

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET NORTHWEST

WASHINGTON, D. C.

1922

The National Education Association of the United States

1. *Is composed of more than 130,000 members actively engaged in the practice of teaching or interested in the cause of education.*

2. *Was organized as the National Teachers' Association in 1857; added to itself the American Normal School Association and the National Superintendents' Association in 1870 under the new name The National Educational Association.*

3. *Was especially chartered by Congress in an act approved by President Theodore Roosevelt June 30, 1906, as the National Education Association of the United States.*

4. *Was reorganized on a representative basis at Salt Lake City in July, 1920, by the adoption of a new set of By-laws, which give every teacher in the land—from the humblest to the highest—an opportunity to have a part in shaping the plans and policies of the Association.*

5. *Is dedicated to the purpose of elevating the character and advancing the interests of the profession of teaching and to the advancement of the cause of education.*

6. *Has a dynamic program for the improvement of education which would give an equal opportunity for a fair start in life to every boy and girl in the Nation.*

7. *Prepares for its summer meeting each year a program which stimulates thinking on educational problems and quickens educational enthusiasm throughout the country.*

8. *Has twenty-three departmental organizations which prepare programs in their special fields and make enormous contributions to the educational advance.*

9. *Maintains a National headquarters with a carefully-selected staff of experts in the various activities of professional organization who guard the interests of teachers and children every day of the year.*

10. *Issues a Journal that each month carries to the Association's growing membership reports of its activities, accounts of educational progress, and facts and material which every teacher needs for professional and personal growth.*

How We Made It Accurate and Authentic

If you were selecting an Editor-in-Chief of your encyclopedia wouldn't you select a man like Dean Guy Stanton Ford, of the Graduate School of the University of Minnesota—or a Managing Editor like Samuel Bannister Harding, well-known writer and professor of History. Assisting these men as Advisory Editors were men like Sir Robert Borden, former Prime Minister of Canada Lotus D. Coffman, William Lyon Phelps, and John M. Coulter. The complete list of the eminent experts and scholars who made this encyclopedia is a guarantee of the accuracy and authenticity of the work.

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We are printing below a little invitation which we would like

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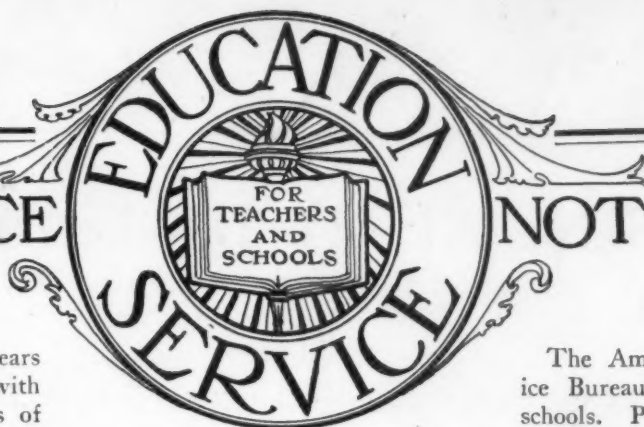
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MORE THAN sixteen years of intimate association with teachers, superintendents of schools, principals of private schools, and presidents of normal schools, colleges and universities have afforded a unique opportunity to study first hand their personal and professional needs. These needs are many and diverse. They range in scope from securing positions to investing savings and supplying legal advice. They call for a clearing-house where specialists of various kinds may be quickly obtained.

It was in a measure to supply this growing demand that the American Educational Service Bureau and the National Teachers Service Bureau were established a few years ago in connection with the Fisk Teachers Agency of Chicago and the American College Bureau. In order to develop this service so that it may be available to every teacher and school wishing assistance of any kind, these several organizations have been consolidated under one head called **EDUCATION SERVICE**. For the time being, however, each organization will retain its present status.

EDUCATION SERVICE aims to render every conceivable kind of service to teachers and schools. One of its striking features is its effort to render this service at the lowest possible cost. It feels that the non-commercial spirit insures the highest degree of unbiased personal service.

EDUCATION SERVICE has an office in Washington, near the varied governmental activities—the U. S. Bureau of Education, the National Education Association, the American Council on Education, and other National organizations. Other offices are located in Chicago, Evanston, New York, and Boston.

The National Teachers Agency was organized during the war as a

special service to schools, to the Government, and to teachers. The urgent need of a teachers agency National in scope, and yet centrally controlled, having been demonstrated.

The American College Bureau limits its field to colleges, universities and teachers colleges, and its various offices are under one management. Its personnel work is distinctly professional.

Both the National Teachers Agency and the American College Bureau work on a cost basis. While self-supporting, they are non-commercial. There are no membership fees. If there is a surplus at the end of the year it is refunded pro rata to each person or school paying a commission. Detailed policies, plans, records, and books are open to any properly accredited officials of leading National educational organizations.

The Fisk Teachers Agency of Chicago, the largest of the Fisk agencies, has been a corporation for several years. Last year it did about one-third of the business of all the Fisk agencies combined, and about one-half of the college work of all those agencies. The increase in volume of business the past year over the year preceding was more than three times the entire volume of business fifteen years ago. This enormous growth is the result of the professional attitude which the agency brings to its work. The volume of business is an indication that this attitude is appreciated and that professional success means commercial success. The various Fisk agencies are merely affiliated, each operating independently. The affiliation consists primarily in exchanging candidates and vacancies in cases where this is advantageous to all concerned.

The American Educational Service Bureau aids both teachers and schools. Personnel work of a high order is supplemented by several other forms of service. It offers special discounts on books and magazines. In its travel service it arranges for congenial groups to travel together, and it is frequently able to secure special privileges and rates for such parties, particularly for European trips. In its thrift and savings work, it encourages thrift campaigns, and through leading banks and bond houses of New York and Chicago it is able to offer a special investment service. Through these financial houses the Bureau is able to secure inside information in regard to stocks and bonds which may be offered to teachers. It urges teachers not to purchase miscellaneous securities without first permitting the Bureau to consult reliable sources as to their value. This service is entirely free. It also arranges for school surveys, and in the purchase of supplies frequently it is able to effect a material saving. It furnishes secretaries and directors of financial campaigns.

The National Teachers Service Bureau is the trade name used for the mail-order work. The aim is ultimately to be able to purchase for the teacher or the school any article that is available or to give information as to where it may be procured. In addition to this kind of mail-order work, it plans to become the official representative of a few firms supplying staple needs of teachers and schools. For example, it already has the mail-order agency for the Sheaffer fountain pen.

The whole endeavor of **EDUCATION SERVICE** is service. It aims to render the greatest aid to the largest number at the lowest cost. Your suggestions will be welcomed. Coöperation is the key to successful service. Consult us freely.

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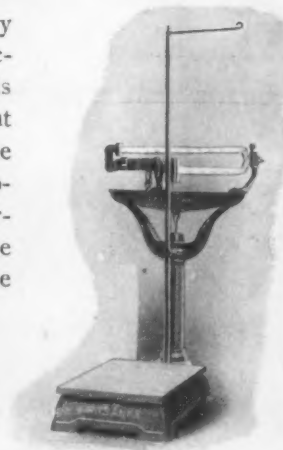
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Professional Progress and the Task Ahead

An Editorial

THE YEAR JUST CLOSED marks an era of gratifying progress in the profession of teaching. The shortage of teachers brought about by war-conditions led to substantial increases in salaries and impelled the public to a new appreciation of the teacher's work and worth. There are innumerable evidences that this awakened appreciation will not permit the insistent demand for retrenchment in public expenditure to keep the salaries of teachers from being placed and maintained on the higher levels now recognized as the only sound basis of a permanent teaching profession. There can be no question of the great advantages that will come to education when the work of teaching is permanently freed from the handicap of inadequate financial rewards. The efforts of the organized profession of education must not cease until salaries have reached a satisfactory basis, which means for most communities still further increases.

In the first place, it is clear that a continuance of this favorable attitude demands renewed and enlarged efforts on the part of teachers everywhere to prove by their work that the confidence of the public has not been misplaced. Professionally-minded teachers recognize this responsibility. They know that good work wherever done contributes to the good repute of their profession. They know, too, that the individual teacher's faults and shortcomings are likely to be charged against the profession as a whole. The present attitude of the public toward the teacher has not been easily won. Through hard work and devotion to the cause, individual teachers by the hundreds of thousands have commended themselves to their communities. When the crisis came and the attention of the "man in the street" was called to the teacher-shortage, he visualized one individual or at most a few individuals—Miss Smith or Miss Jones or Mr. Brown, perhaps all three and one or two others. What-

ever part he had in shaping policies was determined largely by what he knew of these individuals. In the aggregate his word was law, and that he decreed a

CONFIDENCE is a priceless asset. The teaching profession has this asset and should conserve and strengthen it at any cost. This is no time to nurse grievances, either imagined or real. It is distinctly a time to render service, to do more than one is paid for doing, to bring duty once more into the foreground as the correlative of rights and privileges. The responsibility for setting this example rests upon the teaching profession as it rests upon no other group. The school stands today as the one major agency through which the forces that threaten disintegration can be successfully counteracted.

ALL IN ALL it has been a year of real progress in our profession—not spectacular but permanent and enduring progress. Professional standards are taking form and substance. Professional organization is insuring unity of effort. Individual enthusiasm is being sustained and nourished by a heightened professional consciousness which gives rich promise of reaching a greatly increased number of teachers during 1922.

better treatment for teachers as a group simply means that the number of individual teachers who had done good work was legion. It is a still greater tribute that with the passing of the first crisis and the coming of another quite dif-

ferent in character the disposition of the public has not essentially changed.

