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Better Salaries for Better Teachers¹

D. B. WALDO

President of the State Normal School, Kalamazoo, Michigan, Chairman of the Committee on Salaries

OF THE PUBLIC-SCHOOL TEACHERS of the United States 140,000 have had training equivalent to high-school graduation and two years or more of professional training in addition. Of our public-school teachers 560,000 have had less than this modest minimum. America's greatest educational need is a trained teacher for every child. To reach this goal, the members of the teaching profession in America must agree to the following—

1. Make use in season and out of season of legitimate effective publicity and propaganda.

2. We ourselves must see to it that needed legislation is enacted which will require a decent minimum of training for all who are permitted to enter the teaching profession.

3. Superintendents, principals, and high-school teachers must comprehend the problem as a whole and exercise such influence that a fair percentage of the best boys and girls in the upper quartile of our high-school senior classes shall be attracted into the teaching service.

4. The State must provide teacher-training institutions of college rank properly equipped and supported, and numerous enough to insure within a reasonable period—five years—a trained teacher for every child.

¹Report of the Committee on Salaries given before the Representative Assembly of the National Education Association, Des Moines, Iowa, July 5, 1921.

5. The public must everywhere accord to the teaching profession a decent degree of social recognition.

6. There will be a shortage of trained teachers until such time as compensation

care, insurance, church, legitimate charity expense, and all desirable facilities for wholesome recreation and the promotion of health.

2. Social and professional growth, including expenditures for social life, including association with the attractive personalities of one's community, reading matter, music, art, expense of educational associations and meetings, travel, and professional training in institutions of learning.

3. For a high percentage of all teachers, women as well as men, especially those who have been in the profession five years or more, compensation for the support of members of the family or other dependents.

4. An annual surplus for investment. A teacher who has served faithfully and invested thriftily for a period of thirty or thirty-five years should have a living income from investments. The teacher is entitled to a return for the investment of time and cash involved in preparation for professional duties.

The average salary in the United States is still pitifully inadequate. It is not sufficient to attract enough high-grade young men and young women into the profession to do the job which must be done. This inadequacy is

not due to National poverty. We are not poor. We are rich.

There is indubitable evidence of the ability of the United States to pay adequate salaries to the teachers of our public schools. This evidence may be enumerated under four heads.

THE CALL TO SERVICE

Charl Ormond Williams

President of the National Education Association, Superintendent of the Shelby County Schools, Memphis, Tennessee

THE CALL to service in the National Education Association has never been clearer than now. There are important tasks ahead—big, challenging tasks that call for the best effort of the organized teachers of the Nation. The call is to educators of all classes and ranks. Adequate elementary education must be provided for every American child, which means that there must be enormous improvement, particularly in rural education. Secondary education must eventually be made a vital, universal opportunity for every boy and girl. Higher education—general, professional, and technical—whether under public or private auspices must be helped to grow both in quantity and quality until it is able to meet full and ready-handed the problem of training the leadership of our democracy. Libraries for rural communities as well as urban must be built up to keep alive the high purpose and the spirit of intelligence which schools exist to create. The ideals of educated men and women must more and more be made the ideals of our whole people. All this will require leadership. Our Association must help to provide that leadership. It will require professional unity—in locality, State, and Nation. Our Association must enlist the profession and help obtain that unity. The right development of education in America will require far-reaching changes in the methods and ideals of revenue raising. It is for the National Education Association through study and publicity to light the way. Public sentiment must be quickened to see education in the perspective of its true importance. Our program of service includes all of these things. Let us join hands to make this year the greatest in the history of professional organization among teachers. Let us work shoulder to shoulder for the growth of the National Education Association and the realization of its program of service.

is adequate to make the profession attractive.

Adequate compensation must be sufficient to provide—

1. A living which includes food, clothing, housing, laundry, incidental essentials, medical, dental and surgical

1. Census reports each decade indicate a tremendous annual production of new wealth, and for the year 1920 an enormous sum total of all wealth. Our total measureable wealth is estimated at the sum of \$300,000,000,000. We produce \$60,000,000,000 in new wealth annually. Farm values, including lands and buildings, increased from the sum of \$30,801,000,000 in 1910 to \$67,795,000,000 in 1920.

2. State and Federal reports of bank's savings deposits are a definite index to vast accumulations and indicate tremendous wealth. Bank's savings deposits in Michigan stood at \$134,924,000 in 1907. In 1920 savings deposits for this same commonwealth stood at \$525,671,000—an increase of 296 per cent. For every single year from 1907 to 1920 bank's savings deposits in Michigan show an increase over the preceding year.

3. Another sure index of rapidly increasing wealth is shown in the net incomes of corporations. In 1910 this total net income for Michigan was \$95,666,000. In 1918 this total net income of all corporations in Michigan amounted to \$338,729,000.

4. That our ability adequately to support a system of public schools is limited only by our desire for public-school service is clearly indicated in our expenditure for luxuries. Edith Strauss, head of the Women's Activity Division of the Department of Justice, during the high-cost-of-living campaign compiled statistics which indicate that the average family has been spending \$348 a year for luxuries. Included in the total amount is \$2,110,000,000 spent for tobacco, \$800,000,000 for cigarettes, \$800,000,000 for loose tobacco and snuff, and \$510,000,000 for cigars. The total expenditure for automobiles is put down at \$2,000,000,000. The total amount spent for candy is \$1,000,000,000, for soft drinks \$350,000,000, for chewing gum \$50,000,000, for perfume and cosmetics \$750,000,000, and for furs \$300,000,000. It seems to be as clear as daylight that we have not reached the limit of wise expenditure for public-school education when our schools, public and private, cost less than one-half of our annual tobacco bill.

The cost of living determines in part adequate compensation for salaried classes. According to the National Industrial Conference Board, the cost of living on May 1, 1921, as compared with the cost of living in July, 1914, stood at 165.7. In other words, while there has been a marked decline in cost

of living from 1920 to the present time in 1921, there is still an increase of 65.7 per cent.

For food the increase is 52 per cent, for shelter 71 per cent, for clothing 68 per cent, for fuel and light 78 per cent, and for sundries 85 per cent. The estimate of the total increase of 65.7 per cent is based on retail prices of the component elements in the family budget, weighted according to consumption by average wage earners before the war.

According to the Bureau of Labor, the increase in cost of living from December, 1914, to May, 1921, in five large cities was as follows: Chicago, 78.4 per cent; Cleveland, 84.7 per cent; Detroit, 93.3 per cent; New York, 81.7 per cent; Philadelphia, 79.8 per cent.

The main argument for better compensation must now rest upon the *general law of supply and demand*. The demand for trained teachers is greater than at any time in the history of our public-school system. The effective publicity campaign of the National Education Association, the wholesale exposition in the public press and in standard periodicals of the actual teacher situation in our public schools, has led to the increased demand for better teaching. The public is not yet asking for a trained teacher for every child, but we are rapidly approaching that goal.

While the demand has been increasing, the supply is still lamentably low. The reports of the Bureau of Education and the bulletins of the N. E. A. Commission on the emergency in education reveal great masses of immature, un-

trained, and incompetent teachers in our public schools. The folly of intrusting school children to the incompetent and the waste due to the large annual turnover in our public-school teaching force, call for no discussion before this body. There is appalling waste in a large part of our public-school system due to incompetent teaching.

The discussion of this waste must be put before the public, and especially before organized groups of men and women in local communities everywhere throughout the American commonwealth. Through this discussion we must increase the demand for teachers who are really fit to do the job.

While we must constantly emphasize the importance of training and of adequate compensation to reward the trained teacher, we may expedite matters by *legislating the untrained out of the profession*. In Michigan a boy or girl eighteen years of age, who can pass a third-grade examination, may be certificated to teach after a minimum of six weeks of professional training. Through new legislation, in five years from the present time, no person will be certificated to teach whose training represents less than graduation from an approved high school and one year of professional training in addition thereto. The time has come when by legislative enactment it should be made illegal for a commonwealth to intrust the training of its school children to those who have made no adequate preparation for the work. The competition of the incompetent at the present time unquestionably affects

LIFE

Henry van Dyke

Let me but live my life from year to year
With forward face and unreluctant soul;
Not hurrying to, nor turning from, the goal;
Not mourning for the things that disappear
In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.

So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy;
Still seeking what I sought when but a boy,
New friendships, high adventure, and a crown,
My heart will keep the courage of the quest,
And hope the road's last turn will be the best.

[From *Music and Other Poems*, Scribner, 1919]

the general level of our salary schedules for the nation as a whole, and it seems clear that we must wage an unending fight until victory is won.

