VOL. X DECEMBER, 1921 No. 10

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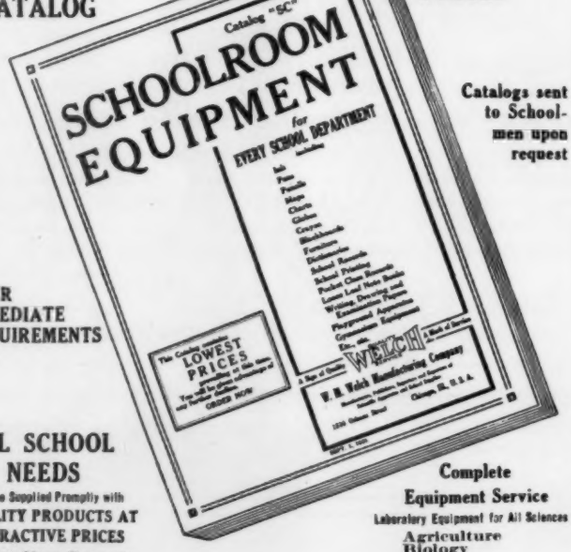


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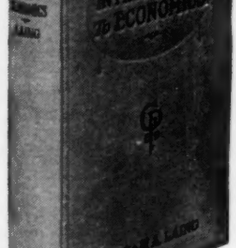


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# American Education Week[1]

December 4 to 10, 1921, under the Auspices of The American Legion and The National Education Association in Coöperation with Many Other Organizations—Educational, Religious, Fraternal, and Civic.

THE ORIGIN OF THE PLAN—The American Legion through its Americanism Commission asked and received the coöperation of the National Education Association in teaching and fostering true Americanism in all the schools of America. The Americanism Commission and the National Education Association have approved the following statement, as adopted in the resolutions of the National Education Association at its last annual meeting in Des Moines, July, 1921.

"The National Education Association welcomes most heartily and accepts with great appreciation the offer of the American Legion to coöperate with the National Education Association in securing for America a program of education adequate to meet the needs of the twentieth century and which will give every boy and every girl that equipment in education and training which is his right under our democratic government and which will make of all, whether native or foreign-born, good American citizens. To the accomplishment of these ends, be it resolved

"1. That all teachers in America, exchange teachers and professors excepted, should be American citizens and should be required to take an oath of allegiance to the government of the United States.

"2. That no one should be permitted to teach in any school in America who has less than a standard high-school education of four years with not less than two additional years of professional training.

"3. That the English language should be the only basic language of instruction in all public, private, and parochial elementary and high schools.

"4. That adequate instruction should be required in American history and civics for graduation from both elementary and high schools.

"5. That the American flag should be displayed by every school during school hours and that patriotic exercises should be conducted regularly in all schools, and further, that the American Legion be invited to furnish speakers from time to time at these and other exercises of the schools.

"6. That school attendance should be made compulsory throughout the United States for a minimum of thirty-six weeks annually to the end of the high-school period or to the age of eighteen.

"7. That an educational week should be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the coöperation and support of the public in meeting these needs.

"8. That the Representative Assembly of the National Education Association authorize the appointment of a standing committee to coöperate with the American Legion throughout the year for the purpose of carrying into effect the program outlined above."

THE PURPOSES OF THE WEEK—The main purposes of the week are to inform the public of the accomplishments and needs of the public schools and to secure coöperation and support of the public in meeting these needs and to teach and foster good Americanism.

No service has suffered more from unintelligent criticism than the schools. The average citizen does not read educational literature or accounts of teachers' meetings or visit schools to learn what they are doing. He has a conception of school only as he knew it in his own school days. American Education Week should give the taxpayers who furnish the funds for the public schools first-hand knowledge of the service for which they pay. Education cannot afford to neglect this opportunity to advertise its aims and purposes.

It is the duty of all the friends of education to think seriously and work hard on the problem of keeping the idea of public education before all the people.

GETTING STARTED—All communities are urged to observe American Education Week December 4 to 10. The program for the week may be under the general supervision of the superintendent of schools, the commander of the local American Legion Post, the mayor, or other chief governmental officer of the community. These officials may call to their aid such other advisers and help as they deem necessary.

Proclamations calling on the people and schools to observe the week will be made throughout the United States. The mayors should be requested to issue a proclamation before December 1.

### The American's Creed

**I BELIEVE in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies.—Compiled by William Tyler Page. Officially adopted by the United States Congress, April 13, 1918.**

[1] Also published as Bulletin Number 16.

The superintendent of schools, the school principal, or the teacher in each community is expected to take the initiative in organizing and in making and carrying out the program for the week by getting in touch with the local head of the American Legion and of the local government and with the presidents of Chambers of Commerce, Women's Clubs, Rotary, Kiwanis, Lion, and other civic and religious organizations and making plans to reach at least once every individual in the community.

Presidents of universities, colleges, and normal schools should encourage students to hold special patriotic meetings at which there will be emphasis on the importance of education in a democracy.

The churches should be invited to observe Sunday, December 4, as American Education Sunday with special sermons and addresses.

The following topics are suggested for use in schools: Monday, Our Flag; Tuesday, American Ideals; Wednesday, The Language of America; Thursday, Immigration; Friday, Naturalization.

THINGS TO BE EMPHASIZED — In every possible way the public's attention should be centered on educational problems: the need of better buildings, libraries, and equipment, playgrounds; better attendance; better-paid teachers; longer school terms; better vocational education; better understanding of the form and fundamental principles of our government and better and universal use of the English language. Special emphasis should be placed on the singing of patriotic songs, salutes to the flag, and short, interesting accounts of essential facts in American history.

MEETINGS AND SUBJECTS — There should be day and evening meetings in the schools and possibly one or more great public meetings for the whole community under the auspices of the Legion with other organizations coöperating.

The weekly meeting of such organizations as the Rotary, Kiwanis, Lion, and Women's Clubs should be devoted to the attainment of the objects and purposes of *American Education Week*.

Before meetings of taxpayers and patrons of the schools, the principals and teachers should give summaries and demonstrations of what a modern school does; how the teaching of writing, reading, and arithmetic have been revolutionized; how health and physical development of the pupils are cared for; how the coming citizens are given knowledge of their rights and responsibilities, and how they are trained in the exercise of these rights and in the discharge of their duties through the organization of the school, through classroom exercises, and through children's clubs. Programs, pageants, and exhibits should be held in all schools. Parents must be attracted to these meetings and exhibits.

Pupils may make posters, four-minute speeches, write slogans, visit courthouses, business houses, parks, and public libraries to learn first hand more about what the government does for its citizens. Patriotic music should be sung and played and the meaning of the American flag taught and the flag honored. Members of the American Legion and others should be invited to speak at meetings held in the schools and in the community.

The following topics are suggested for speeches at general meetings:

1. American ideals and Americanism.
2. National contributions to our immigrant citizens—awaken in the various races among us pride in our country and its government.
3. American patriotism — wear the flag in your heart as well as in your buttonhole. Celebrate the deeds of great civil as well as military heroes.
4. The School and the Nation.
5. Education, the greatest investment for Community, State, and Nation.
6. How education may be promoted.
7. The communities' responsibility toward the school.

### The National Salute

**PLEDGE OF ALLEGIANCE —I pledge allegiance to my flag and to the Republic for which it stands: one Nation indivisible, with liberty and justice for all.**

**HOW TO GIVE THE SALUTE TO THE FLAG— Right hand extended, palm downward, to a line with the forehead and close to it. Standing thus, all repeat the pledge slowly. At the words "to my flag" the right hand is extended gracefully, palm upward, toward the flag and remains in this position till the end of the affirmation, whereupon hands immediately drop to the side.**

**THIS PLEDGE of allegiance was given under the leadership of The Youth's Companion by more than 12,000,000 public-school pupils during the National Public-School Celebration of October 21, 1892. It was so patriotic and appropriate that it has been perpetuated and is now the "official" pledge in public schools throughout the Nation.**

# Program for City Schools[1]

RANDALL J. CONDON

*Superintendent of City Schools, Cincinnati, Ohio*

I GREATLY regret that it is impossible for me to be present to take part in the discussion this morning. In my absence, however, may I in general terms propose for city schools a program as varied and as wide as the needs of city children and of the city itself—an educational program that shall cultivate social and civic ideals and give a broader and richer personal life; a program that conserves the interests of all the children—the exceptional, the average, and the physically or mentally handicapped; a program that provides equal and varied opportunities for a liberal education based alike upon art and industry, with books and things, work and study combined; a program that recognizes both the cultural and the vocational aims of education, and prepares alike for college and for work, with no narrow preparation for either; a unified program of public education maintained at public expense that gives every child a chance, from the kindergarten to the university, to make the most of himself and to best prepare for the life he is to live and the work he is to do; a sane and well-balanced program that provides for the education of all children and youth of the city, according to their varied needs, and at the same time makes adequate provision for the recreational, social, civic, and educational activities of all the people; a program that makes good American citizens out of the native- and foreign-born alike, all inspired and controlled by ideals of unselfish service to the city, State, and Nation; a program which has physical education and good health as its foundation, which is controlled throughout by moral and civic purpose; and which is measured in terms of spiritual values.

[1] Telegram to the National Education Association in session in Des Moines, July 7, 1921.

May I also express the hope that out of your deliberations at Des Moines may come a greater and stronger National Education Association; a National Association of many departments and many interests, but one unified Association, free and uncontrolled by any group of interests; a genuinely democratic Association, representing and speaking for the united educational interests of the nation?

# The Pan-Pacific Conference on Education

JULIA WADE ABBOT

*Specialist in Kindergarten Education, U. S. Bureau of Education, Washington, D. C.*

IF EVERY classroom teacher in this country could have attended the Pan-Pacific Educational Conference held in Honolulu, August 11-21, the beginning of school this year would have had new meaning. For, notwithstanding all the scientific and philosophical discussions incident to the problems under consideration, the teacher was regarded as the most important factor in the situation. "The future of the world, in the long run, rests with the teachers," said Dr. David Starr Jordan. "In the schools of today, the history of tomorrow is being written. The schools of a democracy must not be standardized too much. They need teachers who will put soul into their work; teachers who will realize that this is their day."

The classroom teachers were well represented by Miss Nina O. Buchanan, of Seattle, president of the National League of Teachers' Associations, and by Miss Ida C. Iverson, president of the Los Angeles City Teachers' Club. Miss Buchanan stated the aim of the organization she represented to be the placing in every schoolroom in the United States of a fine, well-educated, well-qualified professional teacher.

In an interview for the local press, Dr. Finegan expressed his realization of the need for better trained teachers in these words: "One of the vital necessities at the present time in most of the States is legislation raising the standard of education, and one of the first steps toward obtaining this end is adequate remuneration."

In an address before the convention, Miss Iverson said: "We elementary teachers have much to learn and it is in group thinking that this crystallizes into a definite program. We want to dignify our work. We need more academic and professional training and I appeal to you as leaders of men that this training be made accessible to all of us.

"One of the healthy signs of teacher-organization is the readiness to affiliate with larger organizations. The Los Angeles City Teachers' Club was entitled to twelve delegates at the meeting of the N. E. A. They were there. These teachers have a serious purpose and they will take something back to the teaching fraternity of our city that will leaven the whole. I wish the twelve N. E. A. delegates from my organization were also here. Every time I see a vacant chair in this room I wish a classroom teacher were in it, for I think if there is one group more than another that needs the fruits of this conference it is the classroom teacher. Here, we are reaching out for the truth which, when realized, will make the world a neighborhood. That word 'neighborhood' has meaning to me as never before. I am most grateful for this conference. I shall try to take back to my organization some of the divine fire. It has been good to be here."

*THIS CARTOON is being used by the Treasury Department to promote the sale of securities of the United States Government. Thousands of teachers are now investing in these securities and are encouraging school children to do likewise. Thrift is a most essential part of education. Even the finest things of life have their economic foundation. Copies of a large poster containing this cartoon and literature on thrift may be had free from Mr. Orrin C. Lester, Acting Director, Division of Savings, Treasury Department, Washington, D. C.*

Dr. Finegan, an official delegate appointed by the United States Government, also represented the National Education Association. He reported to the conference the action of the Representative Assembly of the N. E. A. in passing a resolution to bring about the organization of an International Congress of Education to be held in the United States in 1923. Dr. Finegan emphasized the significance of this movement to internationalize the work of the National Education Association as a means of carrying on the splendid work begun in this conference.