The obligation now rests upon the organized teaching profession to consolidate and extend the gains that have been made—to confirm and still further justify this public confidence by a renewed consecration to the cause in which its services are enlisted. There are abundant evidences that professionally-minded teachers are alive to this responsibility and that the proportion of such teachers is steadily increasing. In a recent issue attention was called to the increased enrolments in the summer sessions as indicating the rapid extension of a fundamental standard of the new profession of teaching—the ideal of *continuous growth*. On page twelve of this issue are statistics of the summer registrations, which show for the various types of institutions increases over the preceding year ranging from twenty-five to fifty per cent. More than a quarter of a million students, of whom a large majority were teachers, made up this enrolment. It is a conservative estimate that one fourth of the teachers in public-school service went to school in the summer of 1921. If one asks how teachers are spending the money that has come from the salary-increases, the question may be partly answered by these facts. If to the teacher-students in the summer sessions there were added those who are this year enrolled in the extension courses of the colleges, universities, and normal schools, the grand total would be even more impressive. This demonstrated recognition by teachers themselves that the teacher must always be a learner sets a standard that no other profession has even approached and is convincing evidence that the teachers of the Nation clearly recognize the obligation to confirm and justify the confidence that the public has expressed in them and their work.

To recognize this obligation is in no sense to take a servile attitude toward those who employ teachers. It neither

admits that the recent recognitions were not long overdue nor expresses the kind of gratitude cynically characterized as a lively anticipation of benefits yet to come. Questions of benefit and gratitude, whether personal or professional, are in no way involved. The best asset that the teaching profession can have in promoting the cause of education is confidence on the part of the public that its motives are impersonal and unselfish. We are living today in an era of distrust and suspicion. Not only do nations distrust one another, but groups within each nation question each other's motives. In our own country, employers and employed are held apart by sullen hostility. Rural America distrusts industrial America, and industrial America views with something more than suspicion the agricultural "bloc" and the forces that lie behind it. Producer, distributor, middleman, and consumer are at four-cornered loggerheads. All this represents in part the continued maladjustment of those processes of social transformation that began with the invention of the steam-engine and the end of which is not yet in sight; but the problem has been infinitely complicated and aggravated by the war. Confidence—even the absence of distrust—becomes under these conditions a priceless asset. The teaching profession has this asset, and should conserve and strengthen it at any cost. This is no time to nurse grievances, either imagined or real. It is distinctly a time to render service, to do more than one is paid for doing, to bring duty once more into the foreground as the correlative of rights and privileges. The responsibility for setting this example rests upon the teaching profession as it rests upon no other group. The school stands today as the one major agency through which the forces that threaten disintegration can be successfully counteracted.

Fortunately the school is in a much better position than ever before to meet and solve this problem. The educational forces of the country are on the way to a thoroughgoing professional organization. The progress that has been made during the past year has already been chronicled in *THE JOURNAL*: the multiplication of State and local teachers' associations; the development of central State-association officers in charge of full-time secretaries; the marked improvement in the programs and publications of teachers' associations, and finally the affiliation of State and local organizations

with the National Education Association. The direction which these organizations have taken is particularly significant in the light of the problems that lie ahead. They are truly professional in their spirit and purpose, devoted explicitly and avowedly not to the promotion of

THE TRANSFORMATION

T of the normal schools into teachers' colleges means more than a change of name—more even than a change of status. It means fundamentally a changed attitude on the part both of the public and of the profession toward the tasks involved in teaching little children. It means that mere lip-service recognition of the basic importance of elementary education is no longer sufficient. An outstanding function of elementary education is to lay the foundations of a common understanding, common aspirations, and common sympathies among all the people. These integrative forces must be depended upon to counteract the tendencies toward disintegration and group antagonism that present-day social and industrial development so clearly involves.

T EACHERS may well enter upon the tasks of the year ahead with renewed assurance that one problem after another will find solution. For the task that lies ahead we have, if not new vision, certainly new elements of strength. In consequence of organized professional effort—National, State, and local—universal education will more and more be recognized as the major function of democratic government.

class-interests but to the promotion of the cause of education. They include all groups engaged in school work without discrimination as to official rank or status. They are essential agencies for the integration of educational forces—for insuring the dominance of common purposes and the coöperation that is essential to the realization of these purposes.

Closely related to the development of these professional organizations is the progress that the past year has witnessed in the preparation of teachers. While the enrolment in the regular sessions of the professional schools is still far from what it should be, the need of broader and better programs for the pre-service education of teachers is becoming more generally recognized. The transformation of the normal schools into teachers' colleges means more than a change of name—more even than a change of status. It means fundamentally a changed attitude on the part both of the public and of the profession toward the tasks involved in teaching little children. It means that mere lip-service recognition of the basic importance of elementary education is no longer sufficient. An outstanding function of elementary education is to lay the foundations of a common understanding, common aspirations, and common sympathies among all the people. These integrative forces must be depended upon to counteract the tendencies toward disintegration and group antagonism that present-day social and industrial development so clearly involves. The brunt of this task must fall upon the elementary teacher, who will need a breadth of vision and an equipment of knowledge and skill far in advance of that represented in the meager training programs of the past. The movement toward the development of teachers' colleges to replace the normal schools is a long step in the right direction.

The various types of professional advancement heretofore discussed have contributed something toward an ultimate solution of the most serious and complicated of our educational problems—the problem of the rural school. While standards of training for rural-school teachers—both in-service and pre-service—still remain deplorably low, there is among educational leaders and country people themselves growing dissatisfaction with low standards. Public sentiment is gathering force—at any time it may break out in a Nation-wide movement for the thoroughgoing reorganization of rural education. Meanwhile the pattern is being set, the plans laid. Over relatively wide areas rapid progress is being made. There are now some twelve thousand consolidated schools, each replacing from four to twelve one-teacher schools, of which there are still left enough—some two hundred thousand—to constitute a grave

problem. But it is good to know that the heaven is at work. Of great significance, too, is the strong professional organization of rural-school leaders with its constructive and far-reaching program, and a new journal devoted exclusively to its problems.

There are other educational fields in which the year records substantial progress. Revised salary schedules show a marked tendency to erase distinctions as between the different "levels" of service and to recognize especially the factor of training as a determinant of salary-increases, thus strengthening mightily the ideal of continuous growth as the foundation of the new profession of teaching.

The problems of school taxation are being studied as never before, and new sources of possible revenue will doubtless be disclosed by the extensive investigations now in progress.

School architecture and school sanitation are taking on new life in the effort to catch up with the building programs that could not be put through during the period of high prices.

Auxiliary agencies—medical and dental inspection, the school-nurse, and the visiting teacher—are being stabilized and extended to new areas, and especially, under coöperative arrangement, to groups of small-town and even open-country schools.

Last but by no means least, the scientific study of the problems of teaching and learning is steadily progressing. Here, too, organization is much in evidence. With organization have come new technical journals, and these have surprised and gratified their promoters by the wide circulation that they have obtained among classroom teachers. The distrust of scientific research in education is passing with the clear demonstration of its value in making the work of the teacher, not easier perhaps, but more effective, and consequently more satisfying.

All in all it has been a year of real progress in our profession—not spectacular, but permanent and enduring progress. Professional standards are taking form and substance. Professional organization is insuring unity of effort. Individual enthusiasm is being sustained and nourished by a heightened professional consciousness which gives rich promise of reaching a greatly increased number of teachers during 1922.

Teachers may well enter upon the tasks of the year ahead with renewed

assurance that one problem after another will find solution. For the task that lies ahead we have, if not new vision, certainly new elements of strength. In consequence of organized professional

effort—National, State, and local—universal education will more and more be recognized as the major function of democratic government.

Taxation and Education

JOHN A. H. KEITH

President of the State Normal School, Indiana, Pennsylvania

AMERICAN EDUCATION WEEK has emphasized the importance of keeping facts about education clearly before the taxpayers of the country. There are many persons who believe that taxes should and can be materially reduced, but there is no demand for reduced expenditure where such retrenchment would cripple the work of public education. In this connection it is interesting to consider the cost of education as it relates to taxes collected by the Federal Government from various sources.

The Federal income and excess-profits tax for 1920 yielded \$3,956,936,003.60. This sum would carry out in full all the provisions of the Towner-Sterling bill for a period of thirty-nine years.

The transfer of estates of decedents (Federal inheritance taxes) yielded \$103,635,563.24 in 1920. This is in excess of the upper limit of Federal aid provided in the Towner-Sterling bill. In 1921 the increase in this item alone was more than \$50,000,000.

The liquor business was dying in 1920, but the tax on distilled spirits and fermented liquors for that year amounted to \$139,871,149.80. This is just the Federal tax on spirits and liquors—not the money spent for them.

Then there is the little matter of tax on tobacco that yielded \$295,809,355.44 in 1920—a bagatelle that would support the National program in education for almost three years.

The automobile business paid in Federal taxes in 1920, the neat sum of \$143,922,796.01, while transportation of freight, express, and persons (including sleeping and parlor-car charges) netted \$153,244,610.48. Candy contributed \$23,142,033.53 to the Federal treasury; articles made of fur added \$15,311,214.24; jewelry paid \$25,863,607.00 in Federal taxes; beverages, including soft drinks, was a mere matter of \$57,460,956.04; capital stock of

corporations paid \$93,020,420.50; theatres, concerts, cabarets, and the like yielded \$76,720,555.43.