While it is true that salary schedules are not yet satisfactory, speaking for the country as a whole, it is also true that we have been moving rapidly in the right direction since 1919. While it is true that statistics for 359 cities show an average salary increase of but 61 per cent since 1914 and that this increase does not equal the cost of living, it is also true that a major part of the increase came in a two-year period preceding the investigation. In January, 1919, the demand for a minimum salary of \$1000 was looked upon as radical. At the present time a high percentage of cities offer a minimum salary of \$1200 or more. There has been a marked increase in money compensation in the past two years. Reports from a large number of cities in the United States indicate that there will be no diminution in cash compensation, and that schedules calling for an annual increase are being maintained.

It seems clear to the Committee that if we are to attract into the teaching profession a fair percentage of the best boys and girls who are graduating each year from high school, we must insist upon a living minimum salary with a rapid annual increase during the first four or five years of service. It has been clearly demonstrated that we cannot attract enough young people into the profession to keep the ranks filled on the basis of apprenticeship schedules for the early years.

It is more important, however, that we shall insist upon adequate compensation for those who have served a decade and have indicated their intention of remaining permanently in the public-school service. These people constitute the backbone of the teaching force in nearly all communities and must be paid if they are to be retained at a maximum of efficiency. Their salaries are still all too meager. Teachers accumulate dependents with lengthened years in the service. The mature teacher must be more adequately compensated and liberal salary schedules should reward extended cultural and professional training. We must have special rewards for the especially gifted teachers. The compensation of superior teachers in every public-school system should be recognized more generally in terms of cash.

Here and there throughout the country, and for the most part in recent years, cities have adopted the policy of paying

grade teachers compensation equivalent to that paid high-school teachers where training, experience, and skill are equivalent. This practice rests on a sound basis. The movement is bound to spread rapidly during the next decade, and is entitled to our cordial support.

In conclusion, the members of this association must make it their business to attract into the teaching profession a fair percentage of the upper quartile from our high-school graduating classes. We ourselves must take a large part in

the campaign for adequate compensation. We must have publicity, especially publicity of facts, strong leadership, more thorough organization, and a campaign that continues. We must utilize all the organs of publicity, including the press, and we must retain the aid of organized groups of men and women in every corner of the land. We must present education as an investment and an insurance and we must free ourselves from what has been servitude to low ideals, both as to training and compensation.

The State Program in Education

GEORGE H. REAVIS

Assistant State Superintendent of Schools, Baltimore, Maryland

A STATE PROGRAM in education is a working plan for meeting the educational needs of the State. It attempts to solve the larger and more important educational problems, not only of the State, but of the Nation, within the State, and should cast into definite form the general outlines in which the National program is expressed.

The schools are confronted with several problems which are peculiarly dependent on the State for solution. I shall discuss three of these which are important elements in any State program. Something must be done—by the State—so that the supply of well-trained teachers will eventually become adequate. Means must be devised—by the State—in order that sufficient funds will eventually be available to every section for maintaining the public schools at a high standard of efficiency. A campaign must be continually conducted—by the State—to educate all the State's people properly to appreciate the value of good schools.

The most urgent need of the schools today is an adequate supply of competent teachers. The teacher-training problem is primarily a question of production. The supply of properly trained teachers is inadequate because production only fractionally approximates the demand.

A vast army of experienced teachers leaves the service each year. But if all the trained teachers entering the service in the past twenty-five years were still in service, it would be necessary to employ a large number of untrained teachers. No State can hope to replace immediately its untrained teachers with teachers satisfactorily trained, but certainly every State should at least strive

to replace every teacher who drops out with a trained teacher.

To attack this problem in a business-like way, a State should determine the number of teachers it needs each year, and proceed to produce them. In Maryland, where the county is the local unit of school administration, we have tabulated by counties this loss of teachers, or "turnover," and are trying to hold each county responsible for getting enough candidates in training each year to meet its annual turnover. By as much as any county falls short of its quota, some other county must exceed its quota or the State will fall short of its mark. But to place this number of women in training from the counties of Maryland would require all the girls at present being graduated by the four-year high schools in that territory, as the number of girls graduating is approximately equal to the turnover in the teaching service. We cannot hope to have all girls graduating enter the teaching profession. Some high-school graduates should not attempt teaching, and some of those who should enter the service will be unable to do so. It is apparent, therefore, that we cannot hope to supply immediately enough trained teachers outside the cities to meet the present annual turnover. This is true for the rural districts of the whole country. But if the towns, villages, and rural districts are to have trained teachers, they must, eventually, produce them. As the schools are improved, a larger number of children should complete the elementary course while young enough to secure a high-school education, and as the high-school facilities are extended more generally to the rural districts, a larger supply of high-school

graduates should be available to train for teaching positions in their home territory.

But at the same time that a State is attacking the problem of production, it must endeavor, by making the remuneration for teaching more attractive to those in service, to reduce the annual turnover to a minimum. Higher salaries may not exert a very large and immediate influence to bring candidates into training, but adequate compensation and good working conditions will materially reduce the annual turnover. Salaries, however, cannot be increased to the point where the financial rewards will put all desirable high-school graduates in training. This can be done by lowering the cost of subsistence to normal-school students.

In Maryland the State provides room, board, laundry, books, tuition, and all other necessary expenses in the normal schools at a cost of one hundred dollars a year, and this sum is loaned to good prospects who do not have it.

Some States have tried to produce teachers by legislation, saying, that after some future date, teachers with less than a certain standard of training would not be employed. But when the time arrives and enough trained teachers have not been produced, the experiment ends by continuing the schools with the material available, and setting some new future date after which only trained teachers are to be employed, because it is better to have a school taught by the best candidate available than to have no school at all.

Although it is impossible to replace immediately the untrained teachers now in the service, a State can do much to raise its untrained teachers to a higher standard through adequate supervision, summer-school instruction, extension courses, and the like.

Successful department stores find that it pays to employ one supervisor for each fifteen to thirty clerks. In large telephone exchanges, one operator in eleven answers no calls but directs the other ten on duty. In good hospitals one nurse in seven attends no patients but directs the other six. Five bricklayers will lay more brick if one of them, rather than laying brick, directs the other four. The Maryland program calls for one supervisor for each forty teachers. The State supports extension courses, and all teachers with less than a normal-school education are required to attend summer school at least once in three years.

The problem of financial support is the perennial problem of school administration. In many school systems it takes so much of the superintendent's time that he has little left for anything else.

The States have thrown too much of the burden of school support on the local unit. Until the Federal government appropriates liberally for schools, a State should pay fifty per cent of the total current cost of education, and a part of the school appropriation should be distributed in inverse ratio to the wealth of the local units, so that the poorer units may have school facilities



THOMAS E. FINEGAN, representing the National Education Association at the Pan-Pacific Educational Conference, caught by the camera holding a native of Hawaii. An ocean voyage and the charms of Hawaii have not lessened Dr. Finegan's interest in childhood, demonstrated by his significant achievement as State Superintendent of Public Instruction in Pennsylvania.

comparable to those in the more favored centers of wealth. A State should not give special help to poor local units until they have made as much effort as the wealthy units, but when a poor district has done this the State should make it possible for the poor unit to have schools comparable with those of the more favored centers of wealth. A State should make it possible for all local units to carry the minimum or required educational program with the average local school tax-rate. Any local tax levied in addition to the average rate for the State should be available for exceeding the prescribed program.

In Maryland, the wealthier counties have five times as much wealth as the

poorest counties; they spend twice as much on each child, but have local tax-rates for schools only half as high as the poorest counties. The local tax-rate in the wealthy counties is about fifty cents on each one hundred dollars' actual valuation. In the poor counties it is approximately one dollar on the hundred. The average is about sixty-five cents. The Maryland program provides that any county which (with a sixty-five cent school tax) can not pay the higher salaries proposed (which shall not exceed seventy per cent of the current expenses, leaving at least thirty per cent of the budget for purposes other than teachers' salaries) may have enough from the State equalization fund to enable it to carry the program, and all money raised locally in excess of a sixty-five cent tax may be used to support a higher standard of school facilities than the State requires. This will place the poorer counties more nearly on equal terms with the wealthier ones.

But, a State program in education is not complete when it has analyzed the important problems confronting the schools and presented a comprehensive working plan of school improvement. It must also provide for acquainting the people of the State with the facts on which it is based and the improvements proposed so they can act intelligently on the issues involved. In Maryland we began formulating our program a year and a half ahead of the meeting of the General Assembly and began presenting it to the public a year ahead. Teachers' meetings have been held throughout the counties to discuss it, and it has been discussed in patrons' meetings, women's clubs, the League of Women Voters, the granges, and before all other groups where an interested audience could be secured. It was the topic for discussion at the recent high-school commencements, and will be presented to the State Press Association, with continuous newspaper publicity. An effort is being made to commit everybody, from the Governor down, to the support of the program in the coming session of the General Assembly. The old method was to take our needs to the Lord in prayer; the more modern way is to take them to the people with confidence.