That teachers in other countries besides the United States have a vision of the part education should play in helping solve problems of international relationship, was evidenced by a resolution sent by the Council of the New South Wales Public Teachers' Federation. This resolution advocated the teaching in the schools of all countries "the will to peace." It also suggested that the co-operation of nations not represented at the Pan-Pacific Conference be sought. In this message, the Australian teachers were anticipating just such a gathering as the World Conference on Education, which the National Education Association is planning for 1923.

The significance of a "Conference on Education" that dealt with international relationships was expressed in these words in an editorial in one of the daily papers in Honolulu: "That the men and women who are here to discuss educational and other problems, primarily of the Pacific countries, but really of the whole world, realize what an enormous amount of influence they can bring to bear upon the solving of those problems and that they are willing and ready to play their part in the big movement of better understanding between nations—no one who heard the speeches Wednesday night can deny."

No finer sentiment, expressed more sincerely, was ever heard than the speech of Dr. F. Milner, delegate from New Zealand. Dr. Milner urged that the delegates, as teachers, set themselves to the task of breaking down the barriers that separate nations and make them enemies of one another. "I am sure that *an educational entente* of the world will do more than any one thing to bring about that high ideal."

# The True Teacher

RAYMOND E. MANCHESTER
*Kent State Normal College, Kent, Ohio*

COULD I be a good fairy and confer a gift upon humanity I should choose the gift of happiness. In presenting such a gift I should bestow that priceless possession of enthusiasm for life itself; I should bring to the world the inspiration needed to create new and more abundant happiness for those who live to advanced years; I should keep the bottom of life's cup free from bitterness, and I should make each day sufficient unto itself because the past would record no regrets and the future would hold out no false promises.

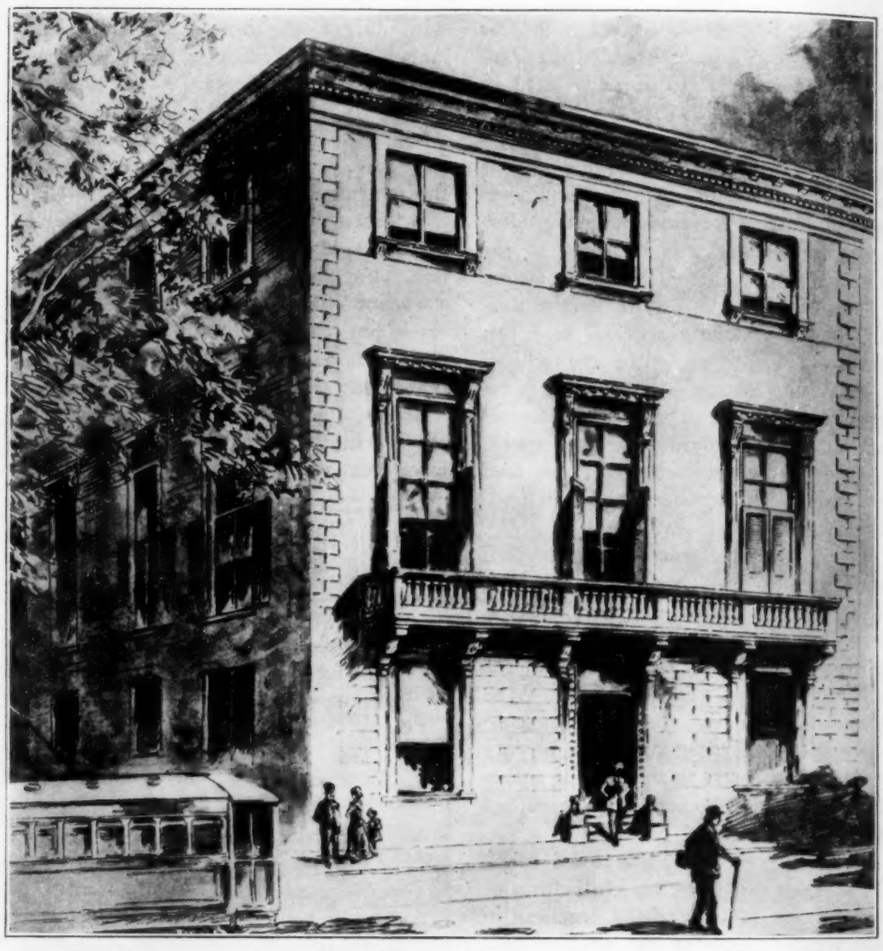
He who likened life to a race between a white horse representing good and a black horse representing evil with the victory ever uncertain, perhaps had in mind the uncertainty of all human endeavor, for surely if human thought be not in vain the white horse could be made to win. And if such uncertainty there be, it must be due to ignorance, for human reason must by its nature choose well-being in place of destruction and sorrow.

Further if education be what its definition would indicate, he is thrice blessed who chooses to teach, for thereby he desires to reduce this ignorance, the mother of uncertainty. To teach is to bring nearer that gift of happiness which is well-being and contentment and the inspiration needed for creation. If this be true, the teacher is the greatest of all possessors because he gives of his riches most freely. His is the joy of possessing happiness and participating in all the happiness he brings to others. Certainly no wealth could surpass this.

With all this in mind a teacher should be thankful that he is privileged to devote his energies to the better adaptation and use of knowledge in human affairs. His good fortune brings him into an aristocracy safe from all revolution and free from all snobbery. It is an aristocracy not open to those who would buy or seek position through special favor. He has the pleasure that comes from connection with constructive effort.

No true teacher can maintain a trivial attitude toward life. This fact in itself makes teaching a worthy vocation. It provides for the teacher an idealism that sustains not only him but through him sustains society as well. A teacher's close connection with ever-confident and ever-optimistic youth, through contact with the ambitions of those with achievement still ahead of them, promotes a discriminating appreciation for the fine things of life. The consuming jealousies that drag some to the depths pass him by for his is the task of giving to others the guiding inspiration that carries them to success. His reward is the success of those he inspires, and his compensation is the inspiration that comes with such reward.

No teacher can know the extent of his influence. His students take from him the treasures he gives and in time pass on to others what they have learned. Like the sower, his seed falls on good and bad soil alike. But ignorant of what the harvest may be, he has the immediate satisfaction that comes to those who know that theirs is work well done. No wonder or amazement should be expressed that the teacher clings to his



**The Birthplace of Our National Association**—*On August 26, 1857, was held in Philadelphia, in this building, the first meeting of the National Association, then organized as the National Teachers' Association. This building, known as the Athenaeum, was built in 1847 by* **The Athenaeum of Philadelphia,** *one of the early library societies, established in 1813. Its upper floors are still occupied by that library. It is located on Sixth Street below Walnut, opposite Washington Square. Built with pleasing proportions in the Italian style of architecture, it was considered one of the city's chief adornments in its day. The school authorities of Philadelphia occupied a large room 42 feet by 57 feet on the east end of the first floor of the building for almost twenty-five years. In this room gathered the spirited leaders who became the first members of our Association. The Annual Report of the Athenaeum of Philadelphia for 1857 contains a lithograph of the building and an account of its construction. A copy of this report, along with other valuable source material, was obtained through the courtesy of Mr. John Ashhurst, Librarian of the Free Library of Philadelphia. This picture is from a sketch by Frank H. Taylor, of Philadelphia.*

work when those he serves are forgetful of his right to the ordinary pleasures of life. A noble calling always holds noble men and women. If the teacher maintains his position heroically in the face of privation it is to his glory and the country's shame.

The teacher is a leader of all humankind. Like a beacon-light in surrounding darkness his large-mindedness helps to strengthen the faith of men in hope and in inspiration. His is the example that stimulates those who discover more knowledge and who perfect new and better skills. His is the enthusiasm that leavens human thought, and his the optimism that strengthens those in despair.

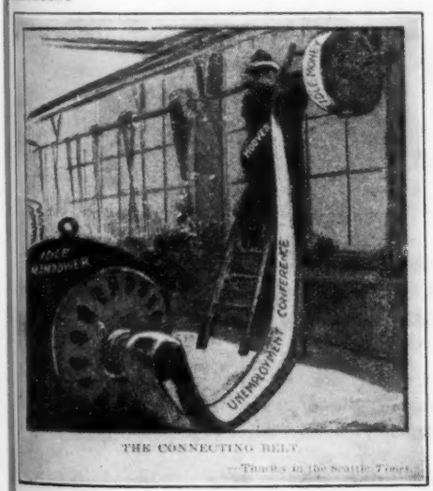
# Give a Job

NOT SINCE the memorable food campaigns of the war period have the schools responded to a national appeal for patriotic coöperation as they have to the request of Mr. Herbert Hoover to do their share in the movement to relieve unemployment.

Through the National Education Association the educational leaders of the Nation were called upon to do two definite things. First, to aid in the movement to give immediate relief to the Nation's unemployed. Second, to include in those sections of courses of study which deal with current events, and with economic and social problems, special consideration of the conditions which control employment in an effort to find permanent relief.

The emergency measures include a general campaign to find the millions of small jobs and to promote the construction of public works of all kinds.

*Employment and the Schools* — There has never been in time of peace a graver problem than that which faced the President's Unemployment Conference, when it assembled on September 6. According to the only figures available there were from three and a half to five million unemployed upon whom depend many other millions for food, clothing, and shelter.




THE CONNECTING BELT.
—Thurber in the Seattle Times.

The Conference called upon the mayors of cities to help solve the problem by organizing emergency committees which would register unemployed men in every city in the United States and coördinate the work of finding jobs. It called upon governors of States to lend their aid and upon the press to give publicity that the Nation might not forget the facts.

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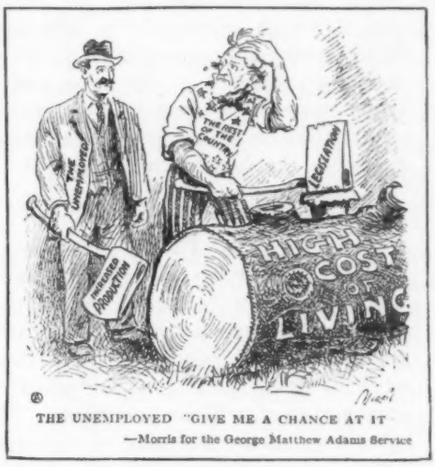
A NIAGARA GOING TO WASTE.
—Williams in the New York *American*.

The Conference also called upon the National Education Association because the schools touch more intimately and directly the homes of the Nation than any other single agency. If present needs are met, there must be more money spent on public-school construction during the next year than upon all other public works combined.

The Conference especially urged that municipalities extend their building operations, particularly the construction and repair of public schools to the fullest possible volume compatible with existing circumstances. That existing circumstances are generally favorable is shown by the fact that over $700,000,000 of municipal bonds—the largest amount in history—have been sold in 1921. Of these, $106,000,000 were sold by 333 municipalities during August.

*School Building and Unemployment*— Hundreds of new school buildings are needed in every State in the Union. Hundreds of thousands of school children in the Nation's leading cities are in school only half time for want of seating space. Other hundreds of thousands are seated in buildings whose light and sanitation is a menace to health. Millions are in buildings ill suited to the purposes and requirements of education as it is now conceived and organized.

Every city in the United States which needs school buildings—and there are probably no exceptions—can by getting its building program under way give immediate relief to its unemployed. Especially in small towns and in the open country school building should be encouraged. The thousands of small building enterprises amount to an immense total. A school building for even a hundred pupils in the small town sets men to work. These men pay grocery bills and buy supplies, and thus give work to other men in other places. Small buildings call for lumber, sand,




THE UNEMPLOYED "GIVE ME A CHANCE AT IT
—Morris for the George Matthew Adams Service

*THESE CARTOONS give some idea of the enormous economic waste arising from widespread unemployment. They do not measure the moral waste that springs from idleness and its attendant evils. Nor do they even suggest the suffering from hunger and cold and disease and discouragement that must be the lot of millions of Americans during the winter months if remunerative work is not found for the Nation's great army of unemployed. The situation is grave. It presents a National problem. There may be communities without unemployed, but there is no community, however small, which cannot by using its buying power help to give work to men who otherwise would be idle.*

stone, and other materials, the supplying of which gives jobs to idle men. Many such buildings added to the larger building programs of the cities can be made to create a great tide of employment which must certainly mean better times for the Nation and its people.

*The "Spruce-Up" Campaign*—If every home in the Nation will find the small jobs, which can be done now as well as at some later period, and set people who would otherwise be without work to doing these jobs the effect on unemployment will be enormous. The schools touch the majority of American homes. Teachers can interest children in unemployment by assigning suitable topics for oral and written themes. The children will then wish to tell their parents about the campaign to find small jobs—trees to be trimmed, buildings to be cleaned or painted, fences to be built, new clothes to be made or old ones made over, and scores of similar tasks which will occur to the active minds of any group of children.