It is easy to make up a little list, excluding all of the foregoing, that yielded, in 1920, in Federal taxes, a total in excess of the \$100,000,000 needed to finance a National program in education.¹

Pianos, organs, and the like..	\$13,624,121.46
Sporting goods.....	2,944,912.84
Chewing gum.....	1,124,943.34
Firearms.....	4,644,793.45
Toilet soap.....	1,919,398.44
Motion-picture films.....	4,381,276.31
Perfumes, medicinal articles..	6,427,881.08
Theatres, museums, circuses..	2,048,806.31
Bowling alleys, pool tables...	2,782,156.85
Passenger automobiles.....	2,040,243.61
Pleasure boats, power boats..	862,236.56
Dues to clubs.....	5,198,001.31
Oleomargarine.....	3,728,276.05
Insurance.....	18,421,754.01
Telegraph, telephone, and radio messages.....	26,631,837.20
Playing cards.....	3,088,462.02
Oil by pipe lines.....	8,426,405.68

Total.....\$108,295,506.52

The internal revenue taxes collected in each of the following twelve States, in 1920, exceeded the maximum amounts to be expended annually under the provisions of the Towner-Sterling bill:²

California.....	\$179,267,565.78
Connecticut.....	106,849,898.84
Illinois.....	443,728,892.32
Massachusetts.....	352,022,233.29
Michigan.....	283,296,068.66
Missouri.....	149,492,682.08
New Jersey.....	155,176,800.93
New York.....	1,418,336,728.18
North Carolina.....	162,665,947.23
Ohio.....	373,747,085.08
Pennsylvania.....	557,379,411.38
Texas.....	105,097,962.63

Total.....\$4,287,061,276.40

One half of the total amount collected by the Federal Government in internal revenue in 1920—\$5,407,580,251.81—would endow the National

¹These figures may be found on pages 95-96 of the Annual Report of the Commissioner of Internal Revenue, 1920.

²See Annual Report of Commissioner of Internal Revenue, 1920, page 99.

"Art gives scope alike to the skill of the hands, the genius of the mind and the dream of the heart."

School's Share in Nation's Wealth

OAKLAND SCHOOLS USE LESS THAN TWO-FIFTHS OF THE TAXES

	This nation spends annually on our Public Elementary School Education.	\$ 762,259,154
	Each year the nation spends on face Lotions and "beautifying" Cosmetics.	750,000,000
	Normal Schools training teachers in the United States of America cost yearly.	20,414,689
	The bill paid with jolly alacrity for Chewing Gum in this broad land.....	50,000,000
	Higher Education totals yearly in the Institutions of Learning in America..	137,055,415
	Sundaes, sodas and Drinking Fountain Delights cost annually and gleefully..	350,000,000
	All Departments of Education in the Whole Nation cost annually less than.	1,000,000,000
	Joy Rides and Pleasure Resorts present a Yearly Bill totaling the goodly sum of	3,000,000,000
	In the year 1920 to 1921 in California Crime cost this sunny, golden State..	55,730,206
	In 1920 to 1921 School Education In California cost its citizens only....	47,455,957
	City and County Taxes Levied for All Purposes.....	5.12
	Oakland Schools use from City and County Taxes only.....	1.84

program in education, if it were invested at four per cent annually.

In a recent daily paper, there is the following statement from Washington:

"Statisticians for the Government have labored hard to bring the relative figures as to military expenditures and the amounts spent by the people of the country for amusements and minor luxuries out so sharply that their significance would be seen at a glance.

"One set of tables shows that against \$418,000,000 spent for the army in 1921, the country spent \$750,000,000 in candy and chewing gum, \$834,000,000 in soda and confections, and \$959,000,000 for perfumery, jewelry, silk stockings, and other articles for personal adornment. The smokers poured out \$1,151,000,000 for tobacco in all forms. Baseball fans, theatre-goers, cabaret frequenters, and those attending concerts paid \$897,000,000."

The total of the above sums is \$4,591,000,000, enough to finance the National program in education for forty-five years.

These facts serve to show the enormous wealth of the United States. Certainly a people which can spend such enormous amounts for luxuries can af-

ford to maintain adequate public educational facilities. These are only a few of the facts which can be used to drive home the comparatively low cost of education. Authorities in each of the various States, cities, and counties may

well make similar investigations and comparisons for their various localities. The comparison of the cost of education with the cost of any one of the numerous luxuries in a given State or community is a good problem for students in teacher-training institutions.

OF ALL THE problems competing for the attention of college authorities none transcends in importance that of teaching efficiency. . . . Each college should organize a committee to study teaching personality and efficiency and give it power to study, analyze, and formulate recommendations for improvement. Such a committee could collect information about teaching personality, methods, and classroom procedure from all sources, could visit classes in its own institution or in others, observing, recording, and analyzing. Then the authorities and faculty, on the basis of the knowledge and recommendations, could formulate minimum standards of teaching personality and methods. The various departments of the faculty could also be engaged in studying their own pedagogical problems.—David E. Berg, in *Personality Culture by College Faculties*.

Breathe hard, play hard, rest hard, work hard, up and at it, no matter what it is.—Theodore Roosevelt.

No man knows how much joy there is in the world until he gets concerned in the sorrows of others.—Selected.

City or Town _____ Date _____
Name of person making this report _____
No. _____ Street, Post Office _____ Mass.

The Massachusetts Teachers Federation desires authentic information regarding teachers' salaries, as per December 1, for publication in Common Ground.

Will you be so kind as to answer this questionnaire, and return it not later than DECEMBER TENTH?

As an acknowledgement of the favor, a copy of Common Ground, containing the complete statistics, will be mailed you as soon as published.

Please make no changes in the form. Give no supplementary information. Write only maxima, and only one amount in each space.

MAXIMUM SALARIES

(Give the amount paid per annum)

ELEMENTARY SCHOOL			JUNIOR HIGH SCHOOL		HIGH SCHOOL				Principal
Elementary Teachers	Primary Principal	Grammar Principal	Teachers	Principal	Women	Men	Heads of Departments Women	Men	
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

What increase is contemplated or requested? _____

Ernst Makechnie, Secretary,
238 Elm Street, Somerville 44, Mass.

INFORMATION about teachers salaries is being gathered in Massachusetts by the use of this form. Other associations affiliated with the National Education Association will gather similar statistics. The Journal wishes to receive information thus gathered at the earliest moment.

The School Plant and the School

W. B. ITTNER

Architect and School Specialist, St. Louis, Missouri

THERE IS MUCH greater interest and far more skill in schoolhouse planning today than formerly. In fact, there is more to it. Schoolhouse planning at the present time constitutes an interesting problem in architecture. It also involves an interesting study in educational development. A school architect who does not keep in constant touch with changes in educational objectives, with new types of organization and administration, and with the evolution and enrichment of the curriculum cannot successfully plan schools.

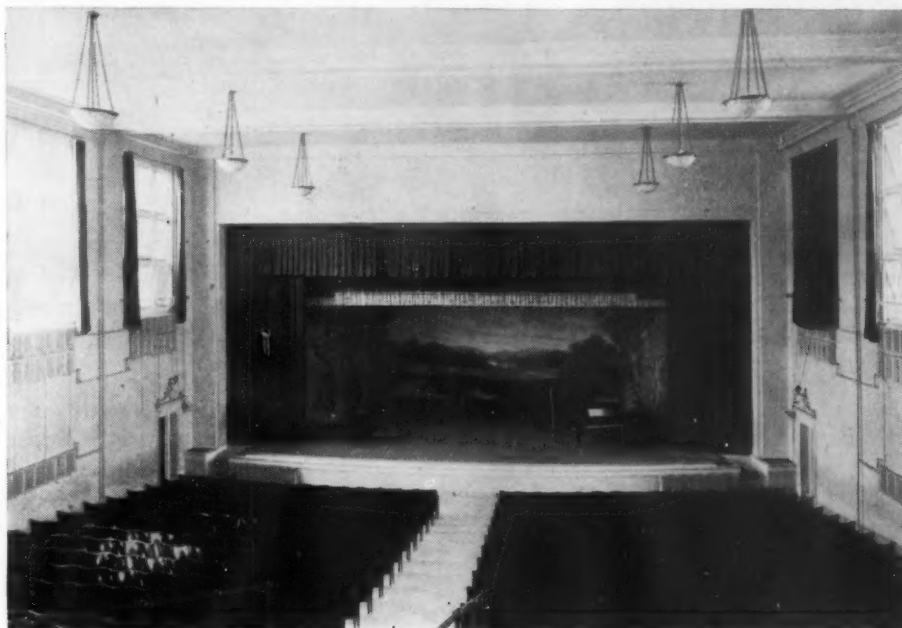
School Plants of Yesterday and Today—Fifty years ago schools were little less than an aggregation of classrooms, usually about eight- or ten-room buildings. They were more or less standardized structures—that is, a building in one community would readily fit another community. But today every school is an individual problem and must fit specific educational programs. Furthermore, no progressive school today can afford to be merely a group of classrooms because no progressive community would adhere to the 1775 curriculum. Modern school plants will include classrooms, to be sure, but these will constitute only a part of the varied facilities

now demanded by the enriched curriculum.

In Dr. E. P. Cubberley's *Public Education in the United States* there is an

ing the last 125 years. This chart is significant to the school architect. It indicates at a glance that it is useless to attempt the impossible with the school plant of yesterday.

