranks first

with an index number of 75.2. Among the colored schools, Jefferson County ranks first with an index number of 48.4. The lowest index number is 38 for the white schools and 11.2 for colored schools.



MORE THAN FIFTY PER CENT of the 4,332 teachers and administrative officials of the Detroit schools attend night school each week, according to the *Detroit Educational Bulletin* for March. The administrative group, as shown by the above chart, has the largest percentage of attendance.

Kansas City's Notable Achievement

BY A VOTE of thirteen to one Kansas City carried on April 2 a school bond issue of \$5,000,000. Ira I. Cammack is superintendent of schools.

Maine—The *Maine State School Bulletin* for February contains a picture of the headquarters of the National Education Association and an account of the work which the Association is doing.

State Superintendent A. O. Thomas has directed a letter to the superintendents of Maine, urging better support for education and giving information which will aid school officers in presenting the question of appropriations to budget committees and school committees in preparation for the annual school meeting. Some average salaries for Maine teachers during 1920-21 are elementary teachers, \$703; men high-school teachers, \$1776; women high-school teachers, \$1117; superintendents, \$2081.

North Carolina—The appropriation given the North Carolina Library Commission by the recent legislature was \$17,500, which is more than double the annual appropriation hitherto. Mary E. Palmer is secretary of the commission.

New York—Three New York daily newspapers sent their school editors as special full-time representatives to Atlantic City to report the Department of Superintendence meeting. Dr. W. Carson Ryan, Jr., represented the *New York Evening Post*; T. W. Metcalfe, *The Globe*; and Jacob Jacowitz, *The Evening Mail*.

Ohio—The March number of the *Ohio Teacher* devotes sixteen pages to addresses given at the Atlantic City meeting and the work of the National Education Association. In addition to the addresses printed, there is an editorial on the Smith-Towner bill, a picture of N. E. A. headquarters, the platform of the National Education Association, and an announcement of the summer meeting. Dr. Henry G. Williams, of Columbus, is editor.

Virginia—The most important recent educational event in Virginia is the adoption by the voters of the State of the three amendments to the constitution. Constitutional limitations had prevented the political and educational subdivisions of the State from appropriating the funds and making the administrative changes that were necessary for the proper development and maintenance of the public schools.

To remedy these conditions, State Superintendent Harris Hart urged the adoption of three amendments to the constitution as follows:

First, an amendment providing that in each school district there shall be *not more than three trustees*, selected in a manner and for a term to be prescribed by law, and that men and women may serve as trustees. Before the adoption of this amendment, the constitution provided that "each magisterial district shall constitute a separate school district, and in each school district there shall be three trustees. Under this provision, the State had more than six hundred units of operation, each one bounded by its district lines and controlled by a local district board. Under the amendment, the General Assembly of the State is free to pass a statute reducing the number of school trustees

and forming the county rather than the magisterial district as the unit of operation.

Second, an amendment providing that the aggregate of county and district taxes for school purposes shall not exceed a maximum to be fixed by law. Before the adoption of this amendment, the constitution provided that the aggregate of such taxes should not exceed five mills, or fifty cents on the hundred dollars' valuation. Under this provision, localities which were willing and anxious to raise by taxation the money that was needed by the schools could not do so because they had long since reached the constitutional limit. The amendment makes it possible for the people of the State, through their representatives in the General Assembly, to fix what limit they desire.

Third, an amendment providing that the General Assembly may, in its discretion, provide for the compulsory education of children of school age. Before the adoption of this amendment, the constitution provided that the General Assembly might, in its discretion, provide for the compulsory education of school children between the ages of eight and twelve, "except such as are weak in body or mind, or can read and write, or are attending private schools, or are excused for cause by district school trustees." The amendment does not provide for compulsory education, but it does make it possible for the General Assembly to pass a sane and effective compulsory education law (which was not possible under the former provision) when the condition of the school system seems to warrant it.

In Virginia, amendments to the constitution must be agreed to by a majority of the members of each of the two houses of the State General Assembly, then published and referred to the next General Assembly, and then, if the second General Assembly approves them, referred to the electorate. The above three amendments were passed by the General Assemblies of 1918 and of 1920 and submitted to the people in the general election of November, 1920.

During the past fifteen years emphasis has been placed in Virginia on the development of secondary schools.