*A Definite Obligation*—No intelligent American can escape the obligation of service to his fellows. Understanding of and responsibility for the common problems are the very essence of democracy. The saying, "The world owes every man a living," is the shibboleth of criminals and slackers. The slogan, "The world owes every man an opportunity to earn an honest living," may well be the watchword of democracy. There is no tragedy that touches the heartstrings more certainly than the spectacle of able-bodied self-respecting men unable to support themselves and their families for want of work to do. In extreme cases food and shelter must be provided for the needy, but a far better remedy is to provide opportunity to earn the necessary money. Charity undermines self-respect and has a pauperizing influence. Work builds character and makes for happiness.

What the unemployment situation demands is the patriotic coöperation of every American citizen. There has never been a clearer call to service than the call to find jobs for the Nation's unemployed. Nothing unreasonable is requested by the Emergency Unemployment Committee. What this Committee asks is the concentration of the Nation's buying power on the unemployment problem. Let every man, woman, and child lend a hand.

# Emphasis on Rural Education

THERE IS no need in education more fundamentally important than the problem of elevating rural education up to reasonable standards. The problem in a sense is not new. Rural education has always presented peculiar difficulties. However, the rapid expansion of the industrial life of the Nation, accompanying the substitution of automatic machinery for human labor, has seriously disturbed the balance between rural and urban life. Grave, challenging social problems have sprung out of the increasingly intricate situation.

The primary problem is that of maintaining a high-class, contented population on the farms of the Nation. In the solution of this problem education is essential, for all improvement in rural life must have for its foundation improved rural leadership—county superintendents who are as well trained and as professional as the best city superintendents; religious leaders whose vision has been broadened by study and travel; county nurses, and farm and home experts; county librarians able to bring broad intellectual leadership; farmers able to lead in movements for more efficient farming; and rural business men able to work out the difficult problems of rural business.

There is no one of these fields in which outstanding rural leadership is not now in evidence in certain localities. The need to extend such leadership throughout the Nation is imperative.

When the Representative Assembly of the National Education Association elected a rural leader for its president it expected emphasis on rural education. It will be a source of much satisfaction therefore that the new president has appointed a committee on county superintendents' problems composed of persons of recognized leadership in rural education. The chairman of that committee, Dr. Lee L. Driver, director of the bureau of rural education, State department of public instruction, Harrisburg, Pa., will have an article on its work in THE JOURNAL for January.

The other members of the committee are: Minnie D. Bean, superintendent of Pierce County schools, Tacoma, Wash.; J. L. Bond, State superintendent of public instruction, Little Rock, Ark.; Mary Bradley, superintendent of Scott County schools, Georgetown, Ky.; F. L. Browning, superintendent of Gibson County schools, Trenton, Tenn.; Mabel Carney, Teachers College, Columbia University, New York, N. Y.; H. B. Clifford, county superintendent of schools, Hartland, Maine; Albert S. Cook, State superintendent of schools, Baltimore, Md.; A. L. Harman, superintendent of Montgomery County schools, Montgomery, Ala.; F. A. Hathaway, superintendent of Duval County schools, Jacksonville,

## BETWEEN MIDNIGHT AND MORNING

**Lines Written for "King Albert's Book," December 16, 1914**

**Owen Seaman**

You that have faith to look with fearless eyes
  Beyond the tragedy of a world at strife,
And trust that out of night and death shall rise
  The dawn of ampler life;

Rejoice, whatever anguish rend your heart,
  That God has given you, for a priceless dower,
To live in these great times and have your part
  In Freedom's crowning hour.

That you may tell your sons who see the light
  High in the heaven, their heritage to take:—
"I saw the powers of darkness put to flight!
  I saw the morning break!"

[From the Author's War-Time Verses, Second Edition, Constable & Company, London, 1916.]

Fla.; Sadie W. Hickey, superintendent Todd County schools, Sioux Falls, S. D.; Mrs. A. H. Hoffman, superintendent of Polk County schools, Des Moines, Iowa; N. A. Housel, superintendent of Madison County schools, Madison, Nebr.; D. E. Martin, county superintendent of schools, Oakland, Calif.; Edgar C. Pruitt, superintendent Sangamon County schools, Springfield, Ill.; Ethel E. Redfield, State superintendent of public instruction, Boise, Idaho; Agnes Samuelson, superintendent Page County schools, Clarinda, Iowa; Mary Shipp Sanders, superintendent of Williamson County schools, Georgetown, Tex.; Elsie Toles, State superintendent of public instruction, Phœnix, Ariz.; May Trumper, State superintendent of public instruction, Helena, Mont.; J. J. Unger, superintendent Cumberland County schools, Bridgeton, N. J.; and Brenton Vedder, superintendent Clackamas County schools, Oregon City, Oregon.

# The National Union of Teachers of England and Wales

CHARLES H. WILLIAMS

*Director of University Extension, University of Missouri, and member of Foreign Relations Committee of the National Education Association*

THE NATIONAL UNION of Teachers of England and Wales is an organization which should be of interest to every member of our National Education Association both because of the numerous things it has accomplished for the teachers of those countries and because of the growing sentiment for a world organization of teachers in which the British organization would wield a powerful influence.

The National Union was founded in 1870. At that time it was composed of twenty-six local associations with a total membership of only four hundred teachers. In 1880 there were nearly 13,000 members; in 1890, 16,000 members; in 1900, 43,000 members; in 1910, 69,000 members; and in 1920, approximately 115,000 members, of which about 38,000 were men and 76,000 women. It thus appears that there has been a steady growth, with a very large increase in membership during the last ten years.

Among the objects set forth in the *Rules* of the National Union are the following:

To associate and unite the teachers of England and Wales.

To improve the condition of education in the country and to obtain the establishment of a national system of education, coördinated and complete.

To secure effective representation of educational interests in Parliament.

To maintain a high standard of qualifications of teachers.

To secure the recognition of the teaching profession as a diploma-granting authority.

To extend protection to teachers wherever necessary.

The National Union is not, as the name would seem to imply, a trade union in any form, nor is it directly affiliated with the labor organizations of Great Britain, although it coöperates closely with them. On the contrary, it is very similar both in aims and in organization to the teachers' associations of the United States. To be sure, it must be admitted that it is more closely organized and possesses more power in matters of legislation than does, as yet, our own National Association. Membership is voluntary. Any teacher employed in the elementary, secondary, technical, training schools, or universities, including those holding administrative positions, is entitled to join unless excluded by unprofessional conduct.

One of the most important features of the organization consists in the locals. Each local has its own officers, receives a portion of the fees, and has a voice in determining the policies of the central organization. The business of the national organization is conducted by representatives from the locals which meet once a year at Easter. More than two thousand delegates were present at the last meeting. During the time between the annual meetings, the business is conducted by an executive committee consisting of the president, vice-president, last ex-president, and treasurer of the Union, together with thirty-three other members elected by districts. This executive committee meets once a month and may be called together at any time by the president and secretary or upon the request of seven of its members. These meetings are usually held in London at Hamilton House, a handsome and imposing structure in north central London, owned by the organization. The Union has federated associations in the British colonies and is affiliated with an international organization of teachers representing the principal countries of Europe.

The dues paid by the teachers to the Union are considerably larger than the dues paid in this country. An annual fee of twenty-one shillings—about four dollars at the present time—is paid to the central organization, and in addition there are several other fees making a total of not less than six or seven dollars per year. The funds have been wisely administered, so that, due partly to a saving of funds each year, and partly to donations, the Union now has available a reserve fund of more than five million dollars.

Many advantages have resulted for the teachers from their organization. One of these consists in free legal advice. The Union employs a corps of lawyers of the most eminent ability and in addition retains throughout England for special occasions the services of a large number of solicitors. Free legal advice upon professional matters is thus offered to any member in need of it. Moreover, any member prosecuted in connection with professional matters is, upon approval of the Union, entitled to defense by a trained lawyer free of charge and to the payment by the Union of all costs in the case.

Another object accomplished through united action is the recognition of the right of teachers to serve as members upon school boards or committees. As a result, in a large number of towns and localities, the teachers have been granted a member upon the local board. They are thus assured that their viewpoint and interests will be adequately represented.

Still another result of organization is found in the splendid pension act passed by Parliament in 1918. In accordance with this law, teachers may retire at the age of sixty on an allowance from the government, which in many cases amounts annually to one-half of the yearly salary received at the time of retirement, plus the payment of a lump sum at the time of retirement which may amount to the full salary for one and a half years. Pensions are also provided in case of breakdown while in service, and death gratuities are granted to relatives or dependents of teachers dying before or soon after pensionable age. These

pensions, allowances, and gratuities are absolute and are not dependent on any contribution by the teachers. Probably in no other country is there any system of pensions for teachers as liberal as this.

Perhaps the accomplishment most vital to the teachers consists in a large increase in salaries. Until very recently, teachers' salaries in England were totally inadequate. Largely through the efforts of the teachers' organization, salaries have been standardized within the last year throughout all England and Wales by a schedule known as "Burnham-scales." These scales were prepared by a committee representing both the local educational authorities and the Teachers' Union. Its recommendations were rapidly adopted by local committees throughout England and Wales, but did not receive the final approval of the National Board of Education until June, 1921. These scales are now in effect everywhere and represent a vast improvement over previous conditions. Each scale shows a minimum salary, an annual increment, and a maximum for men and for women. The entire country is divided into districts. Each scale differs slightly in the different districts to meet differences in the local cost of living. Each teacher now knows that he is being paid approximately the same salary as any other teacher doing the same kind of work anywhere in the Kingdom. The teachers are enthusiastic over the new arrangement.

During recent years the Union has centered much of its attention upon the matter of securing good legislation by Parliament. At the present time no bill of importance affecting education is passed in Parliament without consultation with the Teachers' Union. So effectively have the teachers worked in politics that several members of Parliament at the present time were elected largely through the influence of teachers and devote the greater share of their attention to the passage of educational measures. Practically everywhere the teachers seek preëlection pledges from candidates for Parliament, supporting those who are favorable to progressive legislation.

In spite of the remarkable achievements of the Union, many things yet remain to be done. In an interesting summary, the Secretary sets forth the accomplishments of the past and calls attention to things which remain to be done in the future. The following are a few of the accomplishments: The Pension Act of 1918; freedom of teachers to serve on local education boards or committees; right of appeal against unjustifiable dismissals; freedom from excessive extraneous tasks; greater facilities for completing university degrees by teachers; the reduction of excessive and unnecessary statistical returns; the abolition of the former absolute power of the inspector over the teachers' certificate; the abolition of secret reports by inspectors; the reduction of the number of non-certificated teachers; the reduction of the number of pupils in charge of one teacher; and large increases in salaries.

Among aims of the teachers yet to be realized are the following: Greater aid from the imperial exchequer for local rates; stricter enforcement of attendance laws; the establishment throughout the country of junior employment registries to give advice and assistance to parents in the matter of employment of children between the ages of fourteen and eighteen years; the gradual improvement of standards of qualifications of teachers; and the firm establishment of a complete system of national education with full possibilities for every one in day and evening schools, colleges, and universities. Judging from past achievements, the Secretary is justified in predicting that most of these aims will be realized in the near future.


## What Might Be Done With The Money War Costs

PROPOSED AIRCRAFT CARRIER
Estimated to Cost $26,000,000

The money two such ships will cost would provide an increase of $800 per year for five years in the salaries of 13,000 school teachers.

Adapted from "The Next War" by Will Irwin. E. P. Dutton & Co., New York.

*THIS CARD is one of a series of twenty, each of which presents graphically a compelling argument for armament limitation. The Exhibit of twenty nine-by-twelve-inch cards may be had for one dollar from The National Council on Limitation of Armament, 1811 Eye Street Northwest, Washington, D. C.*

# Some Moral Aspects of Physical Education[1]

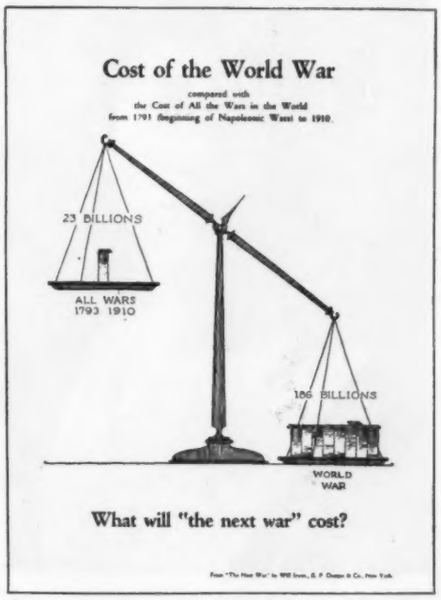
ARTHUR HOLMES

*President of Drake University, Des Moines, Iowa*

TO GIVE ADEQUATE significance to physical education it is necessary to set it in its proper relation to education in general. Education is both a process and a product. Considered as a process it is the making of habits, physical, mental, moral, and religious, out of the inborn re-actions of the child. The re-actions are automatic like the heart-beat, which require no stimulations outside of the body; reflexes, unconscious actions, which do require stimuli outside the body, like breathing and digestion; instinctive actions, involving the whole organism, stimulated from outside the body and accompanied with consciousness; ideational actions, which are stimulated by ideas, are not only accompanied with consciousness of the act, but also of knowledge of its purpose or significance. From these four re-actions are formed habits, which in their pure state are unconsciously performed. Examples of such habits are the postures of people, the holding of one shoulder higher than the other, the stepping upon one foot harder than the other, talking with one side of the mouth, and many other similar common tricks and acts. These habits, and all others, some accompanied with consciousness, are the product of educational processes.