Educated Dog—"Lay down, pup. Lay down. That's a good doggie. Lay down, I tell you."

"Mister, you'll have to say, 'Lie down.' He's a Boston terrier."—*Nashville Tennessean*.

Professional Organization for Results

ARTHUR H. CHAMBERLAIN

Executive Secretary, California Teachers' Association, San Francisco, California

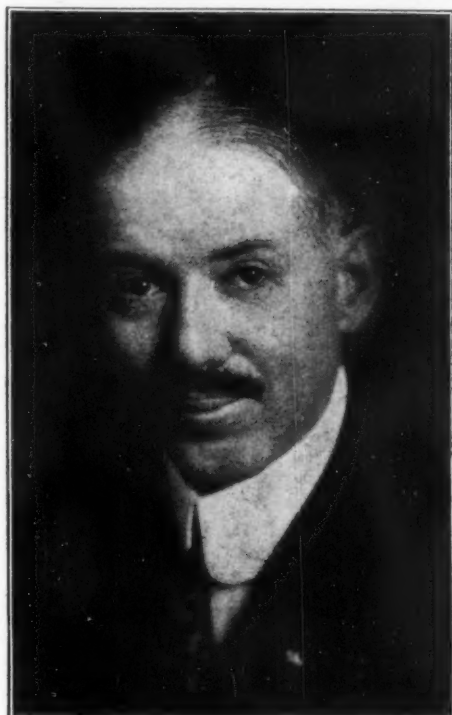
GENERAL PARTICIPATION—The first requisite to the securing of results is general participation by teachers in the activities of their organization. Only as teachers assume the responsibilities of membership can adequate results be secured for society, the organization, or themselves. Teachers are beginning to realize that the enthusiasm and inspiration that comes from numbers meeting together is an important asset. They further realize that in the matter of improved methods, more sensible selection of textbooks and equipment, more adequate salaries, and improved legislation, it is the collective and cumulative influence that counts. Individuals may initiate; numbers create public sentiment and public sentiment is the greatest result-getter in the world. All progressive school people, whether administrators or classroom teachers, should see clearly the advantage and necessity of meeting upon a *common ground* for the discussion of *common problems* looking toward a *common good*.

A Working Harmony—The second requisite to the securing of results is a working harmony. Results are possible only when the individual members, the various committees or group elements are integrated and function as the parts of a machine or the several departments of a successful business enterprise. This statement does not carry with it the implication that all must think alike, but it does mean that all must be intellectually honest and reach agreement in essentials. Individual differences must be subservient to larger community interests. Schools, children, education must be considered, rather than special interests or persons representing special types of schools or special subjects.

A Sound Financial Policy—In order that substantial results may be secured from professional organization, the same principles that are in force in the world of sound business must be made to apply in organization for purposes educational. In the business world it is less a question of what the thing will cost than it is of the returns to be secured on the investment. Any organization of teachers to be a success must be backed by a business-like, as well as by a professional administration. Unless the association is prop-

erly financed, results are slow, partial, and inadequate.

Central Office and Executive Head—There must be an executive head, charged not alone with the responsibility of carrying out the mandates of the association, but with powers of initiation of plans and policies. This central



ARTHUR H. CHAMBERLAIN, the author of this article, as secretary of the California Association, which is affiliated with the National Education Association, has had an important part in educational progress in California and in the movement for permanent secretaries for State associations.

office should serve as a clearing-house for all groups of teachers; should assist local officers in making up programs; should provide for reference, magazines, books, and educational literature generally; and should issue bulletins of interest to the members. The office must be in constant touch, not alone with the officers and members of the organization, but also with State school officials.

The Executive Secretary must, when occasion demands, carry forward a campaign of education with members of the legislature, with the newspapers of the State, with the citizens, and with clubs

and organizations generally. The office must keep in close touch through correspondence, study and investigation, visits and speaking engagements, with the forward movements in education, both within and without the State. All of this requires an adequate staff of competent men and women. The activities are centralized still further when, as in California, there is maintained a State-wide Teachers' Registration and Placement Bureau and an official magazine.

An Official Magazine—There should be an official journal. This should be edited by or under the direction of the executive officer of the Association. This journal, placed in the hands of each member of the Association, without charge other than covered by the membership fee, serves as the channel of communication, uniting all parts of the State. Full attention must be given to matters of local and State interest, but the magazine must be more than a local news bulletin. Educational principles, rather than personalities, must be featured. The editors of this magazine, by culling the best from the publications issued in all parts of the country, may keep readers in touch with National movements. One point must be made clear. The educational magazine such as we are here discussing, is the official mouthpiece, not *by adoption* or selection, but *by ownership*. To be of the greatest value the magazine must be owned and controlled by the teachers themselves. It thus becomes an integral part of the organization. While dedicated to the promotion of clear-cut policies and well-defined principles and reflecting as an open forum the views of the organization, the magazine must carry to the readers the unbiased views and personal opinion fearlessly expressed of those charged with its editorial policy. Edited otherwise, the magazine degenerates into a colorless and space-filling sheet.

Some Tangible Results—Under such an organization results are certain. Much has been done in the past. Teachers' pensions and retirement salary laws in a number of States owe their existence primarily to the work and influence of teachers' organizations. Security of tenure, wherever enforced, has been brought about largely through the efforts of organization. Sentiment for a

limited class enrolment, the development of the kindergarten, higher requirements and standards for teachers, increase in the compulsory-school age, free textbooks, types of vocational education, increased funds for schools and for teachers' salaries—these and other forward movements have found expression through professional organization. Everywhere the force of numbers and unity of action have been the most convincing arguments to legislature or school board.

There has recently been carried to success in California, largely through the united efforts of the organized educational forces, working in complete co-operation with the State education department, the most comprehensive and far-reaching educational program ever enacted in any State. This program was made the subject of study and discussion through committee reports, the official journal, and conferences throughout the State. Emphasis was placed upon important measures only, the organization standing for principles involved rather than for details. Chief among these measures were increased moneys for schools; the improvement of teacher-training facilities and development of the normal schools into teachers' colleges; development of the school of education at the State university and more liberal financing of higher education; creation of a system of regional junior colleges; and improved teachers' retirement salary law and tenure for teachers.

Our constitutional amendment number sixteen, providing equal educational opportunity for every boy and girl in the State, city and country alike, was carried directly to the people by an initiative proposal, and passed by an overwhelming vote. The State Teachers' Association was responsible for this measure, and financed and directed the campaign. Money is now collected *where the wealth is* and distributed *where the children are*. Emphasis was placed upon financing education, rather than upon increasing teachers' salaries, but no school is so far removed that any teacher need receive a salary less than \$1200.

These results in California and other States are ample evidence of the advantages of professional organization with *service* as the watchword. The organized educational forces of America, working locally in the States and as a great National body, can, with unity of purpose and under wise leadership, accomplish all reasonable ends to which they may set themselves.

Ethics for Teachers¹

1. A teacher² should actively affiliate with professional organizations of teachers and should become acquainted with the proceedings of the State associations. (The principal professional organizations for classroom teachers are the National Education Association, the Michigan State Teachers' Association, the Schoolmasters' Club, and certain county and local organizations. School authorities should encourage active participation in certain of these organizations by all teachers.)

2. A clear understanding of the law of contracts is incumbent upon a teacher. Since a teacher should scrupulously keep whatever agreement is made, he should refuse to sign a contract unjust and humiliating in form. (A teacher should ask such questions as:

a. Does the contract provide sufficient salary as indicated in Article 3?

b. What provision is made for terminating this contract? Is this provision fair to both teacher and board of education?

c. Does the contract cover the essential items as defined by the Superintendent of Public Instruction? See School Law, revision of 1919, p. 281.)

3. It is unprofessional for a teacher to sign a yearly contract to teach for a wage that is not sufficient to cover living expenses for twelve months. (According to the resolutions of the Michigan State Teachers' Association in Grand Rapids, 1920, the minimum salary for any teacher should be sufficient to cover living expenses for twelve months, plus three hundred dollars for savings. To determine living expenses for twelve months, the cost of board, room, laundry, and street-car fare, in the community where the teacher is employed, should be taken as representing fifty-two and one-half percent of the total living expenses for the year.)

4. It is unprofessional for a teacher to resign unless his contract provides for release on giving of proper notice.

5. It is unprofessional for a teacher to underbid knowingly a rival in order

to secure a position. It is expected that a teacher will verify a rumor of a vacancy before filing an application. In a graded school, application should be filed with the superintendent.

6. It is unprofessional for a teacher to tutor pupils of his own classes for remuneration except by special permission of the school authorities.