Washington—President Ralph W. Swetman of the Washington Educational Association reports that the first meeting of the representative assembly of the association was held in Tacoma on February 9 and 10, 1921. All of the

associations in the cities and normal schools and twenty-seven of the county associations were represented. The representative assembly voted that the association publish a monthly journal beginning September, 1921, providing conditions are favorable in the judgment of the executive committee; that the execu-

tive committee choose N. E. A. delegates from among persons who volunteer to attend the Des Moines meeting.

The Inland Empire Teachers' Association met at Spokane, March 30-31 and April 1. President Orville C. Pratt, of Spokane, Washington, presided over the sessions.

ENROLMENT and AFFILIATION

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 April JOURNAL:

ALBION, NEBR., *Albion City Schools*, L. J. Surface, Superintendent.
ALTOONA, WIS., *Altoona Public Schools*, Lillia Johnson, County Superintendent.
BLOOMINGTON, IND., *Bloomington Junior High School*, C. R. Clayton, Principal.
BRIDGETON, N. J., *Buttonwood School*, J. J. Munger, County Superintendent.
CASTLE HILL, MAINE, *Public Schools of the Town of Castle Hill*, Elmer H. Webber, Superintendent.
CENTRALIA, ILL., *Central School*, Mrs. Martha Watson, Principal; *Irving School*, C. Marguerite Morse, Principal; *Franklin School*, Ethel Weaver, Principal.
CHAMPAIGN, ILL., *Avenue School*.
CHAPMAN, MAINE, *Public Schools of the Town of Chapman*, Elmer H. Webber, Superintendent.
CHICAGO HEIGHTS, ILL., *Garfield School*, Mary Van Dyke.
CINCINNATI, OHIO, *Continuation School*, Mary M. Conway, Director; *Kennedy-Silverton School*, W. Q. Brown, Principal; *Stowe School*, Jennie V. Porter; *Winton Place School*, W. H. Maddux, Principal.
COLORADO, SPRINGS, COLO., *Helen Hunt School*, Edna Kinder, Principal; *Longfellow School*, Nellie A. Remick, Principal; *School for the Deaf and Blind*; *Washington School*, Nellie A. Remick, Principal.
DECATUR, ILL., *Roach School*, Mary Margaret Roach, Principal; *Ulrich School*, Eda Hunter, Principal.
DETROIT, MICH., *Alger School*, Alice H. McAdam, Principal; *Amos School*, Katherine Hardie, Principal; *Angell School*, Margaret R. MacCulloch, Principal; *Bacon School*, James H. Voorhees, Principal; *Bagley School*, Helen W. McKerrrow, Principal; *Barstow School*, George Birkam, Principal; *Beard School*, John Loeffler, Principal; *Bellefontaine School*, Marion D. Fairbairn, Principal; *Bennett School*, Clara Roat, Principal; *Berry School*, Minnie Hardy, Principal; *Bishop School*, Thomas Gunn, Principal; *Breitmeyer School*, Eleanor S. Dessotell, Principal; *Brownson School*, William A. Ellis, Principal; *Burton School*, Flora M. Miller, Principal; *Campau School*, Frances Yeager, Principal; *Campbell School*, Dorothy Dawson, Principal; *Capron*