Such an idea, it will be seen immediately, introduces a new democracy into education. No longer are invidious distinctions made between mere book-learning and other habits. It is recognized that spelling "c-a-t" is merely a habit; the multiplication table another habit; sewing another; gymnastic exercises another; but all are education whether applied to metaphysical disputations or plowing corn.

There are indeed levels of education. The lowest is improvement, in which process the inborn instincts are improved by mechanical means or mere practice. A hound-dog naturally trails by scent, but he can be improved by mere mechanical practice. The next stage is training by means of imitation. Monkeys have that power in a high degree and are therefore sometimes given credit for a high intelligence. Certain subnormal human minds can learn only by being shown how to perform an operation and then doing it. The third stage is true education. Here the intelligence is so high that the person can be told how to do a thing and goes and does it. It is the symbolic stage of education, one in which symbols can be used for transmitting instruction from which habits can be formed.




It is on account of these three levels of educational ability, implicit in human experience but often unnoticed, that physical education has been placed by popular judgment and by many educators upon a low plane. Dealing as it does with physical movements easily seen and imitated, and taught almost always by the imitative process alone, naturally and gradually the idea prevailed that students of such an art did not need the high powers of intellect necessary in other realms of learning.

Of course such a judgment has its modicum of truth. But the usual method of giving physical instruction by example and illustration, need not be the only one. Neither is it true that all students of physical education learn by observation alone. In club swinging, for example, some students listen to instructions, then form in their own minds an image of the movement and then swing the clubs. Such a process of learning is on the highest plane and involves mental processes similar to those involved in learning any subject, like geometry, for instance. The glory of physical education, then, is its ability to aid students on any plane of ability; and in this universality of application it has especially demonstrated its utility in developing young children and subnormal persons of all ages. On the other hand, the fact that it is taught by correspondence proves its right to be classed with the highest types of education wherein symbolic knowledge is translated into physical habits.

Moral education, as indicated by our discussion above, considered as a product, consists of right habits; considered as a process it is the making of right habits. The making of right moral habits divides itself naturally into two methods; making habits by inculcating ideals of conduct, which ideals by their idea-motor force bring about movements, direct these movements, and suggest other ideas. In other words, ideas are motive, directive, and suggestive. This phase of moral education might properly be called moral instruction.

The other phase of it is making right habits by training, that is, by repetition of those actions which are considered right. Such repetition is often produced by the force of example, and appeals to the instinct of imitativeness, involving no intelligence higher than that found in small children or lower animals. Some thinkers, of course, would deny that such actions have any claim to being classified as moral, but we need not stop in the middle of a practical talk to discuss a theoretical question. Good habits can be and are formed by the repetition of proper actions, no matter what may be the reason in the mind of the agent for performing such actions. To such a process physical education undoubtedly holds a close relation. Therefore, it is the feasibility of such a process, and not its theoretical implications which are interesting to us.

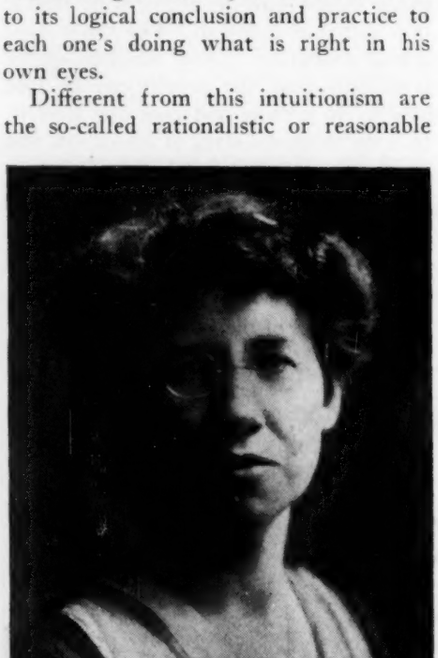
The making of right habits implies also the proposition that we know what is right. This assumption is a practical as well as a theoretical one, and upon the answer to "What is right?" depends to a large extent the relation which physical education holds to morality.

[1] Delivered before the Department of Physical Education at Des Moines, Iowa, July 6, 1921.

If, for example, it is true, as intuitionism ethics has insisted it is, that man perceives right and wrong through his moral sense, in a manner somewhat similar to perceiving beauty through his æsthetic sense, then it might be hard to show that gymnasiums and athletic fields had anything to do with the matter. How such a sense could be whetted and sharpened and sensitized by the vigorous games and the mortal contests of the athletic battles carried on in our high schools and colleges, is not only hard to understand, but is easy to feel how just the opposite result could be thought to ensue. Would not fine discussions on casuistical questions, deliberate and reflective meditations on moral stories and religious experiences as conducted in the universities, monasteries, Sunday schools, and Bible classes, would not these seem far more conducive to the development of that tender solicitude for the right which characterizes the institutionist who must depend upon a sharpened moral sense for making moral distinctions and a tender conscience for impelling him to moral habits? At any rate that has been the usual and common and almost universal method of moral training until recent years. The correlative fact that our penitentiaries have been fairly full, that adolescent crime has been increasing faster than the population, in spite of juvenile court procedures which reduce convictions in number and severity, may and may not be somewhat of a commentary upon that system.

The difficulties with intuitionism as a method of knowing right aside from the feasibility of imparting a moral sense by any sort of instruction, is the fact that two intuitionists, both absolutely sure they are right about the same issue, may contradict each other. Slavery and prohibition are two great historical moral issues on which good people divided with entire sincerity and entire though opposite purity of conscience. Then, too, the same person, on the same moral issue, will through his moral sense from which there is no appeal, one time judge an action to be altogether wrong which later he will judge by the same sense to be altogether right. A young student, who had lived in a country town permeated with a strong religious spirit, told me how when he first came to a large city to live he thought it absolutely wrong to ride on the streetcars on Sunday. Within six months after his moving there he had completely reversed his moral judgment and scouted loudly any moral taint whatever in such riding. Though such a system of judging right and wrong is common and very widespread, and under the slogans, "Right for Right's Sake," "Virtue is its own reward" arouses for itself a strong enthusiasm, nevertheless, it is simply the old pagan ethics, impossible to pursue in all phases of life and leading eventually when carried out to its logical conclusion and practice to each one's doing what is right in his own eyes.

Different from this intuitionism are the so-called rationalistic or reasonable



*MINA KERR, president of the Department of Deans of Women of the National Education Association. Miss Kerr, who is dean of women at Wheaton College, Norton, Massachusetts, was for many years dean of women at Milwaukee-Downer College.*

systems of ethics. They set an end or goal of conduct and insist that any action is right which intends to reach that goal; and on the contrary, any action is wrong which intends to reach some other goal. The goals have been variously set. One is the greatest happiness of the greatest possible number of people. That objective involves at times sacrifices of the individual's happiness, and is the system which most people, when they hear of it, immediately claim to be their own. Another related system sets the happiness of the individual, here and hereafter, as the final goal. These two systems can be harmonized by belief in a hereafter in which self-sacrifice in this earth will be compensated by greater happiness hereafter. Then other goals, not necessarily involving happiness, may be set, such as the largest or most varied possible experience, painful or otherwise. That seems to be somehow lodged in human desire and is brought out in the rebellious lines:

> If I had lived in Eden
> I would ha' climbed the wall!
> For I want not only the sweets o' life,
> But all, all, all!

Assuming that morality which is feasible and practical *does* set a goal, and that goal is either happiness or character in its widest and broadest sense, then moral education would be the formation of habits which would give happiness to self or others, or allow the individual habitually to experience the widest possible number of sensations.

To such a scheme it can be easily seen off-hand that physical education would immediately and powerfully minister. For physical education, defined as the formation of muscle-habits, and especially large muscle-habits, with all the attendant involvement and action of nerves, bones, sensations, perceptions, memories, imaginations, and ratiocinations, would play as large and as vital a part as any other kind of education ever conceived or practiced by man. On this assumption the gymnasium and the athletic field would become not only palaces of physical health and enjoyment, but with the lecture-hall and Sunday-school room, true means of instruction and training in that supreme art of living life to its fulness in the highest and finest meaning of morality.

To be more specific and therefore more helpful, let us investigate this relationship between physical and moral training in two rather broad phases of life experience. All of us are familiar with that psycho-physical parallelism which underlies all our theories of the relationship between mind and body, or all the relationships between matter and spirit. That theory, applied to thinking human beings, insists that mind and body are so intimately related that what touches one touches the other. It is simply impossible to take a human body into a gymnasium or out on the athletic field and leave the mind behind. Both are there. What affects one affects the other. If the mind sets as its deliberate moral goal in life the happiness of the largest number, then physical exercise holds some relation to that goal and its achievement. If health conduces

to happiness, physical exercise as a past-discussion aid to health, also makes morals. If physical education is conducive to efficiency, then that efficiency of body and mind applied to making people happy is enhanced. If posture, as the James-Lange adherents to the theory of emotions insist has much to do with the color of one's own feelings, and these feelings have much to do with one's morals, then corrective gymnastics are essentially and *par excellence* moral trainers. Try to imagine a liar standing straight up, knees back, chest out, chin down, eyes level, looking the whole world in the face! Imagine a coward advancing with a decided step, left shoulder forward, jaw set, fists clenched, eyes half closed! No; all the words which describe the feelings attendant upon one kind or the other of a moral character describe more frequently and more accurately the physical attitudes and physical movements of the characters. Any physical education teacher, who possibly perfunctorily and blindly, teaches daily the humble "setting-up exercises" ought to receive from the radiance of this higher conception of her work some sustaining and invigorating glow which will always transform her task from apologetic routine into that most holy art, the making of men and women in the broadest, biggest, and best sense, a work surpassing any transfixing of no matter what poetic forms in dead paint or cold marble.

The other phase of life which to my mind is highly significant for relating physical and moral training is play. That human and animal activity, which has had such a long and influential career upon earth, has only comparatively recently succeeded to its proper place of importance as an educative factor in the thought of educators. Greece recognized its place in fulness; in Rome the vision was partially obscured; in Mediævalism it was swallowed up in black darkness; but the Renaissance rediscovered it with a twilight perception, and modern educators place it where it belongs, as the highest and most fruitful of all educational activities. Froebel spiritualized it and set it once for all above mortal pollutions with his supreme apotheosis: "Play is the purest and most spiritual activity of men." Play which once marked the historic dates of Greece with its Olympiads, which has preserved some of the most fervid of religious experiences in its Passion Plays, which in pageants marches history before our eyes, and in games calls out the immortal spark of children and men, is to my mind the one pure and infallible teacher of morals.

Why is such a supreme place to be given to play? Simply because genuine moral education is fitting oneself to one's own world. That world for children, when morality is being most developed, is the play-world. There, on the play-ground, in the games, a boy gets his first real conception of law. *He finds that games cannot be played without rules.* Elsewhere for him might makes right. His elders impose their wills upon him by their superior physical powers. In the "crowd," or the "gang," the same holds true. The strong impose their wills upon the weak. In play, rules hold in check primitive, brutal, physical strength. Skill, intelligence, agility, these and other qualities of higher civilization, come in to suppress and modify the advantages due to mere brute strength. They are capable of expressing themselves upon the results of the games because the rules of the game hold. If one rebellious player breaks the rules the game goes to pieces; anarchy results; play disappears; the child's world is shattered; his fun is gone; black calamity has arrived. Nowhere does he get that awful feeling of utter, calamitous ruin so acutely as when it dashes in upon the joyous hilarity of a full-swinging game. Child-life feels that calamity to its inmost being and feeling it, is prepared thereby for citizenship in a larger world of conservative order.