7. It is unprofessional for a teacher to absent himself from school or to call in or allow the use of a substitute except for serious illness or for other grave reasons.

8. It is unprofessional for a teacher to measure his duties and responsibilities to the pupils, or to the school, or to the community, in terms of financial rewards.

9. Since teachers are rightly regarded as examples to pupils, a teacher should so conduct himself that no just reproach may be brought against him. Where liberty of conscience is not concerned, a teacher should stand ready to make personal sacrifice, because of the prejudices of a community.

10. It is unprofessional for a superintendent or other school officer to offer a position to a teacher under contract without first determining the willingness of the teacher's employer to grant a release.

11. It is unprofessional for a superintendent to refuse to aid a successful teacher to secure worthy promotion within his own or another school system. (It is the opinion of the Committee on Professional Ethics that the surest way to attract and retain superior men and women in the teaching profession, is for superintendents to aid such teachers in the securing of worthy promotions within their own or another school system.)

12. It is unprofessional for teachers to criticise co-laborers or predecessors in the presence of pupils or patrons. Such procedure tends to injure the school and to weaken the confidence in which the work of teachers is held by the public.

13. Teachers should be ready at all times to assist one another by giving information, counsel and advice, and by such services and acts as teachers can perform without detriment to themselves or their work. Such reasonable service should be regarded as a professional duty for which remuneration beyond actual expenses should not be accepted.

¹Report of the committee on professional ethics of the Michigan State Teachers' Association.

²The term "teacher" as used in this Code shall include all persons employed in teaching, and all superintendents, supervisors, principals, special teachers, and county commissioners of schools.

Pennsylvania State Education Association

JAMES H. KELLEY

Executive Secretary, Pennsylvania State Education Association, Harrisburg, Pennsylvania

IN DECEMBER, 1920, at the annual meeting of the Pennsylvania State Education Association in Harrisburg, the Association reorganized itself by adopting a new constitution. This instrument created a democratic organization with a representative form of government.

In January, 1921, the Executive Council elected the Trustees of the Permanent Fund, a Treasurer, and an Executive Secretary on full time, and during the same month a committee of the Executive Council and the Executive Secretary purchased the Pennsylvania School Journal, the official organ of the Association and of the Department of Public Instruction. On March 1, headquarters were opened in Harrisburg.

The control of the Association is in the hands of the active and life members who group themselves in 262 local branches, composed of legally constituted county and district teachers' institutes, State normal schools, colleges, and schools of education. Each local branch elects one delegate or more on the basis of one for each hundred members of major portion thereof to the House of Delegates, which meets regularly once a year. The members assemble for the annual meeting by departments, where each department elects a delegate to the House of Delegates. These two classes of delegates with one delegate from the State Department of Public Instruction compose the House of Delegates, which initiates general policies, conducts the annual business meeting and elects the President, the Second Vice-President, a Committee on Legislation, and a Committee on Resolutions.

The Executive Council is composed of the President, the First Vice-President, who is the retiring President, the State Superintendent of Public Instruction, and the chairmen of the nine departments—(1) County Superintendence, (2) District Superintendence, (3) College and Teacher-Training School, (4) High School, (5) Graded School, (6) Rural School, (7) Vocational Education and Practical Arts, (8) Music, and (9) Supervising Principals.

The Executive Council carries out the plans and the policies adopted by the

House of Delegates and recognizes for affiliation various round tables for the consideration of special phases of study such as Americanization Round Table, Child Hygiene Round Table, Geography Teachers' Round Table, Penmanship Teachers' Round Table, Kindergarten Round Table, School Patrons' Association.

The membership in the Association is now 35,000 out of a possible membership of 45,000 teachers in the State. The annual dues are one dollar. The paid circulation of the Pennsylvania School Journal is 38,568 but the first number under the new regime, Vol. 70, No. 1, was published in an edition of 50,000 and a copy was sent to every teacher in the State, to the secretary of each of the 2,600 school boards, to a goodly list of prospective exchanges, and to a widely scattered list of miscellaneous subscribers.

The Association actively supported the legislative program of Dr. Thomas E. Finegan, State Superintendent of Public Instruction, and assisted him in securing the passage by the 1921 legislature of seventy-two educational bills, sixty of which were signed by Governor William C. Sproul. The outstanding features of these bills may be briefly summarized as follows:

1. Standard for elementary teachers—two years of normal-school training above a four-year high-school course.
2. Standard for high-school teachers—college graduation.
3. A minimum salary law which will guarantee to persons entering the profession compensation comparable to what is offered in other vocations.
4. Longer school term.
5. Recognizes by law the professional status of the superintendent.
6. Consolidation of rural schools.
7. One State Council of Education composed of business men and women instead of two Boards composed entirely of school men.
8. Establishment and support of kindergartens.
9. Equitable apportionment of State funds for education.
10. Justice to the superannuated teacher in retirement allowances.

The past two years the State has contributed twenty-four million dollars

to public education. To carry out the program which the legislature has approved will require an increase of twelve million dollars, or thirty-six million dollars for the next two years.

Already our Commission on Professional Ethics has made an investigation on the invitation of three members of a board of education of the ethics of the action of a majority of the board in changing textbooks without the recommendation of the superintendent.

While the present year is one of unusual achievement, we have much yet to do and have outlined a possible program of action as follows:

1. To lower the compulsory school age.
2. To perfect the Teachers' Retirement Act.
3. To secure a sane tenure bill.
4. To secure better teaching conditions.
5. To promote democratic control in selecting textbooks and in school administration.
6. To recruit the profession of teaching.
7. To change our fourteen State normal schools into State teachers' colleges.

In order to accomplish our program, we are inviting every teacher in the State to unite with the Association, so as to give us the benefit of our total group strength. The principles underlying our Association are:

1. Our purpose is the public good, the welfare of the child, not the personal interests of our members.
2. Our program should be broad enough to warrant and enlist the support of every reputable person engaged in teaching.
3. We affiliate only with the National Education Association; we avoid all entangling alliances.
4. We use no coercion, no threats. Our only campaigns are publicity campaigns in the interest of public education.
5. We regard each teacher as a commissioned officer of the State, a part of the body politic.
6. We stand for unity of effort and collective responsibility, for the teaching forces, the supervising forces, and the administrative forces, and invite all to work in harmony for the common good of all.

The Journal of the National Education Association

Published monthly except July and August by the
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President, Charl Ormond Williams

Secretary, J. W. Crabtree

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.

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Limitation of Armaments

THE EVENTS of the war and of the peace conference were dominant subjects of discussion and study in every American classroom during the momentous years, 1917, 1918, and 1919. With the same eager interest, we believe, teachers and pupils throughout the land will watch the proceedings of the Conference on the Limitation of Armaments.

The United States entered the world war with two clear-cut objectives. One was to save free institutions and prove the principle of democracy in government. The other was to make forever impossible another such war. With the victory of the allied cause, the first of these objectives was attained; but it was fairly clear then and it has become increasingly apparent since the peace conference that the prevention of future war will be as essential to the safety of free institutions as was the defeat of the Central Powers. It is, indeed, pretty generally agreed that another war on anything approaching the scale of the recent conflict would spell annihilation, not only to democracy, but to civilization itself.

From this point of view, the economic saving that would be involved in a widespread policy of limitation of armament, important and appealing as it is, becomes after all a matter of secondary importance. Even assuming that through wars in the past principles were estab-

lished that could not at the time have been established at any smaller cost, it is clear that the permanence of these very principles now demands a cessation of war. The intelligence that has made war so destructive must now be directed to the far more difficult task of making it unnecessary.

Physically and economically, the civilized nations are today a unit. Therein lies the peril of another war—for so intricate and thoroughgoing has physical and economic interdependence become that even a remote and apparently trivial quarrel may easily upset the equilibrium. There is but one way out of the difficulty—the unity brought about by economic forces must be complemented by a unity that rests upon spiritual and moral bonds. A world of common needs must become in some measure a world of common ideals and common standards.

A reduction in armaments through the voluntary co-operation of the victorious powers is the first obvious step toward this end. The possibility of such a reduction is greatly increased by the popular demand in all countries for a lightening of the tax-burden. It should be further increased by the clear fact that the democratic peoples now need fear only one another. A reduction in armaments would mean first of all a reduction of mutual distrust.

Upon the initial basis thus provided, the positive work of bringing the civilized peoples together in a more fundamental and thoroughgoing way could proceed with every promise of ultimate success. This does not mean the development of a super-state, but it does mean a world community of ideals and standards. Education can bring about this integration on a permanent basis and without the erection of a super-state. If any other program can ever conceivably do as much, it has not yet been set forth. The sooner the Conference on the Limitation of Armaments is followed by an international conference on education, the better it will be for the peace of the world.