School, Wilma K. Everest, Principal; *Carpenter School*, Erma Engel, Principal; *Carstens School*, James G. Lake, Principal; *Cary School*, T. P. Twigg, Principal; *Cass Technical High School*, Benjamin F. Comfort, Principal; *Central High School*, David Mackenzie, Principal; *Chandler School*, Amelia C. Smith, Principal; *Chaney School*, Clara B. Reekie, Principal; *Clay School*, Flora M. Miller, Principal; *Clinton School*, Mary A. Mahoney, Principal; *Clippert School*, Inez Caswell, Principal; *Columbian School*, Rachel McKinney, Principal; *Condon Junior High School (Intermediate)*, Alphonso Cotter, Principal; *Cooper School*, Leila P. Best, Principal; *Craft School*, Marietta Wilmarth, Principal; *Crosman School*, Lotta V. McGregory, Principal; *Davison School*, John Redden, Principal; *Dexter School*, Earl Laing, Principal; *Dickinson School*, John Redden, Principal; *Dixon School*, Belle Stuart, Principal; *Doty School*, M. Emmett Weatherby, Principal; *Duffield School*, William A. Ellis, Principal; *Dwyer School*, Guy Bates, Principal; *Eastern High School*, LaVerne B. Mann, Principal; *Edgewood School*, Ira F. Avehart, Principal; *Ellis School*, Walter I. Bloom, Principal; *Estabrook School*, Cora L. Peel, Principal; *Everett School*, Mary M. Mahony, Principal; *Fairbanks School*, Carl J. Barlow, Principal; *Farrand School*, Mary Brown, Principal; *Ferry School*, May De Manigold, Principal; *Field School*, Janet Mackenzie, Principal; *Finnane School*, Robert Forner, Principal; *Franklin School*, Grant Gordon, Principal; *field School*, Edward J. Gunn, Principal; *Franklin Street Settlement School*; *Gar-George School*, Ada Beverley, Principal; *Gershom Settlement School*; *Gillies School*, Marion D. Fairbairn, Principal; *Goldberg School*, Frances S. Hardie, Principal; *Grayling School*, Theron A. Gladden, Principal; *Greenfield Park School*, W. H. Allmendinger, Principal; *Greenfield Union School*, Theron A. Gladden, Principal; *Greusel School*, Norman Arthur, Principal; *Hancock School*, Mathilda Weideman, Principal; *Hanneman School*, Helen Baker, Principal; *Harms School*, Elizabeth A. Lantz, Principal; *Harris School*, Elizabeth Meyers, Principal; *Hely School*, Norah L. Egan, Principal; *Higgins School*, Herman Browe, Principal; *Hillger School*, Henrietta Robinson, Principal; *A. L. Holmes School*, Amy Rosenthal, Acting Principal; *O. W. Holmes School*, Walter E. Dixon, Principal; *Houghton School*, Ora H. Vandenberg, Principal; *Howe School*, Anna Maher, Principal; *Hubbard School*, May Sullivan, Principal; *Hutchinson School*, E. A. Burke, Principal; *Irving School*.

May Pringle, Principal; *Ives School*, Clara E. McConnell, Principal; *Jackson School*, Robert Forner, Principal; *Jefferson School*, George Parker, Principal; *Johnston School*, Jones School, Emma E. Coughlan, Principal; *Joyce Intermediate School*, Emmett E. Dohany, Principal; *Junior College*, David Mackenzie, Dean; *Junior Continuation Girls' and Trade Dressmaking School*, Keating School, Amelia Durst, Acting Principal; *Kennedy School*, Sophie Bachman, Principal; *Leland School*, Isabel Balfour, Principal; *Lillibridge School*, William Lightbody, Principal; *Lincoln School*, Roy W. Stevens, Principal; *Lingemann School*, John Merrill, Principal; *Logan School*, Mary Dunphy, Principal; *Longfellow School*, Jane Smith, Principal; *Lonyo School*, Walter E. Dixon, Principal; *Lynch School*, James H. Voorhees, Principal; *Lyon School*, Alice Donovan, Principal; *Lyster School*, May Carroll, Principal; *Lyster School Annex*, Majeske School, Ella Fitzgerald, Principal; *Marcy School*, Margaret A. Holmes, Principal; *Marr School*, Jennie M. Fleming, Principal; *Marxhausen School*, Inez Kepperling, Principal; *Maybee School*, Edith Yendall, Principal; *Maybury School*, Augusta D. Schrader, Principal; *McGraw School*, Esther J. Cousins, Principal; *McKinley School*, Catherine Wineman, Principal; *McKinstry School*, Lillian Morley, Principal; *McMichael Intermediate School*, B. J. Rivett, Principal; *McMillan School*, Frank N. Steel, Principal; *Monteith School*, Hortense Burns, Principal; *Moore School*, Donald C. Gordon, Principal; *Morley School*, Mary A. Alt, Principal; *Neinas Intermediate School*, Edward J. Fox, Principal; *Newberry School*, Jean Lannin, Principal; *Nichols School*, Cynthia M. Chamberlain, Principal; *Nordstrum High School*, George W. Murdoch, Principal; *Northeastern High School*, Charles M. Novak, Principal; *Northern High School*, Edwin L. Miller, Principal; *Northwestern High School*, B. J. Rivett, Principal; *Norvell Intermediate School*, Benjamin A. Nolan, Principal; *Open-Air School*, Owen School, Virginia S. Thorne, Principal; *Palmer School*, Margaret Lanehan, Principal; *Parke School*, Kitty Moynahan, Principal; *Philip School*, James A. Lake, Principal; *Pierce School*, James H. Voorhees, Principal; *Pingree School*, Fanny Boston, Principal; *Pitcher School*, Mary Dean, Principal; *Poe School*, Frances Bockheim, Principal; *Potter School*, Clara B. Reekie, Principal; *Preston School*, Anna M. Charbonneau, Principal; *Ravenswood School*, Earl Laing, Principal; *Roberts School*, James M. Mandeville, Principal; *Roosevelt Field School*, Rose School, Garfield Nichols, Principal; *Roulo School*, Clara Roat, Principal; *Russell School*, George R. Berkaw, Principal; *Ruthruff School*, Earl Laing, Principal; *Sampson School*, Madeline E. Holmes, Principal; *School for the Deaf*, Gertrude Van Adestine, Principal; *Scripps School*, Dora R. Teagan, Principal; *Sill School*, Esther Hamilton, Principal; *Smith School*, Adelaide M. Wilson, Principal; *Southeastern High School*, Joseph H. Corns, Principal; *Speech Department*, St. Clair School, Meta Ross, Principal; *Stephens School*, Hiram W. Miller, Principal; *Supervisors*, Tappan School, Helen W. McKerrow, Principal; *Teachers College*, S. A. Courtis, Dean; *Thirkell School*, Alice E. Robison, Principal; *Thomas School*, Adelia Richardson, Principal; *Tilden School*, Alice Hart, Principal; *Trade Dressmaking School*, Trombley