We must go even farther than this chart and note that the curriculum since 1900 has not been static. The recent emphasis on physical education is demanding extensive and varied health facilities



THE ENRICHED curriculum calls for auditoriums in all schools.

interesting chart showing the expansion of the curriculum at periodic times during

Expansion of Elementary School Curriculum From 1775 to 1900

1775	1825	1875	1900
READING	READING	READING	READING
WRITING	WRITING	WRITING	WRITING
ARITHMETIC	ARITHMETIC	ARITHMETIC	ARITHMETIC
GEOMETRY	GEOMETRY	GEOMETRY	GEOMETRY
ALGEBRA	ALGEBRA	ALGEBRA	ALGEBRA
SCIENCE	SCIENCE	SCIENCE	SCIENCE
PHYSICS	PHYSICS	PHYSICS	PHYSICS
CHEMISTRY	CHEMISTRY	CHEMISTRY	CHEMISTRY
HISTORY	HISTORY	HISTORY	HISTORY
CIVIL GOVERNMENT	CIVIL GOVERNMENT	CIVIL GOVERNMENT	CIVIL GOVERNMENT
ENGLISH	ENGLISH	ENGLISH	ENGLISH
FRANGLISH	FRANGLISH	FRANGLISH	FRANGLISH
SPANISH	SPANISH	SPANISH	SPANISH
ITALIAN	ITALIAN	ITALIAN	ITALIAN
GERMAN	GERMAN	GERMAN	GERMAN
RUSSIAN	RUSSIAN	RUSSIAN	RUSSIAN
CHINESE	CHINESE	CHINESE	CHINESE
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ELEMENTARY SCHOOLS of the past did not approach the architectural individuality evidenced by this school.

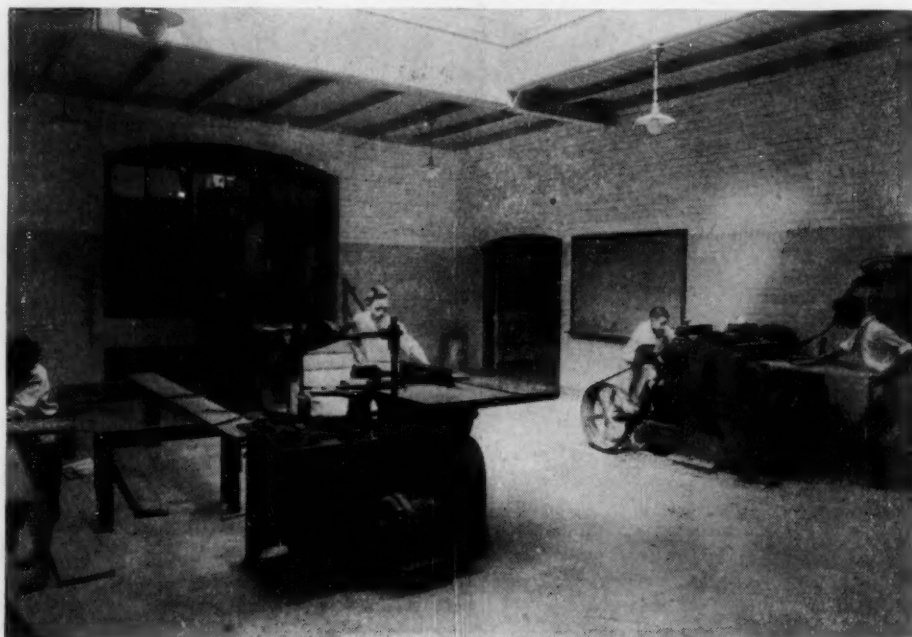
dustury caused fundamental changes in the living and working conditions of our great commonwealth. It changed the home and created new community demands. Some constructive issues have developed from this pressure outside the school.

(2) Scientific experiments, educational surveys, and research have been operating for several years in a number of private and progressive public schools, and in departments of education and laboratories of our universities. All of this work and study has had a tendency to develop a scientific attitude of mind toward educational procedure. Our progressive school literature abounds in accounts and records of educational experiments, surveys, and research, and all of it emphasizes the inability of the schools of yesterday to meet the changed needs of today.

(3) Practical demonstrations in a number of progressive school communities in the country have been potent factors in determining the limitations of the school of yesterday. Schools in such communities have towered aloft like shining lights in a world of semi-darkness. Their originators have blazed the way, have coped with the problems of fundamental changes, and have withstood the assaults of the ultra-conservatives.

(4) By far the most pronounced cause in the educational awakening has been the revelations of the world war. While scientific research, progressive

literature, and practical demonstrations were more or less effective in stimulating attention to present-day educational needs, it required the use of cold-blooded statistics to force the attention of all concerned to the seriousness of the neglect of certain fundamentals in education. Hence the recent marked attention upon health, recreation, manual occupations, and citizenship. And these later changes in fundamentals are demanding richer facilities in the school plant.



THE SCHOOLS of today are offering opportunities for practice in thrift, industry, and good citizenship.

The Modern School Plant—Unfortunately, only a few elementary school plants include the facilities demanded by the present-day enriched curriculum. However, all progressive school authorities and architects are working for adequate sites, playgrounds, work shops, auditoriums, and laboratories in schools. The school people at Gary, Indiana, were probably the pioneers in developing enriched educational environments for children of all ages. I remember while planning the Emerson and Froebel schools of that city several years ago, that the five- and twelve-acre sites of these schools were somewhat startling; now large sites are commonplace. Then, the extensive physical-education quarters at these schools were considered extravagant; now practically all schools are clamoring for more room for physical training. Furthermore, the continuous use of the auditorium was attacked. Now school superintendents recognize the unlimited possibilities of auditorium activities in schools. The extensive shop facilities have also been targets for criticism.

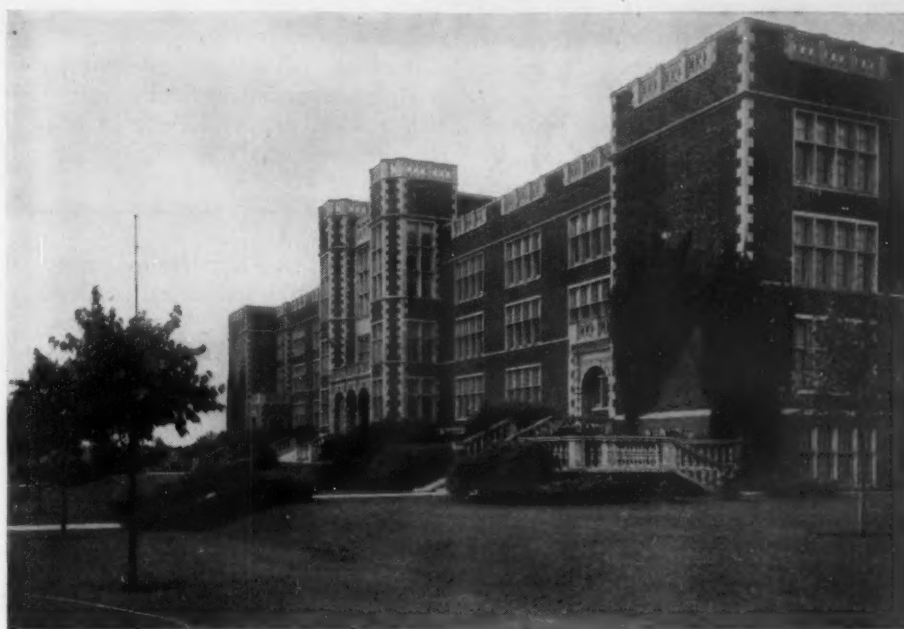
One of the most interesting schools I have planned for an unusually rich curriculum was the Franklin School at Port Arthur, Texas. The school authorities at this city had called Miss Marie Anderson, of Gary, Indiana, to institute a reorganization of their elementary-school system, which consisted as usual of a number of small units. The net result of this reorganization was a cen-

tralized school plant equivalent in housing to seven small schools.

A ten-acre site provided adequate space for playgrounds, gardens, and lawns. Standard-sized gymnasiums, pools, clinics, showers, dressing-rooms, and roof gymnasiums were included in the physical-education quarters. Four standard laboratories and two classroom-sized greenhouses opening to handwork rooms and gardens served the science groups. Although the full capacity of this school was 2,600, the auditorium seated only 800, for the type of organization at this school (work, study, play) required seatings for only ten classes at a time. A group of seven shops for boys and six home economics rooms for girls provided rich opportunities for the prevocational activities, and these as well as a school library and music and drawing studios supplemented the physical-education quarters in recreational activities.

The Old and New Way of Planning School-Building Programs—Formerly, schools, like Topsy, just grew up. Sometimes they were needed, but oftentimes they grew up from ulterior motives. The modern method of determining school-building needs is quite different.

Recently I had the opportunity, while in Detroit, to discuss the matter of school planning with the men in the architectural research department of the Board of Education. It was truly inspiring to listen to these men explain their survey of present conditions in their city relative to industrial, com-



S*CHOOL BUILDINGS can and should be beautiful as well as useful.*

mercial, and transportation conditions and to note how carefully these studies had been projected into the future. The most interesting of all was their plan to absorb the small worn-out school plants into fewer and larger units, in order to insure the economic possibility of adequate sites and enriched facilities.

While planning for the enriched facilities necessary for their enriched curriculum, they were also solving their housing problems, by means of their particular type of organization, which

they designate as the "platoon" plan. This organizing device hovers constantly over their building plan, checking waste space, adjusting proportions, and increasing multiple uses. Detroit is most assuredly solving her problem of an enriched curriculum for all children (1) by a reconstruction of educational objectives; (2) by an expanded curriculum and enriched school plant, and (3) by a new type of organization. Certainly, this kind of school procedure means economy and progress.