State Associations

THE GROWING strength of State education associations is one of the hopeful signs of educational progress. The practice of employing paid full-time secretaries for State associations is spreading rapidly. The States which have had such secretaries have made the greatest progress in education and there is every evidence that within a few years

no State will be without such a full-time representative of the professional interests of its teachers. The opportunity in a well-organized State association is such as to command the services of the most capable leaders in the profession. The two articles in this number of *THE JOURNAL* by secretaries of two of the largest and strongest State associations foreshadow the progress which may be made throughout the Nation when every State has come to realize the value of a strong association. The ideal is a complete enlistment of the profession in local, State, and National associations.

The Continued Shortage of Trained Teachers

IS THERE a teacher shortage today? There is only one answer to this question. There is still an appalling lack of trained teachers throughout the country. There is grave danger to the teaching profession and to the cause of education in the statements loosely made in some quarters that there is a surplus of teachers and that salaries should be lowered. There may be in certain quarters a surplus of people who want to teach school. Many persons out of employment due to the economic depression are seeking teaching positions. Some of these persons, who temporarily gave up teaching during the war, are qualified teachers. But making liberal allowance for this group, there are tens of thousands of applicants seeking positions in the schools who have neither the personal nor professional qualifications to train children. To admit such teachers to have charge of growing young life is a crime against the childhood of the Nation. It must not be tolerated. The false cry that there is no teacher shortage must not go unchallenged.

The fatherhood and motherhood of America must be awakened to understand the menace of the untrained teacher. American wealth is able to pay adequate salaries for competent teaching service. The public will gladly pay the bills when it appreciates the gain from reasonable investment in good schools. The facts contained in the report of the Association's committee on salaries published in this issue and similar facts collected by local and State associations must be brought to the attention of school boards, city councils, and the public. Great emphasis must be placed on the fact that better teachers

will come only as better salaries are provided and that it would be a National misfortune to reduce salaries which are already far too low to pay for adequate scholarship and professional preparation.

International Education Association

IN VIEW of the new interest in education, evident in every nation of the civilized world, the report of the Committee on Foreign Relations at Des Moines and the action of the Representative Assembly which came in consequence of that report are especially significant. There is no surer guarantee of world peace and just international relations than the common friendships and ideals which are fostered by such international congresses and associations as those proposed by Superintendent Studebaker, of Des Moines, and heartily and unanimously adopted by the Representative Assembly in the following preamble and resolution:

Whereas, the nations of the world are today bound together in interdependent relationships by irrevocable economic and commercial conditions, and

Whereas, the inevitable future compe-



FRANK PIERREPONT GRAVES, who on September 10, 1921, became State Commissioner of Education, Albany, New York. Dr. Graves was recently dean of the school of education of the University of Pennsylvania. He joined the National Education Association in 1908 and in his new office becomes an ex-officio member of the Representative Assembly.

tition among nations for economic prosperity or supremacy will undoubtedly tend to incite increasing international friction and possibly throw the world again into a merciless and devastating war, and

Whereas, the peace of the world is dependent upon international goodwill and friendship founded upon accurate, scientific, and universal understanding, and

Whereas, a common understanding among the nations is possible only through certain commonly accepted international educational purposes and plans:

Be it resolved, therefore, that the Representative Assembly of the National Education Association, assembled in Des Moines, Iowa, July 8, 1921, request the President of the Association to employ such means as may be effective for the purpose of organizing an International Congress of Education, in accordance with the recommendation of the Committee on Foreign Relations, to be held in the United States of America in 1923, and that the President also inaugurate a plan whereby we may receive

in this Representative Assembly at its annual meeting in 1922 a report of the committee indicating what may be done with reference to the organization of an International Education Association.

Shall Education Be Submerged?

THE ARGUMENT has recently been advanced by some who favor the creation of a Department of Public Welfare, which shall include education as one of its subdivisions, that conceding that education is of the highest importance to the Nation, nevertheless, it should be placed in a subordinate position in order to keep it out of politics and give it greater permanency of management. Since the heads of bureaus are appointed by the President, and are under the direction of Cabinet officers also appointed by the President, the fallacy of such an argument is apparent. Experience has demonstrated that a President is frequently less careful in the selection of subordinate officers than in the selection of Cabinet members, and that it is impossible to secure as high a type of leadership and ability for the head of a subordinate division as can be obtained for a Cabinet position. Recent experiences emphasize the fact that there is no greater permanency in a subordinate position than in the Cabinet.

The friends of education insist that in order to keep education free from partisan politics the educational leader of the Nation should hold such an outstanding position as would command public attention, and that he should be under no one but the President. They want the responsibility for educational leadership clearly defined, definitely located, and subordinated to no other person or interest. They hold that education is so highly esteemed by the people that no president would dare to appoint a mere politician at the head of the Department of Education. They point out that experience has demonstrated that education in State and Nation must be kept free from other interests and influences, and that to subordinate education is to make real educational leadership impossible and to make possible the perversion of education to selfish interests.

Ethics for Teachers

ONE of the corner stones of any profession is the code of standards set by its members for their conduct toward the public and toward one another. It is therefore an evidence of growing pro-



HOMER H. SEERLEY, president of the National Council of Education 1920-21 and 1921-22. Dr. Seerley, who has been a member of the association since 1889, is president of the Iowa State Teachers' College, Cedar Falls, Iowa.

fessional consciousness that various educational associations are seeking to define, codify, and enforce standards of professional ethics for their members. It is peculiarly the province of professional associations to lead the way in this important work. Respect for the profession rises directly in proportion as high standards are established and enforced by intelligent public sentiment within the professional ranks. Teaching recruits such large numbers of new workers each year that constant vigilance on the part of practising teachers, teacher-training schools, educational journals, and associations of teachers is necessary to initiate the new element into professional traditions and standards. Page 92 of the May, 1921, number of this Journal gave the code of ethics adopted by the Pennsylvania Association. Elsewhere in this issue is published the work of the Michigan Association in the same field.

The Disorder in West Virginia

THE RECENT uprising in the mining district of West Virginia has been a source of regret to all lovers of peace and good order. It reflects discredit not only upon the State of West Virginia but upon the Nation. It has drawn widespread editorial comment. Various reasons are given for the difficulty, but most of the editorials agree that the trouble had its foundations in illiteracy and ignorance and the practices which thrive in communities where a high level of intelligence is inadequately appreciated. The West Virginia situation is one more evidence of the primary importance of intelligent respect for laws wisely enacted. Good laws and respect for them depend directly upon the education of all the people, the management of which is primarily a State function but for whose promotion in all the States the Nation cannot escape its share of responsibility.

West Virginia has made commendable progress educationally during recent years. The devoted work of her school people deserves the encouragement which reasonable State and National aid would furnish—an incentive to peaceful prosperity which no show of force could so easily or cheaply provide. The equalization of educational opportunity through National aid, supplemented by State aid, should within a generation make impossible in America such a tragedy as this.

EDUCATIONAL ADVANCE

The Antioch Idea—Under this head in *The Nation* for September 7, 1921, Dickinson S. Miller has an account of the reorganization of Antioch College, Yellow Springs, Ohio, by Arthur E. Morgan, a well-known engineer, who has become its president. In brief the plan is to enable students to produce as they learn. There is to be a factory building on the campus housing a number of small industries. The student will alternate five weeks at school with five weeks at work through an entire course of six years which will include three years of academic work. It is the aim of the college to prepare men for "supreme administrative positions."

Health Education will be given a new impetus by the new School of Public Health which is being conducted jointly by Harvard University and the Massachusetts Institute of Technology. The

school will give special instruction in health education to teachers, school nurses, directors of physical education, and public health workers generally.

Alabama—C. B. Glenn, former assistant superintendent, has been chosen to succeed Dr. J. H. Phillips, superintendent of Birmingham schools, whose death occurred July 21, 1921.

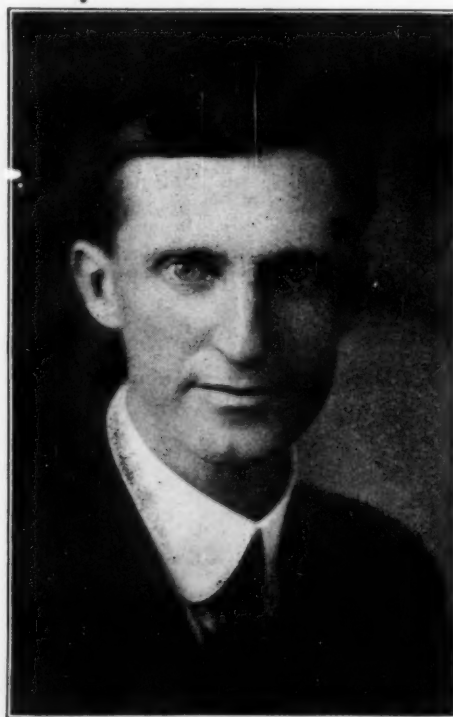
California—A striking tribute has been paid by the people to the peoples' library by the referendum vote with which Los Angeles approved a bond issue of two and a half millions for its library building, with sixty-three thousand votes, while the pet project of harbor development received but fifty-six thousand votes and other proposals for bond issues were rejected.