School, Inez Kepperling, Principal; *Trowbridge School*, John Belisle, Principal; *Turner School*, Earl Laing, Principal; *Van Dyke School*, Ine M. Welch, Principal; *Washington School*, Jas. M. Mandeville, Principal; *Webster School*, T. Dale Cooke, Principal; *Western High School*, Ivan E. Chapman, Principal; *Wilkins High School of Commerce*, James L. Holtscaw, Principal; *Williams School*, Amelia M. Stark, Principal; *Wilson School*, Will Curtiss, Principal; *Wingert School*, Ethel E. Egeler, Acting

Needs of Education

JAMES R. ANGELL

President, Carnegie Corporation,
New York, N. Y.

THE most compelling needs of American education at the present moment are, first, increasing provision for teacher training both quantitatively and qualitatively; second, extensive revision of the methods of taxation for raising school revenue, based on a Nation-wide study of conditions.

The first thing is to set up in the schools and colleges the machinery for the proper type of training for teachers. And this equipment must be accompanied by a change in the common public attitude toward the profession of teaching.

If there is any greater service in a democracy than the training of the children, I do not know what it is. But unless public opinion recognizes the profession of teaching as an eminently dignified and admirable profession, worthy of social as well as economic recognition, we can never attract into teaching the type of person that in a democracy we must have. I don't know any place where a fine, sound, mature, intellectual personality pays such big dividends as in the schoolroom.—From an address before the New York and New Jersey section of the National Civic Federation, March 16, 1921.

Principal; *Winterhalter School*, Vera Welch, Matron.
EAST LIVERPOOL, OHIO, *Neville Institute School*, H. D. Rist, Principal.
ELGIN, ILL., *Grant School*, Bess Stone, Principal.
FAIRBANK, IOWA, *Fairbank Public Schools*, Emma Aderman, Principal.
FOWLER, COLO., *High School*, J. W. Louth, Principal; *Park School*, Mary Morrison, Principal.
GALESBURG, ILL., *Galesburg High School*, M. G. Park, Principal.
GREELEY, COLO., *School District Six*, Charles A. Jenks, Secretary.