Again, he realizes law from the democratic point of view. The rules of the game are valid for him because he freely accepts them himself. They are not imposed from above, but accepted by all the participants as just and right. They are just and right because they preserve the points of the game; they permit the attainment of the goal. The game is saturated through and through with the deepest feelings the child-player will ever experience. His emotions are at the highest pitch; his energies are enlisted with their utmost intensity; and still under this supreme strain he must keep the rules and play fair. Is there any experience in later life wherein there will be any factors different from these? Will there come any greater strain of temptation? Is not the play-ground, then, the supreme moral trainer when it trains in habits which will accompany the adult in every activity of his life?

Of necessity this must be but a brief and sketchy treatment of a subject calling the mind into many of the widest and deepest of life's experiences. The treatment of it so briefly can be only cursory and suggestive. If such treatment, however, leaves with the teachers of physical education any inspiration even for a moment, or any newer insight into the reaches of their profession into those heights where we are accustomed to think that human inspiration and human satisfaction so essentially reside, then it is not in vain. Possibly meditation and reflection being added to these suggestions, genuine inspiration and permanent enthusiasm for this basic thing, physical education, will come and will carry the too much humbled teacher happily through days of joyous service. May each teacher be imbued always with the thought that while he is laying for his pupils the foundation of all higher life in strong and healthy bodies, by the miracle of that unity which constitutes personality he is also strengthening, purifying, and beautifying that whole magnificent edifice called human character. It seems to me that the thought, if not the words of Edwin Markham, written in another connection, apply here with peculiarly inspiring power:

We men of earth have here the stuff
Of Paradise. We have enough.
We need no other stones to build
The stairs into the unfulfilled.
No other marble for the floors,
No other ivory for the doors,
No other cedar for the beam
And dome of men's immortal dream.
Here on the path of every day,
Here on the common, human way,
Is all the stuff the gods would take
To build new Heavens. To mould and make
New Edens. Out of the stuff sublime
To build Eternity in Time.

## Appreciation

A WORD of encouragement is worth more than a long fault-finding harangue. A sign of appreciation will stimulate better and more successful effort. A warm handclasp will evoke the spirit of coöperation, while a frown or a sneer will freeze the heart or make it bitter and resentful. Let your countenance radiate cheer, good will, and faith and your world will resound with joy and service.—From The School News of New Jersey, September, 1921.

**The Journal of the National Education Association**

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

*President*, Charl Ormond Williams
*Secretary*, J. W. Crabtree

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

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

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## *A Notable Petition*

THE OVERWHELMING and widespread sentiment in favor of a Federal Department of Education with a Secretary in the President's Cabinet has been nowhere more emphatically revealed than in the petition to the President of the United States published in facsimile elsewhere in this issue of THE JOURNAL. Each signature on the petition carries with it the authority of a great National organization whose members have carefully considered the proposal for a Department of Education and after thoughtful discussion have voted to support the measure.

The original copies of the petition were beautifully printed on sheets of parchment bond paper eleven by sixteen inches in size. They were then taken or sent to the various signers. When consideration is given the number of busy people involved and the number of miles that the petition had to travel for signatures it is noteworthy that the task was accomplished in the short space of one month. The conference out of which the petition grew met in Washington October 1 and 2. The petition was presented to the President on October 31.

It was indeed fitting that the small committee which presented the petition to the President should include Mrs. Thomas G. Winter, President of the General Federation of Women's Clubs—an organization which has long been an enthusiastic champion of the cause of education. Other members of the committee were Miss Charl Ormond Williams, President of the National Education Association; Mr. A. Lincoln Filene, President of the National Committee for a Department of Education; and Congressman Towner and Senator Sterling who presented the delegation to the President.

Members of the Association may well rejoice that it is not obliged to fight its battles alone. The organizations represented on the petition are only a few of the many agencies that have rallied to the association's program of service. Such overwhelming forces must eventually win primary recognition for education.

## *Ku Kluxism and the Schools*

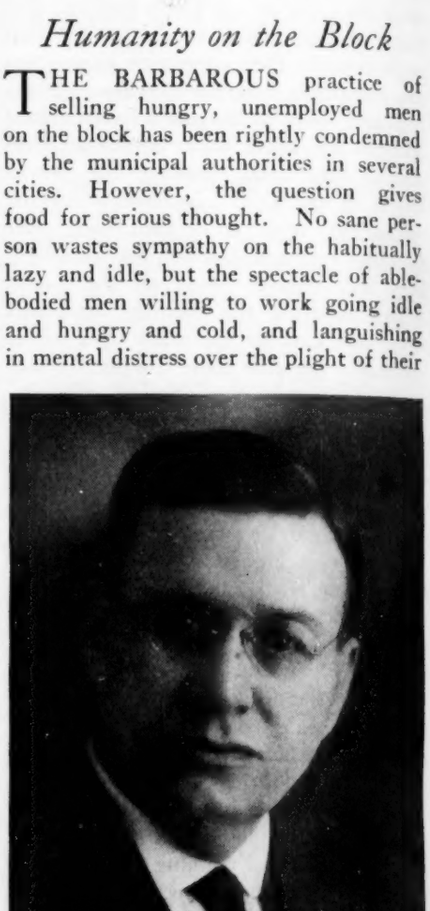
THE VIGOROUS reaction of public opinion against the "ideals" of the Ku Klux Klan and its alleged practices signalizes the return to a most wholesome type of "normalcy." The psychology of war unfortunately encourages intolerance and even condones a petty type of persecution. This spirit is likely both to outlast the war itself and to spread far beyond the limits of those issues upon which there can be no differences of opinion once the gauntlet of war has been picked up. It is a tribute to the intelligence of a people that its collective opinion not only discriminates between disloyalty to the common cause in time of war and sincere differences of opinion and belief in time of peace, but also adjusts itself quickly to the changed situation.

The schools can well claim some of the credit for this intelligence. The reaction against Ku Kluxism is due in large part to the general belief that the organization in question has reflected a dangerous type of religious intolerance. Liberty of conscience has a firm foundation in our National traditions. Some critics of the teaching of history in our schools have ridiculed the emphasis that has been placed on the study of colonial development. And yet through the story of the Pilgrims the ideal of religious liberty comes forth so clearly that even a child can understand and appreciate what it means. Roger Williams and Anne Hutchinson and the tragedies of Salem witchcraft teach the dangers of religious persecution. Lord Baltimore and William Penn impress the essential humanity and the power for good that reside in the ideal of religious toleration.

We hazard a guess that the present firm attitude of the American people against anything that smacks of religious intolerance or persecution can be traced, in part at least, to these teachings. In any case it is clear enough from our history that, of all varieties of self-proclaimed "100-per-cent patriots," the kind that the country can get along best without is the bigot.

## *Humanity on the Block*

THE BARBAROUS practice of selling hungry, unemployed men on the block has been rightly condemned by the municipal authorities in several cities. However, the question gives food for serious thought. No sane person wastes sympathy on the habitually lazy and idle, but the spectacle of able-bodied men willing to work going idle and hungry and cold, and languishing in mental distress over the plight of their



*GEORGE B. THOMAS, president of the Department of School Administration of the National Education Association, is chairman of the School Board at Portland, Oregon. His philanthropic interest in boys and his past experience in the blast-furnace business account for his invaluable assistance at Benson Polytechnic High School, Portland, Oregon.*

families, all for want of jobs, touches the heart of civilized people everywhere.

While economists, statesmen, financiers, and industrial engineers are trying to overhaul the economic structure that makes widespread unemployment possible, educators may well give some attention to the problems of eliminating illiteracy, which is the acknowledged cause of much idleness, and to so training future workmen as to make them less dependent on fields of employment so limited in scope that any industrial readjustment is certain to mean severe hardship.

For example, there are few tragedies worse than that of the individual, who working at a single mechanical operation in a specialized industry has reached middle life knowing no other means of livelihood, despondent because his task has been taken from him by the vicissitudes of our economic life and the new developments of a mechanical age. Civilization cannot afford to crush those who have served it faithfully. The schools must join the public in an endeavor to provide through universal education that training which will enable men to adapt themselves to the requirements of the changing industrial life of the Nation.

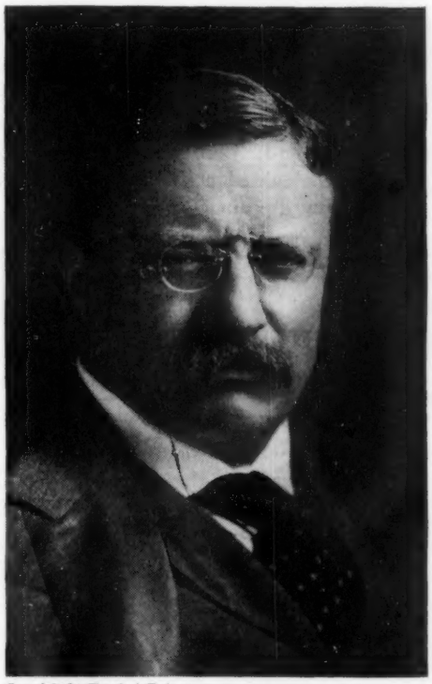
## *Life Enlistments*

MANY MEMBERS of the National Education Association will welcome the opportunity to pay dues for life given by the action of the Executive Committee at its meeting in Washington on October first. Life memberships were recommended in the reports of both the Secretary and the Treasurer and approved by the Representative Assembly at Des Moines. They are the logical outgrowth of the growing interest in professional organization now evident in all branches of the educational service.

While life memberships give no privileges not enjoyed by active members, they have decided advantages both to the member and to the Association. The life member will receive all the publications of the Association including THE JOURNAL, the large volume of Proceedings and special reports, during life, without having to give further thought to the matter of paying dues. He thus has throughout life living contact with the most representative body of educators in the world for the relatively small sum of one hundred dollars. How small this sum is may be seen from a simple comparison. Four years spent in a teachers' college during the period of professional preparation cost about $4000. For one-fortieth of this amount there is offered the opportunity for a life investment in a continuing professional preparation, which, as every wise teacher knows, is fully as important as the preliminary preparation.

The life member also has the advantage of knowing that he has made a substantial and permanent contribution to the improvement of his profession. All life membership fees go immediately in the permanent fund of the Association. This fund helps to make it possible to continue the effort to obtain more nearly adequate salaries, suitable buildings, better working conditions, and more generous appreciation of education by the public.

The life member has made a definite investment in social progress. The work of the National Association has been kept upon a high plane. The association has made large contributions to the general welfare of our people. Every battle won in behalf of a sound education for every child and continuing education for every adult is a contribution to social progress and the professional army that must lead in fighting such battles will be greatly strengthened by a large number of life enlistments.



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*THEODORE ROOSEVELT, exponent of Americanism, whose birthday was widely observed by school children on October 27. American Education Week may well recall Mr. Roosevelt's stirring message, "There can be no divided allegiance here. Any man who says he is an American, but something else also, isn't an American at all. We have room for but one flag, the American flag. . . . We have room for but one language here, and that is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house; and we have room for but one soul loyalty, and that is a loyalty to the American people."*

## *Shall Armaments Be Reduced?*

IF THIS QUESTION could be put to the enlightened peoples of the world, the reply would be a thundering "Yes." It is upon peoples rather than upon rulers and diplomats that the burden of wars and potential wars falls most heavily. The problem of smaller armaments is primarily one of mutual understanding and appreciation, which have their foundation in the education of all the people.

History in one of its phases is an account of the widening of men's sympathies. The kings of Bible times ruled over territories that to us seem small indeed. Yet each ruler fostered among his people the narrow patriotisms and petty jealousies that were the basis of wars so small that they were hardly more than struggles between families and neighborhoods.

The broader understanding of modern man has made these petty wars unnecessary and the energy thus released has been turned into constructive work, which has made possible the stupendous progress of modern times. But there are still differences that call for broadened intelligence. The areas in which petty neighborhood wars are possible have been greatly restricted, even within the experience of living men, but there is still possibility of world conflicts so intense and extensive as to threaten the whole structure of civilization which tediously has been built up through the centuries.

The International Conference now in Washington meets to consider the limitation of armament. In reality it must consider vastly more. The delegates at that conference must have in mind the various relations between the peoples of nation and nation. Before they will agree to smaller armaments they must be satisfied that larger armaments are not needed. Theirs is the solemn task of whittling away the misunderstandings

that demand great armaments. The citizens of no nation will wish its delegates to feel that they must reach agreement at any price. There are still brave hearts who, if the perfecting of civilization requires it, will be willing again to see the flame applied to the crucible. But the peoples of the world will scrutinize the acts of their representatives at this conference with a will to know and to understand intensified by the terrible experiences of recent years. The people will demand, and justly demand, that their rights and wishes be elevated above the dictates of any narrow diplomacy.