I have been much interested in the surveys by the Federal Bureau of Education. The economy of centralization and the necessity for a new type of organization if full educational advantages are to be enjoyed by all children are emphasized in the reports of these surveys. The convincing element is the comparison in housing, in costs, and in educational advantages between the small traditional classroom school and the centralized unit.

Administration a Factor in Building Economy—The real meaning of efficiency and economy in school buildings is maximum service. The school architect is not alone responsible for such service. School plants may be planned efficiently and economically for their educational programs, but unless their operating programs call for the fullest use of facilities, economy becomes a misnomer. School administrators must assume responsibility for a large amount of waste in buildings. Maximum and



C*OLOR HARMONY, sunshine, and free space make this kindergarten a paradise for little children.*

multiple use of facilities can be realized only through skilful methods of organization and administration. If proper recognition in the building plan is desired for physical education, manual skill, citizenship, recreation, and the like, then due recognition should be given these activities in the operating plan. It is an undeniable truth that the expanded curriculum and the modern school plant demand a new type of organization. The traditional plan of organization makes the new school a financial impossibility. It is only when all parts of the enriched school plant serve as definite a place in housing as classrooms do, that the new school will be economically possible for all communities.

Other Factors in Economy—Although adjusting a school plant to its educational program is by far the most important factor in school-building service, there are certain mechanical matters in planning and constructing that effect economies and aid administration and instruction. For instance, width of corridors, size, number, and location of stairways, lockers or cloakrooms, showers, and dressing rooms may be successfully standardized under certain conditions. Also certain matters concerning safety, lighting, ventilation, and heating may be reduced to standards—for example, height of building, number of exits, and amount of window surface.

Comparison of One and Two-Story Schools—Height of buildings has been a mooted point in school-house planning. The one-story elementary school has been recommended rather indiscriminately on the grounds of safety and economy. That the two-story building, if planned efficiently, is as safe as the one-story has been demonstrated. The following study of comparisons of the two types of schools, made for the Dallas Board of Education, has convinced the writer that all other things being equal, the two-story structure is the more economical.

(1) Site comparisons revealed the fact that the one-story building would need a fifteen and one-half per cent larger site if the amount of play area per pupil was to equal that of the two-story plan.

(2) There were 570 square feet more corridor space in the one-story building.

(3) In cubical content the one-story plan exceeded the two-story by 54,336 cubic feet.

(4) The cost of the one-story school was \$20,648 in excess of the two-story building.

Altogether, the above comparisons revealed that the one-story school had no educational advantages, no lighting or safety advantages over the two-story plan although its cost was more than eight per cent greater. The Mt. Auburn and

WE HAVE seen many periods which tried the soul of our Republic. We shall see many more. There will be times when efforts will be great and profits will vanish. There have been and will be times when the people will be called upon to make great sacrifices for their country. Unless Americans shall continue to live in something more than the present, to be moved by something more than material gains, they will not be able to respond to these requirements and they will go down as other peoples have gone down before some nation possessed of a greater moral force. The will to endure is not the creation of a moment; it is the result of long training. That will has been our possession up to the present hour. By its exercise we have prospered and brought forth many wonderful works. The object of our education is to continue us in this great power. That power depends on our ideals. The great and unflinching source of that power and these ideals has been the influence of the classics of Greece and Rome. Those who believe in America, in her language, her arts, her literature, and in her science will seek to perpetuate them by perpetuating the education which has produced them.—From an address delivered by Vice-President Calvin Coolidge before the American Classical League, Philadelphia, Pennsylvania, July 7, 1921.

the Austin elementary schools at Dallas were planned as two-story structures after this comparison had been submitted to the Board of Education. Furthermore, the report determined the future policy of the Board relative to one- and two-story buildings for Dallas.

What is known as the "open plan" is a factor that affects the efficiency of school buildings. This arrangement permits classrooms along but one side of the corridor. Its first cost is greater than by the closed plan where the corridor has classrooms on both sides. The facts that corridors have maximum light and that the natural ventilation of the whole school is affected favorably by the "open plan" make it ultimately stand out as a "high light" when building service is considered. Therefore it should be considered a factor in economy.

The elimination of basements is a forward step in school planning, both as regards safety and economy. Basements were fire-breeds in schools. The isolation of the heating plant and fuel rooms in the rear in quarters similar to shop additions, is the safe and wise plan.

Elasticity of the building plan is important economically, as well as educationally. Recently I noted in a pamphlet describing the primary work of the Highland Park, Michigan, school that, for purposes of improving instruction, the partition between two of the primary rooms had been removed and three rooms of unequal size constructed. To the experienced architect this kind of readjustment from time to time is anticipated, and he so plans that changes, by a re-arrangement of partitions, can readily be made. In fact, in a number of recent buildings large undivided spaces are planned for shop quarters and the partitions installed as required.

School Architecture—The architectural expression of schools is receiving far more attention than formerly. The school building of today is becoming an architectural asset to the community. Plans have recently been made for the Central Technical High School of Columbus, Ohio. This building is the first of a civic group. It will therefore incorporate the key design for the buildings to follow.

To the experienced school architect, the exterior development is but an evolution of the interior. As the interior plans will vary in different communities, so will the exterior. This should lead to architectural individuality. School plants can and should be beautiful as well as useful, and all educationists can assist in bringing this result about by insisting that the buildings stand out preëminently as the most thoroughly planned and best-designed and executed structures in the community.

Historic Boston

TO THE AVERAGE American who has not yet visited Boston, the word 'Boston' is sufficient to recall those spectacular scenes in Colonial history so vividly impressed on his schoolboy's memory—the Boston tea party, Paul Revere's ride, the battle of Bunker Hill. Strive as he will to visualize modern Boston—as he knows it must now appear—he utterly fails for habit and imagination are stronger than knowledge. And to some extent his dream of Old Boston would find itself come true were he to wander today down some of the crooked little streets which bear such strong resemblance to London courts and alleys, along narrow foot passages cutting between thoroughfares and under sheltering arcades.

The founders of Boston, though naming the town after Boston in Lincolnshire, England, endeavored to make another London, and in truth it was the center of English interests in the New World. Not until the coming of the French Huguenots toward the end of the

seventeenth century did any foreign element change the atmosphere of English austerity. However, neither did their

coming nor the increasing numbers of Scotch and Irish, naturally attracted to the largest port in the colonies, impair

The Town began around the Market Place, at the head of the present State Street, where the Old State House now

stands. Here the first homes were built along those legendary "cow paths." State and Washington Streets were the first highways; Merchants Row, Newbury, Hanover, and Ann Streets followed. Milk Street was once known as Fort Lane, High Street as Cow Lane, and Boylston as Frog Lane. The Town's west boundary, till into the nineteenth century, was the edge of the Common on the margin of Back Bay; the southern limit was Essex and Boylston Streets. Its whole territory comprised less than eight hundred acres. Now the city is nearly forty times as large with a population of more than 750,000 people.

Thanks to the Massachusetts Historical Society and a small number of preservers of our Nation's historic landmarks, the old State House, built in 1749 on the site of the former Town Hall and inside its outer walls, has been preserved for posterity after years of struggle with

business interests. With the exception of the street floor and the basement—now used for a tunnel railway station by



FROM THE BELFRY of Old North Church Paul Revere's signal warned the minute-men of the march of the British on the eve of the battle of Lexington. Its communion service was presented by George II in 1733; the chimes date from 1744. Thousands of teachers will visit this center of Revolutionary activity next July.

seventeenth century did any foreign element change the atmosphere of English austerity. However, neither did their

the English influence, and even up to 1820 the city preserved its English character and appearance.



THE ABOVE PICTURE shows Faneuil Hall, the scene of all the great gatherings of the people previous to and during the Revolution. Here Lee, Otis, Quincy, Adams, Hancock, and other patriots exerted their talents to impress the necessity of vigilance against foreign encroachments. Not far from Faneuil Hall stands the birthplace of Paul Revere, well-known in song and story. The building, which is shown here, is a veritable mecca for tourists.

the local transit company—the building is protected by law from further encroachment. Its upper floors are occupied by the Bostonian Society, whose collection of old Boston rareties, portraits, prints, and manuscripts is so rich and varied that every teacher will wish to examine it.