HANNIBAL, MO., *Hannibal High School*, E. T. Miller, Principal.
KANSAS CITY, MO., *Lincoln High School*, J. R. E. Lee, Principal; *Sumner High School*, J. A. Hodge, Principal.
KEOKUK, IOWA, *Keokuk Public Schools*, William Aldrich, Superintendent.
LONGMONT, COLO., *Longmont Public Schools*, C. C. Casey, Superintendent.
MADRID, IOWA, *Madrid Grade Teachers*, Mrs. Mattie K. Bossler, Principal; *Madrid High School*, A. R. Melrose, Principal.
MAPLETON, MAINE, *Public Schools of the Town of Mapleton*, Elmer H. Webber, Superintendent.
MARION, OHIO, *Central Junior High School*, W. C. Selanders, Principal.
MORGANTOWN, W. VA., *Beechurst School*, R. C. Smith, Superintendent; *Marilla School*, Seneca School, F. W. Gandy, Principal; *Wiles Hill School*.
MT. VERNON, N. Y., *William Penn School*, Number 8, Oscar E. Coburn, Principal.
NAPIER, IOWA, *Napier Consolidated School*, Nadine McClung, Principal.
NEW ORLEANS, LA., *Benjamin Franklin School*, Antonietta Ivichievich, Principal; *Jefferson Davis School*, Sallie Council, Principal; *McDonogh Memorial School*; *McDonogh No. 17 School*, J. C. Christian, Principal.
OAKLAND, CALIF., *Allendale School*, M. E. Hurley, Principal; *Frick School*, W. A. Benner, Principal.
OMAHA, NEBR., *Bancroft School*; *Benson High School*; *Benson West School*; *Comenius School*, Margaret O'Toole, Principal; *Farnam School*; *Field Club School*, Jessie S. Flynt, Principal; *Hawthorne School*; *Highland School*; *Howard Kennedy School*; *Long School*; *Madison School*, Anna M. Milroy, Principal; *Miller Park School*; *Sherman School*, Helen M. Longsdorf, Principal; *Train School*; *Vinton School*; *West Side School*; *Henry W. Yates School*.
PHOENIX, ARIZ., *Adams School*, Grace Court, Principal; *Capitol School*, Bertha Lyall, Principal; *Douglas School*, P. Landry, Principal; *Fillmore School*, Dollie C. Oglesby, Principal; *Garfield School*, Martha Garnett, Principal; *Grant School*, Marguerite Williams, Principal; *Kenilworth School*, Lulu Smith, Principal; *Lincoln School*, Alta Holmes, Principal; *McKinley School*, Mrs. Lina K. Sheldon, Principal; *Monroe School*, A. H. Rummel, Principal; *Phoenix Public Schools*, John D. Loper, Superintendent; *Washington School*, Marie La Chance, Principal.
PITTSBURGH, PA., *Industrial Home for Crippled Children*, Frances Shirley, Principal.
QUINCY, ILL., *Lincoln School*, R. A. Roberts, Principal.
RICHMOND, VA., *Supervisors' Club*, Adele Oglivie.
ROCK ISLAND, ILL., *Edison School*, Mabel E. Levey, Principal; *Longfellow School*, Ida W. Lundy, Principal; *Washington School*, Owen B. Wright, Principal.
ST. JOSEPH, MO., *Bartlett School*, C. W. Black, Principal; *Central High School*, O. S. Wood, Principal; *Douglass School*, A. W. Reason, Principal; *Florence School*, Belle Ashbrook, Principal; *Green Valley School*, Mrs. Harry Bear, Principal; *Hall School*, Ada Eib, Principal; *Hosea School*, Emma Mumm, Principal; *Lafayette High School*, R. L. Denning, Principal; *Musser School*, Mamie E. Miles, Principal; *Neely School*, C. W. Fore, Principal; *Noyes School*, Susie Hutchison, Principal; *Washington School*, Margaret Quirk, Principal; *St. Joseph Public Schools*, J. W. Thalman, Super-

intendent: *Whittier School*, Luda Belle Garrett, Principal.

SAN BERNARDINO, CALIF., *I Street School*, Anna Livingood, Principal.

SAN JOSE, CALIF., *Hawthorne Grammar School*, Mrs. Selma Olinder, Principal.

SEDALIA, MO., *Arlington School*, Minnie C. Murphy, Principal; *Broadway School*, Lida M. Burress, Principal; *Eugene Field School*, Mrs. Anna V. Hannum, Principal; *High School*, Martha M. Letts, Principal; *Horace Mann School*, Belle Steele, Principal; *Jefferson School*, Mrs. Ethel McCluney, Principal; *Prospect School*, Miss Nina K. Slater, Principal; *Summit School of Community Teachers' Association*, Lydia Montgomery, Principal; *Washington School*; *Whittier School*, Minnie A. Shaffer, Principal.

SIOUX CITY, IOWA, *Armstrong School*, Amelia H. Rhynsburger, Principal; *Bancroft School*, Mary E. McCarty, Principal; *Bryant School*, Meta E. Grandy, Principal; *Continuation School*, L. H. Wood, Supervisor; *Cooper School*, Isabelle B. Sloan, Principal; *Crescent Park School*, Edna Harrington, Acting Principal; *Dwight School*, Janie Shanley, Principal; *East Junior High School*, S. O. Rorem, Principal; *Emerson School*, Florence Morse, Principal; *Everett School*, R. L. Kitch, Principal; *Floyd School*, Ragna E. Wold, Principal; *Franklin School*, Elizabeth M. Schaible, Principal; *Hawthorne School*, H. J. Ludgate, Principal; *Hopkins School*, Jas. E. Fitzgerald, Principal; *Hunt School*, Mary O'Connor, Principal; *Irving School*, June Connor, Principal; *Joy School*, Georgia Lyon, Principal; *Lincoln School*, Mrs. Winifred E. Sloan, Principal; *Longfellow School*, D. A. Hayworth, Principal; *Lowell School*, Reta K. Harrington, Acting Principal; *Prevocational School*; *Riverview School*, H. Lillian Maiden, Principal; *Roosevelt School*, Grace E. Storm, Principal; *Senior High School*, A. G. Heitman, Principal; *Sioux City High School*, A. G. Heitman, Principal; *Smith School*, L. C. Griggs, Principal; *Special Teachers*, Winifred Hoffman, Special Teacher; *Supervisors*, Robert L. Hamilton, Assistant to Superintendent; *Webster School*, Gertrude Eaton, Principal; *West Junior High School*, L. W. Feik, Principal; *Whittier School*, E. E. Bovee, Principal; *Worcester School*, J. G. Hobson, Principal.