## NOTES *and* ANNOUNCEMENTS

**Enrolment and Affiliation**—On account of the publication of the names of members of the Representative Assembly and the Index in this issue a considerable list of affiliations and one hundred per cent enrolments has been held over for the January JOURNAL. A large number of schools are now trying for one hundred per cent enrolment. The January list promises to be the largest yet published.

**The Wisconsin and Minnesota** associations voted to affiliate with the National Education Association at their recent meetings. This leaves Rhode Island as the only State not now affiliated with the National Association.

**Four new addressograph plate cabinets** have recently been added to the equipment of the Department of Records and Accounts.

**Readers of THE JOURNAL** will be pleased to see the increased amount of advertising in this issue. A still further increase is assured for January.

THE JOURNAL tries to keep its advertising on a high plane. It refuses hundreds of dollars worth of advertising every month to avoid promoting unworthy enterprises. Advertising of the right kind is read by every progressive teacher because the heavy advertiser is usually a good citizen who has faith in what he is doing.

THE JOURNAL appreciates the fact that its readers not only read the advertisements, but that they let the various firms know that they read them. The best way to promote a good enterprise is to appreciate it. The surest way to destroy inferior products is to praise superior ones. Study the service of our advertisers. It pays.

**The sudden death** of Superintendent Frank V. Thompson, of the Boston Public Schools, was a shock to his many friends throughout the United States. Dr. Thompson had been busy this fall with plans to make the summer meeting of the National Education Association a success.

### Department of Superintendence

THE PROGRAM for the department will include consideration of the following general subjects:

1. The outlook in education—commercial, cultural, technical, industrial.
2. The organization necessary to promote the program outlined.
3. What physical equipment is necessary to promote the program outlined?
4. What technique of instruction is best designed to conserve time and effort?
5. How shall the program of public education be financed?
6. What benefits may be expected to accrue to young people through public education?

The program is designed to treat in cross section the field of administration and supervision.

1. It is planned to invite representatives from industry, commerce, technical and academic schools to discuss from their respective points of view the types of education the public schools should offer in preparation for higher education or for service in business affairs.

2. County, State, and National organization has not been so highly developed as that of the city, the city being more compact and closer to the pupil and therefore more easily financed and checked. Support must be forthcoming to develop the three units for obvious reasons. This program should make public the best that has been thought and done for in each of these three units.

3. In view of the country-wide building of schools, it is hoped that able architects and schoolmen who have been engaged with new construction and rehabilitation of old buildings, may bring to this program on Tuesday the best the country has produced in plans for all types of schools. A large room will be provided for the meetings and exhibits. No pains will be spared to make this division successful.

4. This department will be concerned with the science and technique of education. Opportunity is offered to display ways and means for the improvement of instruction through the agencies of method, training, and content.

5. The program of education is constantly expanding and it is a chief concern to know how to expand the school budget. Tax experts and economists will be invited to show the possibilities and limits in taxation for public education.

6. The Thursday morning session, prior to the business meeting, will be devoted to a hearing on the achievements and ideals in public education. In short, what product from all the effort and cash have we reason to expect?

On Tuesday evening the program will deal with what types of education are legitimate for the expenditure of taxes levied for the public schools. Various extensions of school activities are required which naturally reduce the funds for the operation of the regular twelve grades, for example, libraries, night schools, playgrounds, Americanization work, trade schools, and community centers.

Wednesday evening will be devoted to college dinners. Any institution desiring to have tables reserved may do so by making application to Mr. Frank Cody, Superintendent of Schools, Detroit, Michigan. The theme for the intercollegiate dinner will be, "The responsibility of the small college for the maintenance of the professions." Aside from the dinners which are at present organized there will be an intercollegiate dinner for any or all colleges and universities which have not been represented at former meetings.

The complete program, including the speakers, will be announced as early as possible. Those who have made programs will understand how difficult it is to stabilize the personal part of the program and delay in the final announcement is always incident to this cause.

Chicago is making extensive preparation for the comfort and success of the meeting, and it is hoped that expectation may be surpassed by realization February 27—March 2.

**Perhaps no feature** of this issue will arouse more interest than the names of the members of the First Representative Assembly. To be a member of this first assembly is a distinctive honor. The list has considerable historical significance. Future lists will grow longer and longer. It may well be that this generation of teachers will live to see an assembly composed of 10,000 representatives of the teachers of the Nation.

**The National Council of Education** will meet at the Sherman House in Chicago, Monday afternoon, February 27, Tuesday afternoon and evening, February 28, and Wednesday afternoon, March 1.

**Plans for American Education Week** were made by a joint advisory committee, representing the National Education Association and the American Legion. This committee is as follows: J. M. Gwinn, Chairman, Superintendent of City Public Schools, New Orleans, La.; Lindsey Blayney, Rice Institute, Houston, Texas; Robert H. Wright, East Carolina Teachers' Training School, Greenville, N. C.; Anna M. Tibbets, Fargo College, Fargo, North Dakota; F. O. Norton, Drake University, Des Moines, Iowa; Ambrose Cort, Public School No. 73, Brooklyn, N. Y.; William M. Davidson, City Public Schools, Pittsburgh, Pa. Plans for American Education Week in 1922 should begin at once. As THE JOURNAL goes to press there is every evidence that the week as observed this year will accomplish much for education. There are already indications that many other organizations in addition to the several score which have joined in the enterprise this year will wish to make plans for American Education Week in 1922.

## EDUCATIONAL ADVANCE

**The annual convention of the National Society** for Vocational Education will be held at Kansas City on January 5-7, 1922. Two full days, Thursday and Friday, will be devoted to section meetings on the following subjects: agricultural education, industrial education, commercial education, homemaking education, part-time and continuation schools, training in industry, industrial rehabilitation, and teacher training. One of the features of the Kansas City meeting will be an extensive exhibit of plans and specifications of buildings constructed for vocational school purposes. Hundreds of buildings for vocational purposes will be erected during the next five years and this exhibit will meet a much needed demand for information.

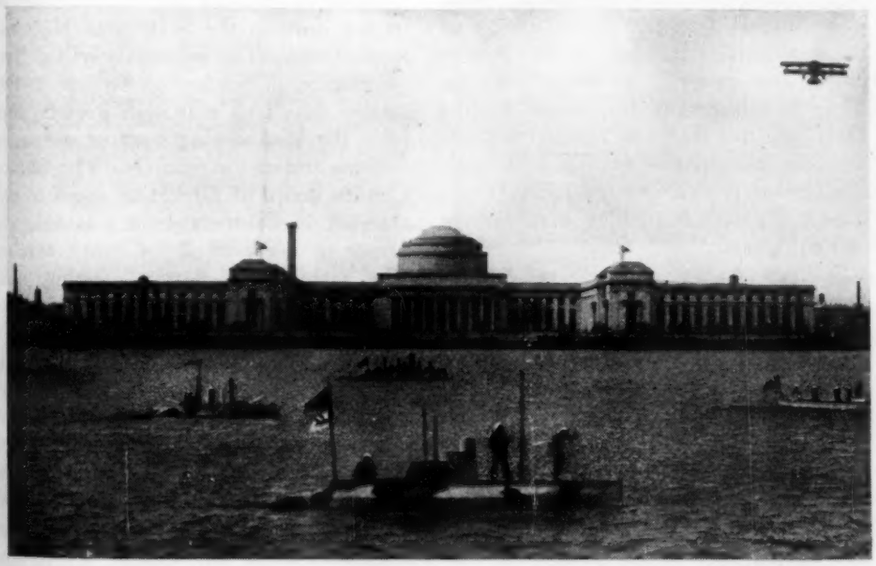
**The officers of the International Kindergarten Union** for the coming year 1921-22 are: president, Luella A. Palmer, New York, N. Y.; first vice-president, Stella A. McCarty, Baltimore, Md.; second vice-president, Grace E. Bernard, Berkeley, Calif.; recording secretary, Edna D. Baker, Chicago, Ill.; corresponding secretary and treasurer, May Murray, Springfield, Mass.; auditor, Margaret Trace, Cleveland, Ohio. The next meeting is to be held in Louisville, Ky.

**The Industrial Division** of the United States Children's Bureau in coöperation with the Junior Division of the United States Employment Service is about to commence a field study of the conditions under which children are prepared for and directed into industrial life in this country, with special reference to such work as is done by public and private placement bureaus, vocational guidance departments in the school, and similar agencies.

It is proposed to study intensively the work which is being done in perhaps a dozen or fifteen cities in which some significant phases of a vocational guidance program have been undertaken.

In the planning of this study the Children's Bureau has had the coöperation of the United States Bureau of Education, the Federal Board for Vocational Education, the Junior Division of the United States Employment Service, and the officers of the National Vocational Guidance Association and other persons interested in the educational and industrial aspects of the Vocational Guidance problem.

**Arthur D. Dean,** professor of vocational education at Teachers' College, Columbia University, has relinquished his professorship to become assistant director in charge of the Rehabilitation Division, U. S. Veterans' Bureau, created by act of Congress, August 9, 1921. The rehabilitation division of the new bureau has taken over the soldier rehabilitation work of the Vocational Rehabilitation Division of the Federal Board for Vocational Education.



*THIS BEAUTIFUL BUILDING, facing the Charles River in historic Cambridge, is the home of Massachusetts Institute of Technology where have been trained some of the world's greatest architects and engineers. The river in the foreground has been the scene of many intercollegiate boat races. There is possibility of a race during the meeting of the Association next July.*

Assistant Director Dean, as Major in the United States Army, did reconstruction work in army hospitals in 1918-1919. He was at one time chief of the division of vocational education, New York State Education Department; made an investigation of industrial and agricultural education for the Porto Rican Government; and was director of the New York Prison Survey Commission in 1919.

**Alabama**—Montgomery county, which has recently voted $300,000 bonds to build consolidated schools, has made a record in the reduction of illiteracy in ten years to 1.1 per cent among whites and 29.5 among negroes and from 17.9 to 9.5 per cent among both whites and negroes from sixteen to twenty years of age, according to *Alabama Farm Facts* for June 15, 1921.

The Montgomery County Board of Revenue let contracts on October 3 for five rural school buildings, the total contract price being $274,962, not including architects' fees. The sites for these buildings vary from ten to eighty acres. When completed, these schools will represent an investment of nearly $400,000, the appropriation mentioned above being for buildings only.

**Iowa**—Superintendent O. P. Flower of the public schools of Dubuque, Iowa, writes that a copy of THE JOURNAL was placed in the cornerstone of Dubuque's new High School on October eleven.

**Maine**—The Maine legislature passed an act to establish a State school fund and to provide for its apportionment. From the proceeds of a State-wide tax of 3 1-3 mills, to which is added other State income, a fund is created out of which State aid to elementary schools, secondary schools, State normal schools and supervision is provided. The aid to towns for elementary and secondary education is to be paid on the basis of teaching positions, aggregate attendance, and school census. Provision is also made for reimbursement for tuition paid by towns for pupils in secondary schools and for an equalization fund of $100,000 available for special grants to towns wherein the burdens of taxation for school support are in excess of normal rates.

Legislation looking toward improvement of physical conditions in schools included an act which provides that all school toilets shall be of such arrangement and condition as may meet the approval of the State superintendent. The requirements are such as will guarantee cleanliness, freedom from obscene marks, protection, and supervision. Towns have been given until September 1, 1924, to meet the conditions of this law.—H. A. ALLAN, *State Director of the National Education Association.*

**Massachusetts**—The State Senate recently raised the salary of Payson Smith, State Commissioner of Education, from $7500 to $9000. He is now the highest paid State official in Massachusetts.

**New Jersey**—The Academic Council of the Board of Education of Newark has published a sixteen-page "Summary of Teachers' Suggestions as to the Construction and Maintenance of School Buildings." Arthur W. Belcher, head of the Mathematics Department of the East Side High School, is chairman of the committee. Special credit for preparing the report is given to Grace L. Wright, principal of the School for the Deaf, and to Frances S. Dunning, grammar vice-principal of the Ridge School. The report is rich in suggestions covering many details of building construction and equipment.

*Congress Appropriates for 1922*

| | |
|---|---|
| For the Bureau of Education | $161,960 |
| For Alaskan Education | 425,000 |
| For Indian Education | 4,887,625 |
| For enforcing provisions of migratory bird treaty of July 3, 1918 | 136,120 |
| For investigating the food habits of North American birds and other animals, etc. | 477,240 |
| Total for the Biological Survey | 823,325 |
| Total for the Division of Publications in the Department of Agriculture | 382,810 |
| For the enforcement of the Insecticide Act | 156,510 |
| For the purchase and distribution of seeds | 360,000 |

**New York**—*The Principal* is a magazine which has recently begun publication by the New York Principals' Association, under the editorship of Miss Olive M. Jones, principal of Public School 120. "The purpose of this bulletin is to publish in complete form the committee reports, suggestions, and studies which are prepared by committees of the New York Principals' Association or sent to the Board of Superintendents and to the Board of Education. It will also include such other material as may be evidence of the earnest effort made by groups or individuals among the principals of New York City for the promotion of higher standards of education and professional spirit. The New York Principals' Association hopes this bulletin may prove a means of developing public pride in the professional and civic service rendered by the great body of teachers in New York City and be a source of inspiration to bigger, nobler accomplishment."