Colorado—The Colorado Education Association will meet in three divisions during the week of October 17, at Grand Junction, Pueblo, and Denver. The list of speakers includes Thomas Nelson Page, Aurelia Henry Reinhardt, William C. Bagley, and Will C. Wood.

Delaware—The Delaware State Teachers' Association will meet at Dover on November 11 and 12. Among the speakers announced for the meeting are Mabel Carney and William H. Kilpatrick of Teachers College, Columbia University; Florence E. Bamberger of Johns Hopkins University and President Walter Hullahen of the University of Delaware.

Iowa—The sixty-seventh annual convention of the Iowa Teachers Association will meet in Des Moines November 3, 4, and 5. An attractive program has been provided. Among the speakers are Cora Wilson Stewart and Livingston Lord.

Michigan—The recent Michigan legislature passed laws which constitute a notable educational program. Districts are empowered to build homes for teachers. The limit of high-school tuition which may be paid by district is advanced to sixty dollars per year. Consolidation of rural schools is simplified.



ARTHUR L. MARSH, who on July 1, 1921, joined the goodly and increasing company of professional secretaries of State associations by becoming executive secretary of the Washington Education Association, which is affiliated with the National Education Association.



JASPER L. McBRIEN, who as school extension specialist in the United States Bureau of Education since 1913 has earned for himself a place of unique National leadership in the movement for adequate rural education, leaves the Bureau on October 1 to become head of the department of rural education in the Indiana State Normal School at Terre Haute, where he will have an opportunity to do intensively the work for rural life which for eight years he has done extensively. Mr. McBrien's leaving is a severe loss to the Bureau of Education.

State aid of four hundred dollars per vehicle and one thousand dollars per school is provided to promote consolidation. School officers are given the right to raise money by taxation to place schoolhouses in a safe and sanitary condition. A requirement is established that by 1925 teachers entering the profession must have one year of professional training beyond high school. State aid of two hundred dollars for maintaining nine months of school is provided under certain conditions.

The establishment by the Board of Regents of the School of Education at the University of Michigan on July 1, 1921, has evoked favorable comment from educational leaders throughout the country. It is one of many evidences of the re-awakening interest in the professional training of teachers.

New York—The New York State Teachers' Association, which was organized in 1845, will meet in Buffalo, November 21, 22, and 23. Membership in the association increased last year from nine thousand to fifteen thousand. Twenty-five thousand is the goal set for next year. Richard A. Searing is secretary.

Pennsylvania—William Rowan has been elected president of the Philadelphia board of education to succeed Simon Gratz, who has resigned from the board.

South Dakota—The thirty-ninth annual session of the South Dakota Education Association will meet at Huron November 21, 22, and 23. The slogan of the meeting is *Stabilizing the Profession*. Among the leading speakers are President Lotus D. Coffman, of the University of Minnesota; President Aurelia Henry Reinhardt of Mills College, Oakland, California; Lee L. Driver, Director of Rural Education

for the State of Pennsylvania; and Hugh S. Magill, Field Secretary of the National Education Association.

The two weeks' summer school for rural pastors was a notable feature of the summer session of the teachers' college at Aberdeen, of which Harold W. Foght is president.

Texas—The Texas State Teachers' Association will meet at Dallas on November 24, 25, and 26. Rural Education as a State Problem will be the central theme of the meeting. Among the speakers announced are Charl O. Williams, President of the National Education; C. A. Prosser, of Dunwoody Institute, Minneapolis; T. N. Jones, lawyer, Tyler, Texas, and John R. Bell of the Colorado State Teachers College at Greeley. The September number of the *Texas Outlook* reports that the enrollment in the State Association is one hundred and fifteen per cent ahead of last year. R. T. Ellis, of Fort Worth, is secretary.

NOTES and ANNOUNCEMENTS

The National Education Association and the American Legion, with the co-operation of several other National organizations, have agreed upon December 4 to 10 inclusive as *Education Week*, to be observed throughout the United States for awakening an increased public interest in education. Details and suggestions will be published in the November *JOURNAL*.

Department of Superintendence—Plans are well under way for the meeting of the Department in Chicago, February 27 to March 2d, inclusive. A strong program is being prepared and will be published in an early issue of the *JOURNAL*.

The past correspondence of officers of the National Education Association, which contains much interesting historical matter, is being arranged at headquarters and is to be bound into volumes for permanent preservation. It will thus be made available for use by students of the history of education.

The volume of Proceedings is now being printed at the Chicago University

Press. The present plan is to have the bound volumes ready for distribution during October. It is believed that the disadvantage of collecting and editing a large mass of material during a short period of time will be offset by the advantage of having the volume in circulation for use by speakers at the fall meetings of teachers' associations and in classes in teacher-training institutions.

A second multigraph has been purchased for use at headquarters. One of the machines is now used for regular multigraph work. The other, with a printing attachment, is being used as a printing press, which will reduce the cost of printing the Association's circulars about sixty per cent. The record performance of the two machines for one day is forty-seven thousand circulars.

The Institute of International Education has issued a guidebook for foreign students in the United States. While the book is written especially for foreign students, it gives a bird's-eye view of the American educational system which will be useful to American

students. The emphasis is primarily on higher education. The headquarters of the institute are at 419 West 117th Street, New York, N. Y.

Know and Help Your Schools—This is the third report covering the investigations of the National Committee for Chamber of Commerce Cooperation with Public Schools and the American City Bureau. A copy of this report should be in the hands of every urban school officer. It contains important facts relating to boards of education and the receipts and expenditures in schools in cities of eight thousand population or more. The report is comprehensive and maintains the high standard of excellence established by its predecessors.

The publication in this issue of the JOURNAL of a selected list of books from *The Booklist* of the American Library Association is especially fitting in view of the fact that the joint meeting of the Library Department and the National Council of Teachers of English in session at Des Moines endorsed *The Booklist* and urged that it be used by all English classes and kept upon the reading tables of all high schools. *The Booklist* is a guide to the best new books, compiled by experts in cooperation with the book-selecting departments of leading libraries and published by the American Library Association to encourage the purchase and use of the best literature. *The Booklist* contains about two hundred entries each month, giving all classes of books for both children and adults. It contains a special list for the small libraries and another for the school library. It is seventeen years old and is already in five thousand libraries, but it deserves to be more widely known. It is disinterested public service and is not published for financial gain.

Secretaries of State Associations

- ALABAMA, H. G. Dowling, *Alabama Educational Association*, Cullman.
 ARIZONA, Dorothy I. Gregg, *Arizona State Teachers' Association*, Bisbee.
 ARKANSAS, Irene Jones, *Arkansas Educational Association*, Leslie.
 *CALIFORNIA, Arthur H. Chamberlain, *California State Teachers' Association*, Flood Building, San Francisco.
 COLORADO, H. B. Smith, *Colorado Education Association*, 532 Commonwealth Building, Denver.
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 DISTRICT OF COLUMBIA, Adelaide Davis, *Education Association of the District of Columbia*, Seward Apartment, Washington.

- FLORIDA, R. L. Turner, *Florida Educational Association*, Tallahassee.
 GEORGIA, H. D. Meyers, *Georgia Educational Association*, Athens.
 IDAHO, Lucy B. Morton, *Idaho State Teachers' Association*, Shelley.
 *ILLINOIS, Robert C. Moore, *Illinois State Teachers' Association*, Carlinville.
 INDIANA, Charles O. Williams, *Indiana State Teachers' Association*, County Superintendent of Schools, Richmond.



JAMES HERBERT KELLEY, Executive Secretary of the Pennsylvania State Education Association since March 1, 1921. The Pennsylvania Association, whose membership promises to exceed 40,000, is affiliated with the National Education Association. Before taking up his present work Dr. Kelley was director of university extension and professor of education in the University of Pittsburgh. His article on the Pennsylvania Association (page 141) shows what may be achieved through the cooperation of a strong State educational executive and an active State association.

- *IOWA, Charles F. Pye, *Iowa State Teachers' Association*, 407 Youngerman Block, Des Moines.
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*Indicates that a salaried secretary is employed who devotes all of his time to the work of the Association. Corrections in this list will be welcome.