TRINIDAD, COLO., *Columbian School*, Elizabeth Eckhart, Principal; *Park Street School*, Mrs. Nora Clark, Principal; *Santa Fe School*, Francis Hawley, Principal; *Centennial School*, I. D. Mahuron, Principal; *High School*; *Rich School*, R. D. Farthing, Principal; *East Street School*, Nellie Baird, Principal.

WABASH, IND., *Century School*, Fannie McCarty, Principal; *Miami School*, Harriet Waite, Principal; *South Side School*, Rose Coate, Principal.

A complete record of affiliations with the National Education Association up to the time of going to press will be published in the Official Program of the Des Moines meeting. All associations whose applications are in the hands of the Secretary by June 10 will be considered charter members of the affiliated group and will be included in this list.

Affiliated State and Local Associations

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

ALAMEDA, CALIF., *Alameda County California Education Association*, Elizabeth Venard, Secretary.

ALBUQUERQUE, N. M., *New Mexico Educational Association*, John Milne, Secretary.

BALTIMORE, MD., *Faculty of Christopher Gist School*, Ida Buchheimer, Secretary.

BEREA, OHIO, *Faculty of Baldwin Wallace College*, C. W. Hertzler, Secretary.

BIRMINGHAM, ALA., *Birmingham Teachers' Association*, Emmie Anderson, Secretary.

BLOOMINGTON, IND., *Bloomington Indiana Teachers' Association*, E. E. Ramsey, Superintendent.

BRIDGEWATER, VA., *Bridgewater College Faculty*, Mattie V. Glick, Secretary.

BROOKLYN, N. Y., *Association of Teachers of Classes for Blind and Sight Conservation*, Frances E. Moscrip; *Brooklyn Teachers' Association*, Florence C. Davenport, Secretary; *Heads of Department Association*, Fanny A. Wilson, Recording Secretary; *Training School Teachers' Association*, Charlotte E. Bolduan, Secretary.

CADILLAC, MICH., *Teachers' Club of Cadillac*, Edythe L. Johnson.

CHATFIELD, OHIO, *Crawford County Rural Supervisors and Principals' Association*, H. W. Bowersmith, Superintendent.

CHELSEA, MASS., *Chelsea Teachers' Club*, Louisa Spence, Secretary.

CHENEY, WASH., *Faculty Association of State Normal School*, Nettie Goodman.

CINCINNATI, OHIO, *Cincinnati Schoolmasters' Club*, M. R. McElroy, Secretary.

CORNLAND, ILL., *Logan County Teachers' Association*, Nina Grace Mount, Secretary.

DALLAS, TEX., *Dallas Grade Teachers' Council*, Josephine Wilson, Corresponding Secretary.

DAYTON, OHIO, *Dayton Teachers' Club*, Bess M. Floyd, Secretary.

DE KALB, MO., *Community Teachers' Association of Buchanan County*, Mrs. F. E. Henzlik, Secretary.

EAST AURORA, N. Y., *Erie County Teachers' Association*, William E. Pierce, Secretary.

EAST CHICAGO, IND., *Council of East Chicago P. S. Teachers*, May Swearingen, Secretary-Treasurer.

EAST ORANGE, N. J., *High School Teachers' Association*, Charles W. Evans, Secretary.

ELMHURST, N. Y., *Teachers' Association of the Borough of Queens*, Adele Wheeler Shelsey, Secretary.

EL PASO, TEX., *Teachers' Association of El Paso, Texas*, Lucile Smith, Corresponding Secretary.

ENGLEWOOD, N. J., *Englewood Teachers' Club*, Maude E. Lamson, Secretary.