The New York City Board of Education on August 25 adopted the school budget for 1922, calling for a total appropriation of $89,756,113.17, an increase of nearly two million dollars over this year's allowance of $87,823,690.93. Cuts amounting to $2,607,840.19 were made in the total budget estimate of $92,363,953.36 submitted by the budget committee. The total request will be reduced by $17,997,534.51, the State's allotment in 1922.

**North Carolina**—Mr. A. T. Allen, secretary of the North Carolina Teachers' Assembly, reports that the association is working for a membership of 12,000 members, and that there is a possibility of a full-time secretary. In one year, under the representative plan of organization, the membership of the association increased from 1325 to 8050.

**South Dakota**—The State appropriates $10,000 a year to promote the erection of teachers' cottages.

**Tennessee**—The Shelby County Teachers' Association, at its first meeting, October 8, adopted the budget plan of paying dues in the State and National associations. The principals will collect $4 from each teacher on or before December 1. This plan will greatly simplify the bookkeeping both of the associations and of the teachers. The Shelby County Board of Education voted to pay the sum of $50 toward the traveling expenses of every Shelby County teacher who attends the Boston meeting next summer.

**Texas**—The 37th session of the legislature, recently adjourned, passed several laws relating to education. One law appropriates $3,000,000 out of the general funds of the State to be distributed along with the other State school funds. Another law puts into operation a constitutional amendment which enables districts to make larger tax levies for the support of public schools. Other laws relate to maximum salaries, certification, compulsory attendance for the blind, deaf, and dumb, and Victory Day.

# The First Representative Assembly

Delegates who attended the Fifty-Ninth Annual Meeting of the National Education Association, in Des Moines, Iowa, July 5-8, 1921

*Alabama*

ABERCROMBIE, JOHN W., *State Superintendent of Education,* Montgomery.
BODEN, ANNA F., *High School Teacher,* Ridgely Apartments, Birmingham.
DOWLING, H. G., *Secretary of the Alabama Education Association,* Cullman.
HARMAN, A. F., *County Superintendent of Schools,* Box 776, Montgomery.
HEASLETT, ANNE ESTELLE, *Elementary Teacher,* 1510 North 30th Street, Birmingham.
HODGES, P. W., *Department of Education,* Montgomery.
MCLURE, H. JOHN, *Superintendent of Schools,* Troy.
PALMER, T. W., *President of Alabama Technical College,* Montevallo.
PHILLIPS, J. H., *Superintendent of Schools,* Birmingham.
POGUE, JAMES V., *Principal,* 5102 First Avenue, Birmingham.

*Arizona*

BROWN, HELEN L., *County Superintendent of Schools,* Tombstone.
IRISH, F. M., *Normal School,* 27 West 7th Street, Tempe.
LOPER, JOHN D., *Superintendent of Schools,* 823 North First Avenue, Phœnix.
MATTHEWS, A. J., *President of the State Normal School,* Tempe.
PEAK, GEORGE J., *Assistant Superintendent of Schools,* Tucson.
RACKEM, RUTH, *Grade Teacher,* 331 North First Avenue, Phœnix.
REYNOLDS, KATE B., *County Superintendent of Schools,* 74 West Pennington Street, Tucson.
SOUTHERLAND, EDITH, Phœnix.
TOLES, ELSIE, *State Superintendent of Public Instruction,* Phœnix.

*Arkansas*

GRIFFEY, ANNIE G., *Primary Supervisor,* 2110 Battery Street, Little Rock.
WHALEY, N. M., *Assistant State Superintendent of Schools,* Little Rock.

*California*

ANDERSON, J. FRED, *Director of Citizenship,* 3917 Canon Street, Oakland.
ARLETT, ELIZABETH, *Principal,* 24 Linda Avenue, Oakland.
BAXLEY, ALICE B., 2036 Rosedale Avenue, Oakland.
BRYANT, MARGARET F., *Junior High School,* 123 East 12th Street, Oakland.
CHAMBERLAIN, ARTHUR H., *Editor of the Sierra Educational News,* 454 Flood Building, San Francisco.
CLELAND, S. LUCILE, *Elementary Teacher,* 1515 Webster Street, Oakland.
DACRE, EMMA L., *Teacher,* 45 Henry Street, San Francisco.
DAVIS, ALICE E., *Teacher,* 1412 9th Avenue, Oakland.
FERGUSON, JAMES, *Principal of High School,* Chico.
GARRETT, CORA A., *Elementary Teacher,* 1549 Morningside Court, Los Angeles.
GLANCY, GERTRUDE, *Primary Teacher,* San Diego.
GRAHAM, RUTH, *Teacher,* 524 West Avenue 50, Los Angeles.
HARWELL, C. A., *Supervising Principal,* San Leandro.
HELMS, WALTER T., *Superintendent of Schools,* 235 6th Street, Rchmond.
HUNTER, FRED M., *Superintendent of Schools,* Oakland.
IVESEN, INA C., *Teacher,* 825 West 8th Street, Los Angeles.
JENKINS, ANNA IRENE, Los Angeles.
JENNINGS, AUGUSTA, 160 West 17th Street, Los Angeles.
JONES, EUGENIA W., *Kindergarten,* 318 South Benton Way, Los Angeles.

*RICHARD A. SEARING, secretary of the New York State Teachers' Association for eighteen years, became its full-time paid secretary on January 1, 1921. Before assuming this office, he was superintendent of schools at North Tonawanda, New York.*

LEFFLER, JOSEPHINE, *Elementary Teacher,* 807 North Eldorado Street, Stockton.
LONGLEY, MISS SNOW, *Elementary Teacher,* 2261 West 21st Street, Los Angeles.
MCCLEARY, ELLA G., 510 21st Street, Sacramento.
MCLEAN, FANNIE W., *Vice-Principal of High School,* 1829 Bancroft Way, Berkeley.
MCNAUGHT, MARGARET S., *State Commissioner of Elementary Schools,* Sacramento.
MOODY, GAIL H., *Elementary Teacher,* 2400 Durant Avenue, Berkeley.
MULLANE, MAY, Los Angeles.
MURPHY, MARY M., *Supervising Teacher,* 1806 Lagura Street, Santa Barbara.
NASH, J. B., *Director of Physical Education,* City Hall, Oakland.
PETERSON, ALPHENA C., *Science Teacher,* 2019 Webster Street, Oakland.
PETERSON, ANNA K., *History Teacher, Junior and Senior High School,* Claremont.
PHELPS, MISS, San Pedro.
PIERCE, JULIETTE, *Vice-Principal of High School,* 575 13th Street, San Pedro.
REINHARDT, AURELIA HENRY, *President of Mills College,* Mills College.
SMITH, ROSE R., 229 North Beechwood Drive, Los Angeles.
SULLIVAN, MARGARET, Sumner Apartments, San Diego.
SULLIVAN, MISS, San Pedro.
THIRIOT, GEORGE M., *Vocational Counselor,* 417 El Cerrito Avenue, Piedmont.
THOMAS, EDYTH, *Elementary Teacher,* 1901 Orange Street, Los Angeles.
VAN DE GOORBERG, WILHELMINA, *Elementary Teacher,* 1601 Mt. Royal Avenue, Los Angeles.
WHITE, RICHARDSON D., *Superintendent of Schools,* 4112 Wilson Avenue, Glendale.
YATES, EDNA L., *Principal,* 1023 Magnolia Street, Oakland.

*Colorado*

ADDLEMAN, MINNIE B., *Junior High School,* 2005 East 18th Avenue, Denver.
ALLISON, FLORA A., *County Superintendent of Schools,* 522 Lincoln Street, Sterling.
AMES, FLORENCE, *Art and Sewing Teacher,* 2355 Clermont Street, Denver.
BALCAM, CAROLINE M., *Primary Teacher,* 1257 Emerson Street, Denver.
BRADFORD, MARY C. C., 1735 Bellaire Street, Denver.
BROWN, GEORGE EARL, *Superintendent of Schools,* 1417 11th Avenue, Greeley.
BROWN, LEILA E., *Grade Teacher,* 2925 West 26th Avenue, Denver.
CASEY, WILLIAM V., *Superintendent of Schools,* 820 Pine Street, Boulder.
CLUXTON, H. T., *Principal,* 1057 South Washington Street, Denver.
CRABTREE, SEREPTA, *Grade Teacher,* 322 Santa Fe Drive, Denver.
CRAIG, KATHERINE L., *State Superintendent of Schools,* Denver.
DAWSON, MARY, Longmont.
FERGUS, LEWIS V., *West Side High School,* 4956 Quitman Street, Denver.
FISHER, IRENE, *High School Teacher,* Plymouth Hotel, Denver.
FLETCHER, LIDA E., *Grade Teacher,* 1055 Lincoln Avenue, Denver.
FORCE, ANNA LAURA, *Principal,* 216 Sherman Street, Denver.
GAYMANN, HARRIET, *Grade Teacher,* 1015 West Colorado Avenue, Colorado Springs.
HANSEN, ZELMA, *Grade Teacher,* 828 Cook Street, Denver.
HATCH, DORUS R., *Editor of Colorado School Journal,* 532 Commonwealth Building, Denver.
JOHNSON, JOHN C., *Dean of Colorado State Normal School,* Gunnison.

JONES, MOLLIE A., *Junior High School*, 707½ South Union Street, Pueblo.
KEPNER, HARRY V., *Principal of High School*, 1720 Hudson Street, Denver.
MOSHER, ABBIE, *Primary Teacher*, Erhard Hotel, Denver.
NEWLON, JESSE H., *Superintendent of Schools*, 771 Cook Street, Denver.
PARTNER, NETTIE O., *Supervising Principal*, 1118 Maple Avenue, Rocky Ford.
PERRY, LILLIAN K., *First Grade Teacher*, 750 Gaylord Street, Denver.
PUFFER, RODNEY A., *Business Manager, School Journal*, 1148 Monroe Street, Denver.
RANDELL, MAYME R., *Elementary Teacher*, 620 Marion Street, Denver.
ROE, MYRTLE A., Sterling.
SCHENK, LORETTO, *Junior High School*, 426 West 11th Street, Pueblo.
SEXSON, JOHN A., *Superintendent of Schools*, 212 Taylor Street, Sterling.
SMITH, H. B., *North Side High School*, 3434 East 17th Avenue, Denver.
SMITH, MARGARET L., *Home Economics*, 1122 West Oak Street, Fort Collins.
STANHOPE, THERESA, *Edison School*, Denver.
THARP, JENNIE E., *Supervisor of Home Economics*, 715 North Nevada Street, Colorado Springs.

*Connecticut*

GARRISON, LEVI T., *State Inspector of Schools*, 50 Selden Street, Willimantic.
HINE, EDITH M., *Principal of Southeast School*, 17 Cook Street, Torrington.
RICHARDSON, R. F., *Professor of Education*, State Normal School, Willimantic.
SELLEW, EDWARD B., *Superintendent of Schools*, Middletown.
WHEATON, MRS. F. M. C., *Primary Teacher*, 19 Autumn Street, South Manchester.

*Delaware*

STAHL, H. E., *Superintendent of Schools*, Seaford.

*District of Columbia*

CRABTREE, J. W., *Secretary of the N. E. A.*, 1201 16th Street.
ENGLISH, HARRY, *Secretary Board of Examiners*, 2907 P Street.
MULFORD, BESSIE B., *Critic Teacher*, 1731 Columbia Road.

*Florida*

HATHAWAY, F. A., *County Superintendent of Schools*, Jacksonville.
SHEATS, W. N., *State Superintendent of Public Instruction*, Tallahassee.
WHEELER, MRS. D. C., Maitland.

*Georgia*

ALFRIEND, KYLE T., *President of Georgia Military College*, Milledgeville.
DOZIER, KATHARINE, *Superintendent of Schools, Pacolet Manufacturing Company*, Gainesville.

*Hawaii*

GIVENS, WILLARD E., *Principal of McKinley High School*, Honolulu.