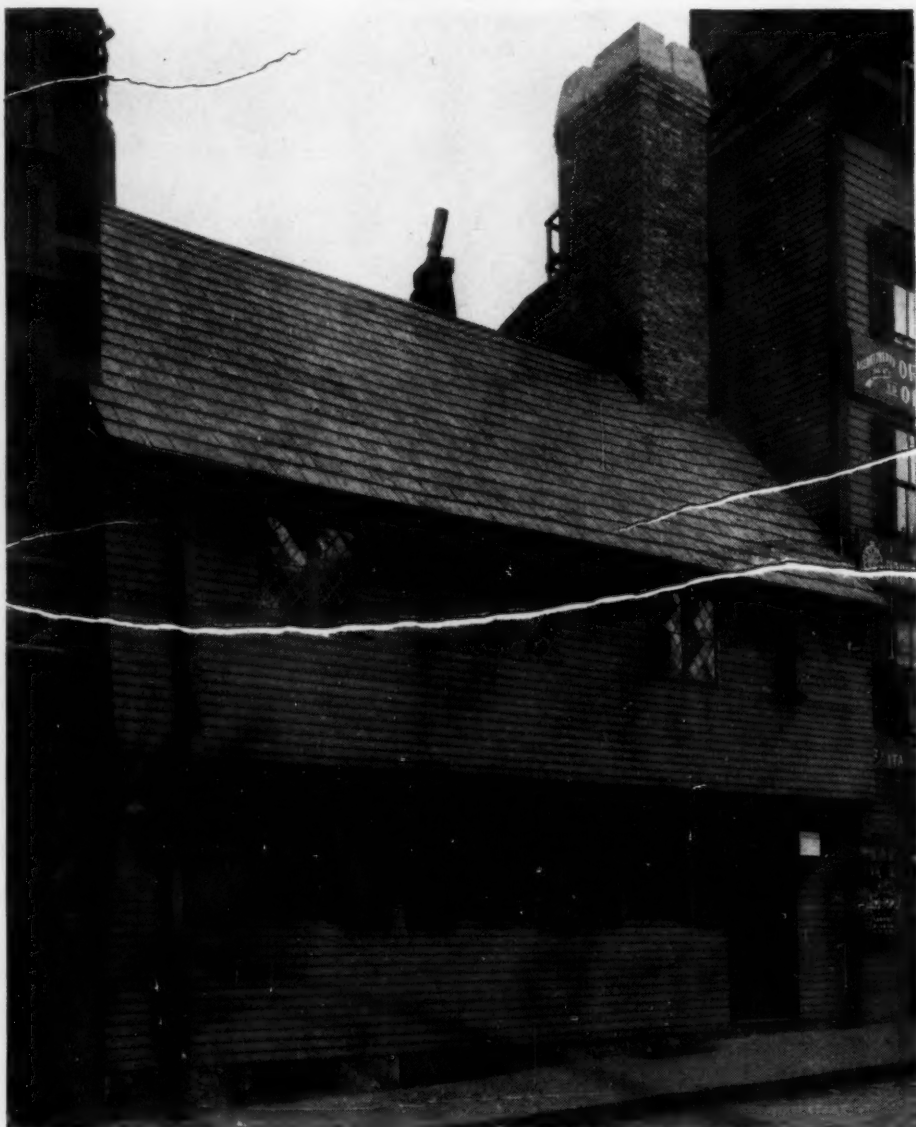
Faneuil Hall, "the Cradle of American Liberty," built in 1763 within the original structure of 1742, stands in Faneuil Hall Square. Its very name recalls James Otis, who dedicated the Hall to the "cause of liberty," the repeal of the Stamp Act, and the siege of Boston. During the Revolution, the Boston Committee of Correspondence and "The Little Senate" met here, and since that time hosts of National leaders have spoken from its rostrum. Here Webster delivered his eulogy on Adams and Jefferson and Wendell Phillips and Charles Sumner delivered speeches famous in history.

The massive stone walls of King's Chapel surmounted by its heavy square

tower and wooden Ionic columns present an appearance little changed from

Province days when it was the official church of the royal governors. Its interior is no less interesting. The high pulpit and reading desk recall a London church. The old communion table and the mural tablets are of interest. The church registers, the plate, a royal gift, and the vestments—all removed during the Revolution, have been restored.

In the heart of the Italian colony on North Street is the low wooden house where Paul Revere lived during the Revolution, and near it on Salem Street stands the oldest church in Boston, Christ Church, erected in 1723. A tablet on the front tower tells us that Paul Revere's signals were here displayed April 18, 1775. Other churches of historic interest are Old South Meeting House, representing Puritan Boston; Park Street Church, a type of the few remaining examples of colonial architecture; St. Paul's Church where Daniel



Webster was a pewholder; and Trinity Church, familiarly known as Philip Brooks' church.

The old cemeteries attract the lover of history. In Copp's Hill Burying Ground, directly opposite Christ Church, may be seen the tombs of the Mathers and Hutchinsons. In King's Chapel Burying Ground, on Tremont Street, are interred the Winthrops, John Cotton, Governor John Leverett, and Mary Chilton Winslow. Several governors and many famous patriots, such as Samuel Adams, James Otis, John Hancock, Paul Revere, and the parents of Benjamin Franklin are buried in the Granary Burying Ground.

Contrasting with the quiet sleeping-place of the dead are the old taverns, scenes of jolly gatherings in bygone days.

The site of the first tavern, Cole's *Ordinary*, may be seen on Washington Street and over on Devonshire Street the site of the *Blue Anchor*. Going down a blind alley of Williams Court under arcades, we emerge at the *Bell-in-Hand* Tavern, which carries its original sign, a hand swinging a bell.

No less interesting is the little old brick building nearly opposite the Old South Meeting House, on the north corner of School Street. It was erected after the "great fire" of 1711 and for years was known as the "Old Corner Bookstore." Here that remarkable literary group of the nineteenth century met in the "curtained corner" of Fields'.

Boston abounds in curious relics and picturesque places, many of which pos-

sess artistic value. Such is the quaint iron gateway at the foot of Bosworth Street. On Washington Street near the corner of Essex and Boylston Streets, on a tablet affixed to a building is a free-stone bas-relief of a tree. It marks the spot where grew the elm so famous in our annals, "Liberty Tree." One of the well-known relics is the Boston Stone, brought from England about 1700 to use as a paint-mill. It is a large rough piece of stone with a spherical stone on top of it, marked BOSTON STONE, 1737. It was probably put up as a guide-post for shops in the neighborhood and may be seen imbedded in the rear wall of a building fronting on Hanover Street at the corner of Marshall. Of unusual interest is the underground passage between old Province Court and Harvard Place. Entrance to this grim tunnel of Revolutionary days may be had from a court on Washington Street opposite Old South Church. It runs parallel to the granite wall of Old Province House, the walls alone of which remain standing.

An account of Boston is incomplete without reference to its waterfront, which in early times, as today, played an active part in the life of the townspeople. From Howe's Wharf to Constitution Wharf, where "Old Ironsides" was launched in 1794, there is much of interest. Long Wharf, the oldest, dates from 1710. A tablet, marking the site of Griffin's Wharf, at the corner of Atlantic Avenue and Pearl Street, tells the story of the Boston Tea Party.

As in every American city, we find in Boston numerous monuments erected to the memory of famous characters and heroes of former wars. On Beacon Street against the Common, opposite the State House, stands Shaw monument. The Army and Navy Monument is most conspicuous above the trees in Boston Common. The Public Garden abounds in statues and monuments, some of them being the Ether monument, the equestrian statue of Washington, the bronze figures of Edward Everett, Charles Sumner, Colonel Thomas Cass, and the granite figure of William Ellery Channing. Commonwealth Avenue, whose parkway leads from the main path of the Public Garden, is lined with the statues of Alexander Hamilton, General John Glover, William Lloyd Garrison, and Leif Ericson. But statues and monuments to mark the past seem almost unnecessary for the city itself is a monument of American history.

Disarmament will make these possible



A MODERN HIGH SCHOOL

One week of the world war cost the United States a sum of money sufficient to build in your state and in each and every state of the Union:

- 20—\$100,000 High Schools
- 30—\$40,000 Grade Schools
- 10—\$100,000 Churches and
- 40—\$35,000 Recreation Centers
with playgrounds and swimming pools

The United States was in the world war 19 months and 9 days, at a cost of \$22,600,000,000, which does not include loans to other nations. The average cost per week was \$272,000,000.

The Growth of the Summer School

RAYMOND WALTERS

Dean of Swarthmore College, Swarthmore, Pennsylvania

ATTENDANCE at American colleges and universities, which soared upward with the after-war influx of students, has now apparently reached a fairly stationary level in respect to courses of the standard academic year. This distinctly does not apply to the enrolment of that youthful off-shoot of the collegiate tree, the summer school. Instead of showing a recession or equilibrium in attendance the university summer schools of the country last summer showed a growth of more than one fourth over their 1920 numbers.

The statistics presented herewith reveal this and other facts, significant because the great mass of summer school students are secondary-school teachers, and their interest and activity consequently point the way to the fulfilment of the first objective of the National Education Association, "In every classroom in America a well qualified, professionally trained teacher."

The figures of the accompanying tables are the result of a study recently made by the present writer under the auspices of the U. S. Bureau of Education, covering 1921 and 1920 summer-school enrolment not only of colleges and universities but of normal schools and normal colleges.

There were 410 institutions which reported having summer sessions in 1921, with a total of 253,111 students, a gain of 62,105 students, or about 32 per cent over 1920. Of these institutions 241 were universities and degree-granting colleges. Their 1921 summer enrolment was 143,154, as compared with 111,617 in 1920. The gain of 31,537 is 28 per cent. This 28 per cent gain is the more striking when compared with the 3 per cent loss in the enrolment of full-time regular students of 1920-21 as compared with 1919-20 in the 30 American universities, annually considered in *School and Society*—the enrolments of these 30 being 135,896 for 1919-20 and 132,091 for 1920-21.