EVANSVILLE, IND., *Federation of Public School Teachers*, Lulu J. Robinson, President.

EXETER, N. H., *Rockingham County Teachers' Association*, Frances Philbrook, Secretary.

FORT DODGE, IOWA, *Fort Dodge Teachers' Federation*, Anna L. Petersen, Secretary.

GALESBURG, ILL., *Faculty of Galesburg High School*.

GLASGOW, KY., *Glasgow Public Library*, Librarian.

HILLSDALE, N. Y., *Columbia County Teachers' Association of Third District*, Irving M. Deane, Secretary.

IOLA, KANS., *Iola Teachers' Association*, Laura Andrus, Secretary.

KAMAS, UTAH, *South Summit Educational Association*, Clarence Probst, President.

KANSAS CITY, MO., *Schoolmasters' Club*, W. H. Johnson, President.

KARNES CITY, TEX., *Karnes County Rural Teachers' Association*, L. P. Lightsey, County Superintendent.

LONG BRANCH, N. J., *Long Branch Teachers' Association*, M. Agnes Marsh, Treasurer.

MAPLETON, MAINE, *Mapleton-Washburn Teachers' Association*, Elmer H. Webber, Secretary.

MARION, OHIO, *Marion City Teachers' Association*, Grace D. Wingett, Secretary.

MAYS LANDING, N. J., *Teachers' Association of Hamilton Township*, S. G. Huber.

MEDFORD, OREGON, *Grade Teachers' Association*, Fern Daily, Secretary.

MESA, ARIZ., *Arizona State Teachers' Association*, H. E. Hendrix, Secretary.

MIDDLETOWN, MD., *Frederick County Teachers' Association*, H. R. Shoemaker, Treasurer.

MUSKEGON, MICH., *Muskegon Teachers' Club*, Grace A. Davis, Secretary.

NEVADA, MO., *Vernon County Community Teachers' Association*, Chloe E. Millikan, Secretary.

NEW ALBANY, IND., *Federation of New Albany Teachers*, Ruth Montgomery, Secretary.

NEWARK, N. J., *High School Women's Association*, Flora E. Hook, Secretary-Treasurer; *Newark Women Teachers' Guild*, Mary W. Nichols, Corresponding Secretary.

NEW YORK, N. Y., *The P. S. Kindergarten Association*, Mae B. Higgins, President; *Ungraded Teachers' Association*, Florence J. Clark, Secretary.

NORTH TONAWANDA, N. Y., *North Tonawanda Teachers' Association*, Elizabeth Dipple, Secretary.

OSKALOOSA, IOWA, *Oskaloosa Teachers' Association*, George W. Walker, Secretary.

PEMBERTON, N. J., *Progressive Teachers' League*, Clara E. Kelsey, Secretary.

PHILADELPHIA, PA., *High School Men's Association*, J. Howard Longacre, Secretary.

PITTSBURGH, PA., *Faculty Association of the University of Pittsburgh*, A. P. James, Secretary-Treasurer.

PLYMOUTH, OHIO, *Huron County Teachers' Association*, Jessie I. Cole, Secretary.

RACINE, WIS., *Teachers' Council of Racine, Wisconsin*, Lillian Hett, Secretary.

RICHMOND, VA., *League of Richmond Teachers*, Emily C. Royall, Secretary.

SAN BERNARDINO, CALIF., *San Bernardino City Teachers' Club*, Emma Knight, Secretary.

SAN JOSE, CALIF., *Faculty Women's Club*, Mary C. Sweet, Secretary; *Santa Clara County Teachers' Association*, Mary P. Carroll, Secretary.

SHAWNEE, OKLA., *Shawnee Teachers' Association*, Bula Barnard, Secretary.

SHELLEY, IDAHO, *Idaho State Teachers' Association*, Lucy B. Morton, Secretary.

SOUTH BEND, IND., *South Bend City Teachers' Association*, W. W. Borden, Superintendent.

STATEN ISLAND, N. Y., *Association of Supervisors of Drawing*, Adeline Mills, President.

VALLEY CITY, N. D., *State Normal School Faculty*, O. L. Kjerstad, Corresponding Secretary.

ZANESVILLE, OHIO, *Zanesville Teachers' Association*, Alice S. Gillespie, Corresponding Secretary.