*Idaho*

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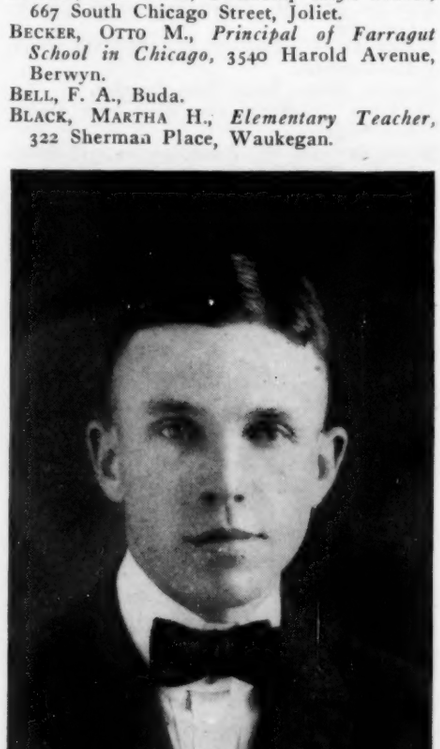

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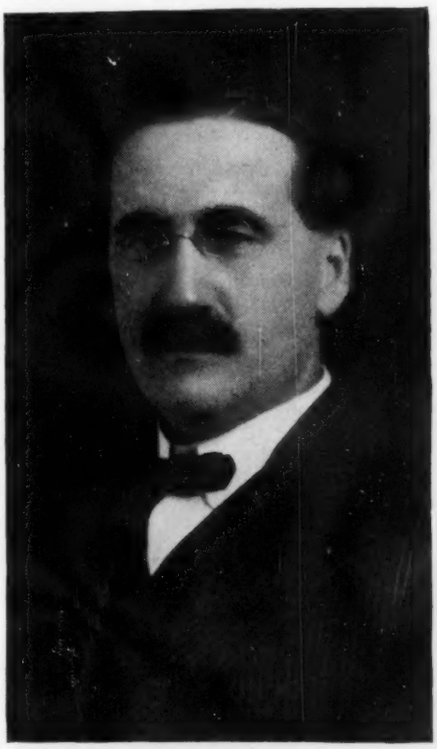

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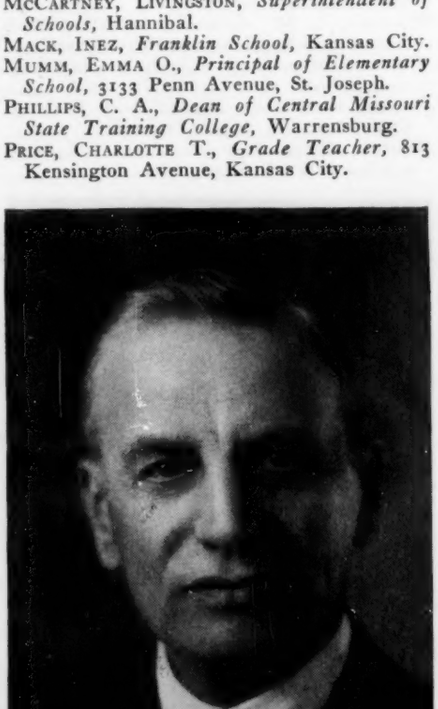

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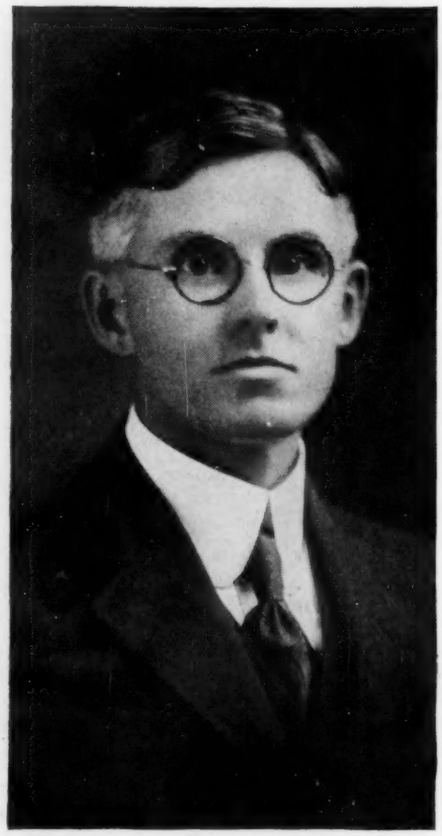

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# GUIDE TO NEW BOOKS[1]

BOOTH, MARY JOSEPHINE. Index to material on picture study (Useful reference series 26). Bost., Faxon, 1921. 92 p. Paper, $1.

Makes available material on pictures frequently studied in schools. Under the titles of the pictures indexes descriptive material from fifty books. Books which contain a reproduction are starred.

BRECKINRIDGE, SOPHONISBA PRESTON. New homes for old (Americanization studies). N. Y., Harper, 1921. 355 p. illus. $2.50.

The professor of social economy at the University of Chicago, formerly of the Chicago school of civics, has written a very comprehensive, readable volume—one of a series undertaken by the Carnegie corporation for the study of the actual work done by various agencies which call upon them for contributions. The results here described are from the questionnaires sent to Federal agencies, Red Cross, local agencies in Chicago, coöperative stores, and visits to mining camps and housing projects. Appendix contains a list of racial organizations. Index.

BROWNE, EDITH A. Cocoa (Peeps at industries). N. Y., Macmillan; Lond., Black, 1920. 88 p. illus. $1.

Another of the "Peeps" series, of which *Tea* appeared in *Booklist,* 10:73, O 13. Clear, though not particularly interesting in style. For children in seventh or eighth grades.

COPE, HENRY FREDERICK. The week-day church-school. N. Y., Doran, 1921. 191 p. $2.

A survey of week-day religious schools, not in the sense of the old time parochial school, but in that of religious classes interspersed during the week, sometimes with the coöperation of the public school, sometimes during public-school vacation periods. The object is to take advantage of expert teachers for religious training and to reach a business-like basis of instruction not possible in the ungraded Sunday school. Contains many examples of plans of work. Bibliography (6 p.) Index.

DAVIS, MICHAEL MARKS. Immigrant health and the community, by Michael M. Davis, Jr. (Americanization studies). N. Y., Harper, 1921. 481 p. illus. map. $2.50.

A thorough attempt to link Americanization work as a whole to health improvement of the foreigner. The author shows that foreigners are more susceptible to disease, largely due to insanitary housing, to a change from the old home diet, and inability to read so as to understand safety-first and health bulletins. Index. Appendix of recipes for foreign cooking.

DEWEY, EVELYN. Methods and results of testing school children, by Evelyn Dewey and others. N. Y., Dutton, 1920. 176 p. illus. $5.

The result of several years of investigation of the use of psychological tests with normal school children in New York City. Many standard physical and mental tests are described and pictured and the results interpreted. An authoritative study, expensive for the small library, but useful to supervising teachers or special students of education.

FERRIS, HELEN JOSEPHINE. Producing amateur entertainments. N. Y., Dutton, 1921. 266 p. illus. music. $2.50.

Amateur plays, stunts, songs, pantomimes of the lighter sort suitable for camp nights or parties. "A plea for gladness, with a touch of sprightliness and beauty." Complete directions for managers. Useful to many. Sources of help and information. (17 p.) Index.

GEORGE, WALTER LIONEL. Hail, Columbia! N. Y., Harper, 1921. 243 p. illus. $2.50.

Mr. George left out the Niagara, the Yellowstone, and the Rockies, but looked instead upon the American circus, the auction, the university, Boston, Chicago, and American homes in his six months' visit in which he tried to get some impression of the forces that bind this country together. Most of all he seemed to be interested by the vital business energy of the nation. The impressions throughout are bright pictures, sometimes intentionally caricatures.

GESELL, ARNOLD LUCIUS. Exceptional children and public school policy. New Haven, Yale Univ., 1921. 66 p. illus. map. Paper, $1.

Because it takes note of the exceptionally bright as well as the exceptionally stupid child and because it conceives a plan for supervision of children's health and progress from birth until graduation this survey of school children of New Haven is notable. Special for teachers.

GOLDBERGER, HENRY HAROLD. Second book in English for coming citizens. N. Y., Scribner, 1921. 209 p. illus. maps, music. $1.

To follow the primer (*Booklist,* 15:335, Je 19) is a more advanced book telling the story of Anton, the Russian peasant, and his voyage to America. Interesting, with drill throughout in reading, conversation, phonics, and writing. A foreword explains the methods for using the book.

HAZELTINE, ALICE ISABEL. Plays for children; an annotated index. 2d ed. rev. Chic., A. L. A., 1921. 116 p. $1.50.

Indexes material from nearly two hundred books. Brief notes describe each play and give information necessary in considering production. Contains also Books of interest to those producing children's plays—Books about costume—Folk dances and singing games—Plays for special days—Other plays for special occasions—Special forms. Published originally as the *St. Louis Public Library Bulletin* for August, 1918, and now reprinted and much enlarged.

KNICKERBOCKER, EDWIN VAN B., *ed.* Plays for classroom interpretation. N. Y., Holt, 1921. 264 p. illus. music. $1.20.

A student textbook which follows a method actually worked out in a high-school classroom. The notes for the instructor give practical suggestions without being too definite to allow for originality. Includes seven plays, with notes, which have literary merit. A useful book to teachers who wish to try project work in the English class.

MCMILLAN, MARGARET. The nursery school. N. Y., Dutton, 1921. 356 p. illus. $2.50.

Kindergarten and primary teachers and all social workers will find interesting ideas in this simple description of a nursery school in the English slums. With a minimum of

[1] Titles and notes selected from *The Booklist* of the American Library Association, 78 East Washington St., Chicago, Ill., by the senior class of the New York State Library School, Albany, N. Y., under the direction of Miss Mary Eastwood, head of the book selection section of the State Library.

equipment the school has proceeded to train a limited number of teachers to care for all the needs of children from one to seven years of age. The methods are distinctive and clear.

MONCKTON, CHARLES ARTHUR WHITMORE. Taming New Guinea. N. Y., Lane, 1921. 337 p. illus. map. $5.

An interesting record of a rugged life in the South Seas in which adventures with crocodiles, pearl divers, and savage tribes were everyday occurrences. Also gives some idea of the problems of the British magistrate amongst strange civilizations.

POPE, AMY ELIZABETH. A textbook of simple nursing procedure for use in high schools. N. Y., Putnam, 1921. 360 p. illus. $2.50.

The untrained emergency nurse is here given a text remarkably clear on the handling of bed patients, first aid, the cure of children, and the use of drugs. The simply written text is clarified by numerous photographs and diagrams. Glossary and index. Supersedes the author's earlier volume *Home care of the sick* (*Booklist*, 3:170, O 07).

RICH, MABEL IRENE. A study of the types of literature (Century studies in literature for high schools). N. Y., Century, 1921. 540 p. illus. $2.

A textbook for fourth year high-school students. It steers between the ordinary history of literature and the minute analysis of masterpieces. The problem of discovering the characteristics of a type of literature is used as the approach. The selections are chosen for their service in forming good taste, enlarging experience, and inspiring ideals. English and American classic and contemporary authors are represented. There are classroom exercises, reading lists, and a period chart.

SCHWARTZ, ISIDORE ADOLPHE. Commercial French. N. Y., Harcourt, 1920. 330 p. $1.60.

A business letter in French is used as the basis of each lesson, which includes exercises in grammar, idioms and translation. Part two is made up of selections on commercial subjects. Gives also information on the form and conventionalities of French letters, lists of commercial terms, abbreviations, and tables of French money and weights. Presupposes a knowledge of French equivalent to about two years of high-school work.

SEDGWICK, HENRY DWIGHT. Marcus Aurelius. New Haven, Yale Univ., 1921. 309 p. $2.75.

Thoughtful readers who admire the great Roman empire, its men, and philosophy will find much pleasure in this little volume and in the long bibliography for further reference. The book is a short biography of Marcus Aurelius and his times, the social and political thought of the man, and especially his religion and relation to the Christians.

VAN DOREN, CARL CLINTON. The American novel. N. Y., Macmillan, 1921. 295 p. $2.

"A record of the national imagination as exhibited in the progress of native fiction." As such it calls to one's attention curious, forgotten novels as well as those well-known, which describe a movement in American thought. The book is an enlargement of the author's contribution to the *Cambridge history of American literature*. A very interesting historical and literary study. Bibliographical notes and index.

ZIMAND, SAVEL. Modern social movements (Debaters' handbook series). N. Y., Wilson, 1921. 260 p. $1.25.

Covers Trade unionism—The coöperative movement—Industrial democracy—The single tax—Socialism—Guild socialism—Syndicalism — Bolshevism — Anarchism. The summaries are brief, impersonal, and to the point. Many of the titles are annotated.

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