- LOUISIANA, L. J. Alleman, *Louisiana Public School Teachers' Association*, State Normal School, Natchitoches.
 MAINE, Adelbert W. Gordon, *Maine Teachers' Association*, Augusta.
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 MICHIGAN, John P. Everett, *Michigan State Teachers' Association*, Western State Normal, Kalamazoo.
 *MINNESOTA, C. G. Schulz, *Minnesota Educational Association*, 1661 Portland Avenue, St. Paul.
 *MISSISSIPPI, W. N. Taylor, *Mississippi State Teachers' Association*, State Department of Education, Jackson.
 *MISSOURI, E. M. Carter, *Missouri State Teachers' Association*, Columbia.
 MONTANA, [selection to be made to fill vacancy left by resignation] *Montana State Teachers' Association*, Lewistown.
 NEBRASKA, H. O. Sutton, *Nebraska State Teachers' Association*, State Normal School, Kearney.
 NEVADA, E. Otis Vaughan, *Nevada State Teachers' Association*, Reno.
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 OHIO, Frank E. Reynolds, *Ohio State Teachers' Association*, Superintendent of Schools, West Park.
 *OKLAHOMA, M. A. Nash, *Oklahoma State Teachers' Association*, Room 401, State Capitol, Oklahoma City.
 OREGON, E. D. Ressler, *Oregon State Teachers' Association*, Corvallis.
 *PENNSYLVANIA, James Herbert Kelley, *Pennsylvania State Education Association*, 10 South Market Square, Harrisburg.
 RHODE ISLAND, *Rhode Island State Teachers' Association*, Providence.
 SOUTH CAROLINA, R. C. Burts, *South Carolina State Teachers' Association*, Rock Hill.
 SOUTH DAKOTA, Professor A. H. Seymour, *South Dakota Education Association*, N. N. & I. S., Aberdeen.
 TENNESSEE, P. L. Harned, *Tennessee State Association of Teachers*, Clarksville.
 *TEXAS, R. T. Ellis, *Texas State Teachers' Association*, 2938 Lipscomb Street, Fort Worth.
 UTAH, J. Challen Smith, *Utah Educational Association*, 968 Lake St., Salt Lake City.
 VERMONT, Florence Wellman, *Vermont State Teachers' Association*, Brattleboro.
 *VIRGINIA, Wm. T. Sanger, *Virginia State Teachers' Association*, 312 Lyric Building, Richmond.
 *WASHINGTON, Arthur L. Marsh, *Washington Education Association*, 705 Lowman Building, Seattle.
 WEST VIRGINIA, W. W. Trent, *West Virginia Education Association*, Elkins.
 WISCONSIN, M. A. Bussewitz, *Wisconsin Teachers' Association*, State Normal School, Milwaukee.
 WYOMING, L. C. Tidball, *Wyoming State Teachers' Association*, Commissioner of Education, Cheyenne.

GUIDE TO NEW BOOKS

Titles and Notes Selected from the Monthly *Booklist* of the American Library Association,
78 East Washington Street, Chicago, Illinois

BALDWIN, SIMEON EBEN. The young man and the law. N. Y. Macmillan, 1920. 160 p. \$1.50.

A clear explanation of the advantages and the disadvantages of the profession, the personal, and educational requirements for it. Useful to high school or college students planning a career. By a professor of law at Yale.

BOGART, ERNEST LUDLOW. War costs and their financing (Problems of war and of reconstruction). N. Y. Appleton, 1921. 509 p. \$3.

The problem of financing the war and the after-war problems of debt and taxation are clearly and broadly set forth—giving special emphasis to the experience of the United States, her present financial primacy of the world and her relation to the financial rehabilitation of Europe. Not so statistical a study as author's earlier work (*Booklist*, 15:346, Je 19) from which, however, he has drawn some statistical data for the present book. It brings together much scattered information.

BONSER, FREDERICK GORDON. The elementary school curriculum. N. Y. Macmillan, 1921. 466 p. \$2.20.

holding out the ideal of an elementary course based on the activities of child life rather than on set "subjects" for study, but also recognizing the practical difficulty of putting such a course into effect at once in any public school. Both theory and practice of all the elementary subjects are given. Less readable though more sweeping in survey than Wells (p. 334) which is a good application text for certain of this author's principles. Index. For reading circles or normal student text.

CLARK, THOMAS ARKLE. Discipline and the derelict. N. Y. Macmillan, 1921. 203 p. \$1.50.

Provocative little chapters of inside information about the cribber, the politician, the athlete, the loafer, the fusser, the youngest son and the worker at college. Written by the dean of men at the University of Illinois. Parents and instructors will read these for their understanding of young people and college students themselves will find many new thoughts in them. Especially interesting is the chapter on the man who must work his way through school. In this the author deplors the necessity of carrying two burdens at once, and shows the dangers to character, to cultural development and health.

EDWARDS, AUSTIN SOUTHWICK. The fundamental principles of learning and study. Balt. Warwick, 1920. 239 p. illus. \$1.80.

Valuable as an adult student's guide to effective habit formation in study, or as an untrained teacher's first book of pedagogic principles. Bibliography (4½ p.). Index.

GRISCOM, ELLWOOD, JR. Americanization. N. Y. Macmillan, 1920. 255 p. illus. \$1.

A school reader and speaker containing selections from such diverse Americans as Lyman Abbott and Laurette Taylor, as well as many others, past and present. Selections are grouped under the headings: Foundation stones; The flag; Great names in American history; Incentives to patriotism, and Present-day problems. Full table of contents, no index. Not so full, comprehensive, nor so well arranged as Bennett (*Booklist*, 17:290, My-Je 21).

HILL, DAVID SPENCE. Introduction to vocational education; with an introduction by M. V. O'Shea. N. Y. Macmillan, 1920. 483 p. \$1.60.

A thorough survey of the theory, methods and organization of vocational education below college grade. Arranged as a stu-



CHILDREN'S BOOK WEEK is recognized the country over as the one week each year when schools, libraries, clubs, teachers, book stores, and the press emphasize the worthy ideal of a wider and wiser use of books by children. Teachers desiring large colored copies of the poster reproduced above or any other information about the week, should write to the Children's Book Week Committee, Room 212, 334 Fifth Avenue, New York, N. Y.

dent text to be used by special instructors, but so profusely supplied with bibliographies and data that it is an excellent reference for anyone considering the functions of public education. Has appended Smith-Hughes and Smith-Sears acts. Index.

HOYER, RAYMOND A., comp. Games for play institutes, conducted by Recreation committee, Community council, Louisville, Ky. 61 Kenyon bldg., Louisville, Ky., Community council, 1921. 28 p. Paper, 35c.

The particular care has been to select games which can be played with very little equipment and which can be used with adults indoors or outdoors. Though there are several old standbys, leaders in different communities will doubtless find many that are new to them. Bibliography (1½ p.).

IRWIN, WILLIAM HENRY. "The next war." N. Y. Dutton, 1921. 161 p. illus. \$1.50.

The race for armament, the methods, tactics and effects of carrying on the new warfare of the future "by wholesale, not by retail," the economic, physical and moral costs, and the proposed ways to peace are discussed tersely and incisively by an American who gathered his facts in a long, intimate experience as a correspondent in the late war. Diagrams make the facts graphic. A timely, thought-provoking book.

JESSUP, ELON. The motor camping book. N. Y. Putnam, 1921. 210 p. illus. maps. \$3.

Full information on equipment both for short and for long tours. There are also chapters on motor trails, on where to go, which sum up the features of the national parks, and on the motor laws of different states. Author is associate editor of *Outing*.

MERRIAM, CHARLES EDWARD. American political ideas. N. Y. Macmillan, 1920. 481 p. \$2.75.

Digests and organizes an amazing amount of opinion on every problem that has vexed this country since the Civil War. Copious foot-note references constitute a comprehensive bibliography. A supplement to the author's *History of American political theories* (A. L. A. Catalog 1904).

PHELAN, JOHN. Readings in rural sociology. N. Y. Macmillan, 1920. 632 p. \$4.

An authoritative cyclopedia of rural welfare. Each section of the country is treated, as are the immigrant, cooperation, ownership and tenancy, child and adult labor, rural health, recreation, communication and transportation, correctional agriculture and rural police, the rural home, the school, the church, organization of rural interests, leadership, and the field of rural sociology. The articles are by those best known to rural interests. Chapter bibliographies. Index. Useful to teachers and all rural workers.

PHELPS, EDITH M., comp. Selected articles on immigration (Handbook series). N. Y. Wilson, 1920. 370 p. \$1.80.

Planned like the rest of the series—briefs, selected bibliography and reprints of litera-

ture presenting arguments on both sides. European and Asiatic immigration are treated separately. Duplicates seven articles in Reely's book of the same title (*Booklist*, 13:366, My 17). Has many more articles on Asiatic immigration, none of which are duplicates.