NOTES and ANNOUNCEMENTS

Plans for the Des Moines meeting, July 4 to 9, are going forward rapidly. The program will appear in the next number of the JOURNAL. It will be an outstanding program. At the general sessions teachers will have an opportunity to hear such leaders as Herbert Hoover, Ben B. Lindsay, Charles E. Barker, and Dr. Aurelia Reinhardt. Herbert Hoover is especially well known to the teachers of the Nation. As Mr. Hoover, food administrator, put a food-card in every home, Mr. Hoover, Secretary of Commerce, will put new faith and inspiration in the heart of every teacher who is so fortunate as to hear him at Des Moines.

Judge Ben B. Lindsay's work in the juvenile courts and on the platform has been a part of the great movement for adequate recognition of the rights of childhood.

There will be other speakers of national note on the main programs and outstanding specialists on a score or more of departmental and other programs. An active committee insures comfortable local arrangements. There will be good music throughout the meeting.

Perhaps even more important than the great speakers, fine music, and opportunity for fellowship is the fact that this is the first meeting of the reorganized association. It will be an historic occasion to which in future years any teacher may well look back with pride that she had a part in it. The policies and objectives not only of the Association and its departments but even of American education will be defined at this meeting, which will stand out in the Association's history even as the great meeting of 1870 stands out as the beginning of a new era in professional organization.

No teacher who can possibly be present can afford not to be at Des Moines July 4-9, 1921.

Delegates of State and local affiliated associations to the Des Moines meeting are required to file their credentials with the Secretary of the Association on blanks furnished by him not later than ten days before the beginning

of the meeting. June 24 is the tenth day before the meeting. Blanks may be had from the Secretary, 1201 Sixteenth St. N. W., Washington, D. C.

Hotel Reservations—A list of hotels with rates was published in the April JOURNAL. Reservations should be made as early as possible. Persons wishing rooms either in hotels or private homes, who have not already done so, should write at once indicating as definitely as possible the kind of accommodations wanted and the amount they desire to pay. Requests should be addressed to Charles F. Pye, 407 Youngerman Block, Des Moines, Iowa.

A large map of the United States showing affiliations and 100 per cent schools has been prepared at Headquarters and will be on exhibit at Des Moines. Many schools and associations are making special effort at this time to be represented on this map and in the official list of charter-affiliated associations which will be published in the Official Program.

An appeal for our public schools, the leading editorial on page 94, was given to the press early in April with a statement calling attention to the importance of emphasizing education at this time when hundreds of thousands of teachers are being employed and their salaries fixed.

Field Secretary Hugh S. Magill by special invitation on vote addressed both branches of the Iowa legislature on March 30. Reports from Des Moines indicate that the legislators were enthusiastic over his earnest plea for our public schools.

Physical Examination of Children—In response to the request of Julia Lathrop of the Children's Bureau for the National Education Association to appoint a committee of superintendents with whom the Children's Bureau may advise in the formulation of standards for the physical examination of children, President Hunter has appointed the following: S. E. Weber, Superintendent of

Schools, Scranton, Pennsylvania; Sam Slawson, Superintendent of Schools, Bridgeport, Connecticut; Mrs. Mary D. Bradford, Superintendent of Schools, Kenosha, Wisconsin. President Hunter authorizes this committee to speak for the National Education Association on whatever questions may arise concerning standards of physical measurements of children and to render other assistance to the Children's Bureau in its efforts to harmonize its plans with the conditions and policies of the public schools.

The birthday of Horace Mann is especially significant to teachers and school children. The one hundred and twenty-fifth anniversary of the birth of this great educational statesman will be celebrated in all parts of the country on May 4. School officers may well make this day an occasion for emphasizing the primary importance of education to locality, State, and Nation.

The American Medical Association and the National Education Association are coöperating in an effort to secure legislation in the States to regulate the chartering of educational institutions. Effort will also be made to obtain the passage of a bill by Congress regulating the chartering and control of educational institutions in the District of Columbia, which is now open to all kinds of fake institutions. Hugh S. Magill, field secretary of the National Education Association, is directing the preparation of the bill.

A month of free military instruction open to men under thirty-five years of age, to begin not earlier than July 15 nor later than August 10, has been announced by the Adjutant-General's Office of the War Department. There will be nine camps—one in each corps area. Expenses will be paid to and from camp and in camp, including clothing and board. Physical training will be an important part of the program. Further information may be had by applying to the War Department, Washington, D. C.

Reports of important committees will be a special feature of the Des Moines meeting. The Legislative Commission and the following committees will report at that time: Salaries, Pensions, Tenure, Sources of Revenue, and Coördination of Research Agencies.

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JULY 4-8, 1921

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