In Table I there are listed the 50 universities and colleges having the largest summer-school enrolments in 1921 and in 1920. Columbia University is far in

the lead numerically, having in both years more students than the combined totals of the next two highest, the University of Chicago and the University of Wisconsin. The greatest percentage gain in this list was that of Temple University, Philadelphia, which expanded 168 per cent. Other exceptional increases were Oregon State Agricultural College with 109 per cent and the University of Pennsylvania with 88 per cent. Only one institution in this list had fewer students in 1921 than in 1920. The one

Table I.—First 50 Universities and Colleges in Order of Enrolment

	1921	1920
Columbia University	11809	9780
University of Chicago	6000	5012
University of Wisconsin	4547	3578
University of California	4430	4009
College of City of New York	3300	2780
University of Colorado	3264	2181
University of Michigan	2815	2194
Cornell University	2739	2124
University of Minnesota	2687	2025
University of Texas	2584	1955
University of Virginia	2429	1516
Iowa State College	2107	1088
New York University	2076	1755
Ohio University	2043	2163
Harvard University	2022	1729
University of Illinois	1958	1381
University of Washington	1929	1664
Pennsylvania State College	1905	1346
University of Pennsylvania	1758	935
State University of Iowa	1750	1420
Indiana University	1670	1479
University of Oklahoma	1660	1306
Mass. Institute of Technology	1599	1401
University of Nebraska	1589	1096
Ohio State University	1543	1434
A. & M. College of Texas	1500	1977
University of Pittsburgh	1392	824
University of Utah	1330	1280
George Washington University	1318	1053
University of Kansas	1276	924
Valparaiso University	1257	1873
University of Missouri	1138	834
Stanford University	1134	685
University of Georgia	1127	1066
University of North Carolina	1090	1134
West Virginia University	1049	651
Oregon State Agri. College	1023	489
Temple University	1000	373
Univ. of Southern California	998	823
Johns Hopkins University	949	442
University of Cincinnati	934	748
North Carolina State College	903	671
University of Tennessee	895	...
A. & M. College of Oklahoma	841	660
Louisiana State University	819	585
Kansas State Agri. College	817	604
De Pauw University	790	550
University of Florida	789	728
Miami University	763	734
Fordham University	750	400

Table II.—Five-year Increase in Summer-School Enrolment

Geographical Division	Number of Colleges	Attendance in 1921	Attendance in 1916	Per cent of Increase
N. Atlantic	11	30,400	15,166	100
N. Central	18	35,684	22,774	57
S. Atlantic	7	7,225	4,254	70
S. Central	7	9,017	6,152	47
Western	7	14,108	7,896	79
Total	50	96,434	56,242	71

summer school of the list in which secondary-school teachers were not in attendance was that of the Massachusetts Institute of Technology where the enrolment is made up of regular students taking summer engineering courses.

To compare various sections of the country, these 50 institutions were considered on the geographical basis, using the U. S. Bureau of Education division as to States. The rate of increase was found to be surprisingly uniform. The percentages of increase of the 1921 enrolment of the 50 summer schools over 1920 were as follows: 11 institutions in the North Atlantic Division, 29 per cent; 18 institutions in the North Central Division, 23 per cent; 7 institutions in the South Atlantic Division, 27 per cent; 7 institutions in the South Central Division, 26 per cent; 7 institutions in the Western Division, 27 per cent.

The full measure of the new interest in summer school offerings may be better appreciated by comparison with the situation five years ago. In 1916, 44 of these 50 institutions had summer sessions with a total of 56,242 students. In 1921 they had 88,129 students, a gain of 56 per cent. The 1921 total of 96,434 for the 50 is an increase of 71 per cent over the 44 of five years ago. Table II shows the five-year increase in enrolment by geographical divisions.

Some of the normal colleges of Ohio, Illinois, Iowa, Kansas, Michigan, and Texas (included in the total figures for 410 institutions but not in the university and standard college list) have huge summer enrolments, ranging from one to three thousand. The five largest are the Kent, Ohio State Normal College, the Illinois State Normal University, the North Texas State Normal College, the Iowa State Teachers' College, and the Kansas State Manual Training Normal College.

No single factor accounts for the exceptional growth of the American sum-

mer school. Contributing influences are doubtless the legislative action of some States in requiring certain college credits for teachers in certain grades and the incentive offered by many school boards in increased salaries for those teachers earning college credits. It is pleasant to

believe that the biggest factor is the most laudable one: professional spirit. Whatever the causes the outcome is bound to be far-reaching in higher intellectual standards in the American secondary schools of tomorrow.

president as chairman. The secretary-treasurer is nominated by the executive committee and elected for a period of four years by the Association. There are numerous committees and thirty-six sections at work on the problems of the profession.

The Association seeks to cooperate in the fullest possible way with the State Superintendent of Public Instruction. Among the many achievements of recent years the most important are: (1) Great increase in State apportionment for schools; (2) Longer school term for country schools; (3) Improvement of salaries; (4) Liberal appropriations for special aid to rural schools; (5) Adoption of free textbook amendment and tax levy of 35 cents for support of schools and free books; and (6) Adoption of constitutional amendment permitting each school district to vote such support for its schools as it may deem necessary.

Our annual membership fee is \$1.50, one-third of which goes into the permanent fund. This fund, while yet comparatively small, has given to the Association a financial standing which has made its work in recent months far more effective than would have been otherwise possible. This fund is invested in United States bonds and the interest accrues to the available fund of the Association. The fee for life membership is \$25.00. All such fees are put into the permanent fund.

Our object is to make teaching a real profession, well paid and highly respected because of excellent service rendered. We want every reputable person in Texas who is engaged in school work to join our Association. We affiliate with the National Education Association, but not with any other organization of any character.

We are planning a great forward movement to provide more ample funds for the support of education in Texas. Every progressive force in the State will be enlisted in this endeavor.

Statistics of State Universities and State Colleges, known as Bulletin 1920, No. 48, issued by the U.S. Bureau of Education, contains statistics for the year 1919-1920. It includes an official directory and tables showing the number of professors in these institutions with their maximum and minimum salaries, student enrolment in the various departments, property and income with an analysis of State appropriations, and percentage of income derived from various sources.

Texas State Teachers' Association

RADFORD TERRELL ELLIS

Secretary of Texas State Teachers' Association and Editor of Texas Outlook

THE TEXAS State Teachers' Association was organized over forty years ago. Since that time it has been the unquestioned leader of educational progress in Texas except for a brief period during which the Conference for Education in Texas led most effectively.

For over thirty years the work of the Association was carried forward by a few hundred faithful, far-seeing men and women to whom we owe much for their unselfish service. Not until 1912 did the membership exceed 2000. During that year the plans for making our organization far greater in both size and power were formulated. Recent achievements have demonstrated the value of these plans.

In January, 1917, the present Secretary began to serve, but not until December, 1919, was it made possible for him to receive a salary for full-time service.

Coincident with the establishment of the *Texas Outlook*, owned and published by the Texas State Teachers' Association as its official organ, edited and managed by the secretary, and published twelve times each year, our membership began to increase at an unprecedented rate. The paper is sent to each member and to a few hundred others. We now have a circulation of 13,600.

The officers of the Association are a president, three vice-presidents, a secretary-treasurer, and an executive committee of twenty members including the

ON THE FIRING LINE

Joaquin Miller

For glory? For good? For fortune, or for fame?
Why, ho, for the front when the battle is on!
Leave the rear to the dolt, the lazy, the lame;
Go forward, as ever the valiant have gone.
Whether city or field, whether mountain or mine,
Go forward, right on for the firing line!

Whether newsboy or plowboy or cowboy or clerk,
Fight forward; be ready, be steady, be first;
Be fairest, be bravest, be best at your work;
Exult and be glad; dare to hunger, to thirst.
As David, as Alfred—let dogs skulk and whine—
There is room but for men on the firing line!

Aye, the one place to fight and the one place to fall—
As fall we must all, in God's good time—
It is where the manliest man is the wall,
Where boys are men in their pride and prime.
Where glory gleams brightest, where brightest eyes shine—
Far out on the roaring, red firing line!

[From the Bear Edition of the Author's Poems, The Whitaker & Ray Company, San Francisco, 1909.]

Salaries in Nebraska

W. K. FOWLER

Former State Superintendent of Public Instruction, Lincoln, Nebraska

AN ADEQUATE supply of mature, properly trained, effective teachers depends largely upon the ability of the organized profession to command salaries that will provide for comfortable subsistence, afford some compensation for money invested in professional training, furnish the means for continued professional improvement, and allow a reasonable margin for saving, which is properly regarded as an obligation of citizenship. The salary question should be studied in every possible relationship. The following type study shows the trend of the salaries of superintendents in a typical middle western State during a period of three years, revealing decided increases for 1921. It shows the trend of salaries for both men and women for a period of fifty-one years. It may be noted that while salaries have more than trebled during that period the percentage of men in the profession in 1921 is only one sixth what it was in 1871.

THREE YEARS ago, according to the *Nebraska Educational Directory*, the twenty-seven cities of the State paying their superintendents salaries of \$2000 a year or more were Omaha, \$6000; Lincoln, \$4100; Fremont, \$3300; Hastings, \$3000; Alliance and Scottsbluff, \$2600; Beatrice, Nebraska City, and York, \$2500; Aurora, Grand Island, Kearney, and Norfolk, \$2400; Tekamah, \$2300; Blair, \$2250; Fairbury and Sidney, \$2200; Havelock, \$2070; Falls City, Holdrege, Laurel, McCook, Nehawka, North Platte, Plattsmouth, Schuyler, and Wahoo, \$2000 each.

Two years ago *The Nebraska Teacher* published the names of the sixty-five cities in Nebraska then paying their superintendents \$2000 a year or more, and it was predicted that at least one hundred cities would be paying their superintendents \$2000 or more the following year. This prophecy was more than fulfilled, for the list numbered 240. There were ninety-two paying \$2500 or more. Besides the 240 city superintendents, there were twenty county superintendents, sixty-four high school principals, and fifty-five high school teachers of agriculture, manual training, domestic science, physical training, and commerce receiving \$2000 or more.

This year there are 270 cities in Nebraska paying their superintendents salaries of \$2000 a year or more. Of this number 102 cities retained their superintendents and increased salaries a total of \$26,455, an average increase of \$259.

Thirty-six cities changed their superintendents and increased salaries a total

of \$15,355, an average increase of \$426. Four cities retained their superintendents and decreased salaries a total of \$800, an average decrease of \$200. Twenty-five cities changed their superintendents and decreased salaries a total of \$5775, an average decrease of \$231. Seventy-three cities retained their superintendents at the same salaries. Thirty cities changed their superintendents without changing salaries. The total net increase for these 270 cities in Nebraska is \$35,235, an average increase over all of \$130.