ROBERTS, PETER. The problem of Americanization. N. Y. Macmillan, 1920. 246 p. \$1.60.

Designed to aid Americanization workers. Though a touch of condescension is detected it is based on good sense, knowledge of and sympathy with the ways of aliens and long experience in working with them, and is concrete, suggestive and readable. Short reading lists follow each chapter.

SETON, ERNEST THOMPSON. Woodland tales. Garden City, N. Y., Doubleday, 1921. 238 p. illus. \$2.

"For children of all ages who have not outgrown the delight of a fairy tale," says the author. They are very short stories of things to see in each season, things to know, things to do and things to remember. These are nature myths, scientific observations, and games and tests for alertness. Excellent material for teachers of grades three to six. Illustrated with pen and ink drawings.

TRYON, ROLLA MILTON. The teaching of history in junior and senior high schools. Bost. Ginn, 1921. 294 p. \$1.48.

The technique of history teaching for upper grades and high schools. Its value lies in the presentation of definite things to do—forms for note-book work, reading problems and courses of procedure which may be applied to any phase of the subject. Not a psychology. By associate professor of teaching of history, University of Chicago. Bibliography (1 p.). Index.

WARD, GILBERT OAKLEY. Suggestive outlines and methods for teaching the use of the library (Useful reference series). Bost. Faxon, 1919. 104 p. \$1.50.

A manual for librarians teaching library economy to high school students. The material is selected on the basis of the needs of students. Each topic is developed as a lesson, suggesting classroom procedure, illustrative material, exercises for assignment and study references. The second part is a condensation of modern teaching methods. Will be found helpful and convenient, especially by those inexperienced in teaching. Addressed to teachers while Rice (*Booklist*, 17:232, Ap 21) is addressed to pupils, and for use with older students.

WARDLAW, CHARLES DIGBY. Basketball, by Charles Digby Wardlaw and Whitelaw Reid Morrison. N. Y. Scribner, 1921. 231 p. illus. \$2.

"A handbook for coaches and players."—*Subtitle*. Covers the general principles, the technique of handling the ball and the body, the plays from different positions, offense and defense, the hygiene of training and problems of administration. Illustrated by many diagrams and photographs. Authors are experienced.

WELLS, HERBERT GEORGE. The salvaging of civilization. N. Y. Macmillan, 1921. 199 p. \$2.

Mr. Wells is here very much concerned about the possibility of another catastrophe which shall leave mankind in utter decadence. His safeguard is a world state, and his method of achieving it is effective propaganda, education and the sacrificial efforts of enlightened individuals. Reprinted from the *Review of Reviews* and from the *Saturday Evening Post*.

WELLS, MARGARET ELIZABETH. A project curriculum (Lippincott's school project series). Phil. Lippincott, 1921. 338 p. illus. \$2.

A curriculum for the first six grades, vitalized by play projects as a center for each year's work. These projects include

playing fair, playing family, playing city, playing a year's trip around the world. Very full instructions. From the normal school, Trenton, N. J. Valuable to any elementary teacher. Index.

WILLIAMS, JAMES MICKEL. The foundations of social science. N. Y. Knopf, 1920. 494 p. \$6.

The first of a series of six volumes on social psychology, the science that searches for the "causes in human motives that make history and determine the phenomena of social science." The present volume treats of the relation of this new science to other fields of social study—political science, jurisprudence, economics, history and sociology. The author, a professor at Hobart College, has worked over an amazing amount of material. His conclusions are addressed to special students and others who are seriously interested. Bibliography (31 p.).

EDUCATIONAL OPINION

The National Education Association is the foremost power in promoting a program of public education in America. It is endeavoring to bring about the following results: (1) a removal of illiteracy from the United States; (2) the Americanization of all un-Americanized elements; (3) a professionally-equipped teacher who is an American with American ideals in every classroom in America; (4) universal physical fitness; (5) the coordination of all public and private agencies studying the problems of education in the United States; (6) a National Department of Education, with a secretary in the President's Cabinet; (7) a well-knit, coherent, co-operative organization within itself.

The individual teacher needs the National organization, and the Grade Association should send classroom representatives to the National Education Association in greater numbers each year. Not that our members wish to dictate or dominate, but we will never grow unless we assume some of the responsibilities and obligations.—Emma L. Dacre in *The Bulletin of the San Francisco Grade Teachers' Association* for September, 1921.

The New School Year—Never has a school year opened with so much of hope and cheer as does the year 1921-22. Education was never so genuinely alive as it is now. Teachers never had so nearly adequate salaries as now. State associations were never so equipped for

service either in official personality or in office administration. The National Education Association has never been a tenth part as well organized to serve the teachers and the children, the community, and the Nation as it is today.

The normal schools have never had any such vision of opportunity and responsibility as now. Twice as many of them have collegiate privileges as two years ago. Universities and colleges are appreciating opportunities for service to the cause of professional education as never before.

Parent-teachers' associations, mothers' clubs, Rotarians, Kiwanians, Lion's clubs, and chambers of commerce are all boosting the schools.—An editorial by A. E. Winship in the *Journal of Education* for September 8, 1921.

In order that teaching may become a profession, it is necessary that teachers be qualified to render skilful, intelligent, expert service to the children, the parents, and the community. This requires a longer period of preparation than has hitherto been customary. Our teacher-preparation agencies have, for almost thirty years, been offering a standardized two-year curriculum based on high-school graduation. Its inadequacy is confessed by all. It must be extended to four years if teaching is ever to become a profession. The proposition that a child of eighteen should have a teacher with four years of preparation while a child of seven needs a teacher

with only two years of preparation is as indefensible, educationally, as the parallel proposition that a child of eighteen needs a physician or surgeon or dentist with six years of preparation while a child of seven may very well be cared for by a physician or surgeon or dentist with only half as much preparation.—John A. H. Keith in the *Pennsylvania School Journal* for September, 1921.

National and State Memberships—

So much has been said of late impressing the value of organization, that reasons why every San Francisco teacher should hold membership in the National and the State bodies seem almost too evident to warrant expenditure of space here. However, since in many cases knowledge has not inspired action, it may be well to consider a few of those reasons.

In the first place it should be a matter of civic pride. If we as citizens expect our community to take its place in the educational councils of the Nation and of the State then we should see to it that we as teachers do our part in the building up of the machinery to make it possible.

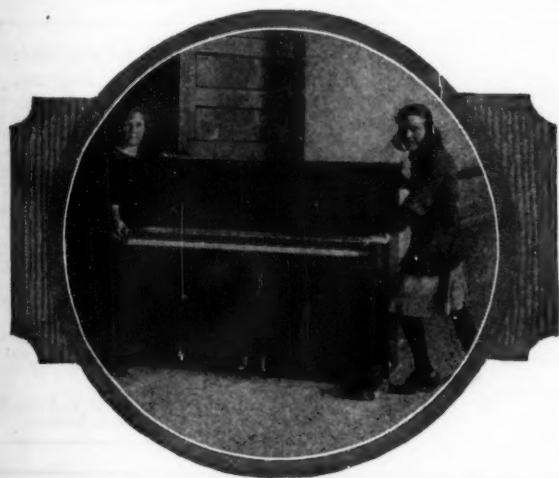
Moreover these memberships should be a matter of professional pride. Today we have come to concede that organized effort is the only certain means of putting ideas across. If we expect to obtain and hold a position of any consequence among the professions, if we desire the general public to know and respect our work, we must keep always actively behind every movement for the betterment of the profession.

Furthermore, as classroom teachers, it is our duty to lend our support to these organizations for both have been reorganized in response to the complaints of the classroom teachers. The opportunity long sought has arrived. If the classroom teachers do not take advantage of it, the responsibility rests with them alone. They now have a recognized voice in the fixing of standards of training, of service, and of compensation. They are in duty bound to express themselves.

Finally, having in the past availed ourselves of the service of these organizations, evidence of our appreciation of their assistance can best be shown by helping in the growth of a large, loyal, active membership in the future.—Mary

F. Mooney in *The Bulletin of the San Francisco Grade Teachers' Association* for September, 1921.

All questions related to and growing out of the immigration problem are National. The National Government controls every phase of the immigration question. It determines what aliens may be admitted to this country, the conditions upon which they may be admitted, and it also prescribes the basis upon which they may be naturalized and admitted to American citizenship. The whole problem of adult illiterates is therefore a National and not a State problem. The National Government should recognize the necessity of attacking this problem without further delay, and should enact such laws and provide such funds as are necessary to construct an organization and execute a plan which shall, within a reasonable period of time, wipe out adult illiteracy in this country.—Thomas E. Finegan, State Superintendent of Public Instruction, Harrisburg, Pennsylvania, in an address before the Americanism Commission of the American Legion, Philadelphia, Pennsylvania, January 22, 1921.



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