Teachers and Salaries in Nebraska, 1871-1921

YEAR Ended July	NUMBER OF TEACHERS		Percentage of men	AVERAGE MONTHLY SALARY	
	Men	Women		Men	Women
1871	560	520	52	\$39.24	\$36.64
1872	773	739	51	38.50	33.40
1873	1046	1176	47	39.36	33.90
1874	1252	1483	46	37.98	32.12
1875	1504	1587	48	38.60	33.10
1876	1468	1893	44	37.14	32.84
1877	1571	2153	42	35.46	31.80
1878	1609	2121	43	34.65	25.75
1879	1607	2221	42	33.25	29.55
1880	1670	2430	40	36.12	31.92
1881	1866	2964	39	34.30	29.10
1882	1862	3507	34	37.99	28.50
1883	1788	3802	32	38.90	29.60
1884	1845	2891	32	39.50	32.90
1885	2575	6344	29	43.74	37.74
1886	2605	5884	31	42.68	34.70
1887	2529	6346	29	43.72	35.72
1888	2752	7134	28	43.18	35.54
1889	2751	7593	27	43.38	39.94
1890	2861	7694	27	43.00	37.92
1891	2409	6392	27	44.81	39.30
1892	2335	6750	26	45.20	39.20
1893	2133	7231	23	47.59	38.06
1894	2393	7080	25	46.74	39.52
1895	2548	6943	27	44.18	38.66
1896	2700	7368	27	44.53	37.58
1897	2514	6833	27	42.57	36.14
1898	2432	7175	25	42.61	36.04
1899	2038	7155	22	45.05	36.56
1900	2062	7401	22	46.26	36.90
1901	1840	7645	19	47.54	38.23
1902	1862	7767	19	49.15	38.51
1903	1490	7819	16	52.03	40.84
1904	1389	8325	14	55.24	41.40
1905	1310	8370	14	58.85	41.81
1906	1240	8399	13	60.78	43.49
1907	1281	8778	13	66.01	46.16
1908	1242	9113	12	68.37	49.32
1909	1322	9357	12	71.14	51.36
1910	1312	9787	12	73.43	52.73
1911	1306	9662	12	78.08	54.51
1912	1470	9469	13	79.02	55.31
1913	1663	10094	14	80.51	58.62
1914	1449	10569	12	84.23	58.70
1915	1586	10749	13	72.87	51.56
1916	1506	11137	12	73.21	50.94
1917	1448	11249	11	75.80	53.10
1918	1150	12098	9	86.31	56.20
1919	822	12733	6	107.37	66.87
1920	1084	12705	8	134.45	86.26
1921	1205	12953	8.5	180.38	113.15

The Educational Outlook in New Mexico¹

JOHN V. CONWAY

State Superintendent of Public Instruction, Santa Fe, New Mexico

WHETHER IT be here in New Mexico or in the oldest center of culture, the problem of education is stupendous, for it is the problem of civilization itself—that of raising human nature to the highest mental and moral level through the cultivation of the intellect and the development of its resources. Progress in education has brought us a new conception of what education seeks to accomplish and what it means to be educated. It no longer means a mere acquaintance with textbooks, but it means the greatest personal efficiency, harmonious social adjustment, and an ideal of service.

Dr. Suzzalo has defined the educated man as one who is responsive—responsive to beauty, responsive to ethical ideals, responsive to the appeal of altruism, responsive in social relationships. Another modern educator has defined the man of culture as one who has a correct scale of life values; he does not estimate money above personal worth, influence and position above noble character, nor does he value material possessions above fine capacities of mind and heart. Spencer's definition for education is "A preparation for complete living." This must include mental, physical, and moral training. It is obvious that the well educated man or woman will function as a good citizen, a good parent, and an effective member of the social group.

With these broad aims before us in considering the problem of education, we are concerned not alone with school-rooms and a school system, but with all contributing influences in the community. Education is identified with the progress of the whole commonwealth. Here in New Mexico we have specific needs and difficulties, definite local problems to be solved in working toward the aim of education. The trails blazed by the pioneers of our State are yet fresh; we have the crudity of youth, but we also have its splendid possibility of growth. Our native population is largely of Spanish origin with its own customs and traditions, even its own language, yet nevertheless essentially American in

loyalty, in sentiment for this American soil which has given it birth for generations, and in an eagerness to share in American ideals.

The Spanish-American people of New Mexico present a problem that is far more complex than the usual one of assimilation of foreign blood. The foreigners who pour into our country from Europe bring not only another



JOHN V. CONWAY became State Superintendent of Education for New Mexico on January 1. Mr. Conway is a native of New Mexico and one of the pioneers in educational work in that State. He received his education in the days before public schools were established.

language and other customs, but they carry the memory of another home, a past allegiance, and the influences of old-world environment. The Spanish-American population of New Mexico is like a foster-child with pathetic trust in the adopted parent who does not fully claim it, yet it knows no other. It has no other source to draw from in its growth, yet it is in a measure cut off from the fullest supply of nourishment. Unless we face this problem frankly, wisely, and justly here in New Mexico, we shall

not prosper as a State. It is an educational problem and a social problem.

Americanization does not mean the annihilation of the spiritual life of a people, the inner life of social habits, customs, and sentiments—it means a union of ideals. The true spirit of Americanization must say to any people "The best that you have joined to American's best." Until we recognize the virtues of our native people (or any foreign group among us) we cannot lead them to the fullest acceptance of American ideals.

We must accord social justice to the Spanish-American, recognize his equal rights, and our high obligation to his children who are our children born on American soil. We must respect his traditions and understand his needs and see to it that he is not robbed of his opportunity and his birthright as an American. Our essential need is for teachers with the right attitude toward the Spanish-American people, teachers with a vision of service, with a broad social consciousness, with a deep interest in the human. We have kept abreast of the times in our larger towns and cities in New Mexico, but our rural schools have not come up to the standard we have the right to expect. We have established a vicious circle here. The poorest equipment, the poorest buildings, and the poorest teachers have fallen to the lot of the rural schools and these impoverished schools have turned out badly prepared young persons, who become teachers in those places where better qualified teachers would not go and these inexperienced, ill-prepared young teachers turn out more candidates for rural schools of the same type.

The educational problem of New Mexico may be analyzed under three heads: (1) the building of a school system; (2) the recruiting, training, and organization of the teaching corps; (3) securing community support and coöperation.

The Building of a School System— The average city school system is the type of school system that ought to be achieved for the State. Its main features are adequate supervision, a uniform standard for grade work, a carefully selected teaching body, a definite educa-

¹Address delivered at the New Mexico Teachers' Convention, November 21, 1921.

tional policy, and modern equipment for the schools. We have no organized school system in our State. We have a group of systems more or less unrelated in educational conception and methods.

Each of our cities or larger towns attacks the problem according to its own ideas and is a law unto itself in educational matters. This is true of the counties, one may excel in administration, another in raising the teaching standard, a third may fall behind in one or both respects, for often a little rural schoolhouse becomes an isolated unit, self-directing, self-sustaining, and also at times poorly nourished.

Our fundamental need is for unity in our school systems. Freedom and initiative should be allowed in the administration of city or county systems or in individual schools, yet there should be a unifying plan, a determining policy directing all our educational effort. The whole group of educators should decide what educational values need most emphasis in our school work, what methods are best adapted to local needs, and what means may be used to secure greater uniformity in the schools of the entire State and better coöperation of the whole teaching body. It should be the function of the State Department of Education to promote these ends by calling frequent councils of the educators and by other means. There should be more educational organizations throughout the State. We have a number of county teacher's associations. There ought to be at least an annual conference of county superintendents and an annual round-table meeting of principals and city superintendents. To every one who is really dedicated to service there comes inspiration and enlarged vision. We ought to share both our difficulties and our inspiration. Educators in different fields ought to know each other, exchange ideas, and discuss plans of work. Our State Educational Association is the chief unifying element for us now. We need to multiply such means of help and inspiration.

The problem of raising the standard of grade work in the rural schools to that of the city school standard is also involved in building our school system. There ought to be a uniform standard of school work all over the State. A third-grade child in Roswell or Albuquerque and a third-grade child from the most remote rural district, ought to be fairly equal in power, efficiency, and advancement, they should at least have equally good training and be up to the same

standard of work for the grade. This brings us to the second phase of our educational problem.

The Recruiting, Training, and Organization of the Teaching Corps—The teaching force of New Mexico is not adequately supplied by our normal and high-school graduates. We have also a more or less transient group of teachers who drift in and out from other States. There is still a third group which should receive our most serious consideration—a group of young people who have grown up in the rural districts, attending rural schools. Some of them have managed to secure the training of a year or two in high school or a summer term at a normal school, but many of them have not had more than an eighth-grade preparation with the addition of work at county institutes in summer.

We must frankly admit the unpreparedness of these teachers and their serious effect upon educational progress in New Mexico, but we must not forget two vital considerations in regard to this group of poorly qualified teachers. First, we are totally unable to fill their places if it were fair to eliminate them. These teachers go into districts remote from the railroad where living conditions enforce great hardships and discomforts, where school buildings are poor and the equipment meager. Whatever their professional limitations, the teachers who take these schools must possess a high quality of fortitude and most admirable courage. It would be hardly possible to induce experienced normal graduates to take such schools.

But there is even a more pressing consideration in regard to these teachers, they are our responsibility, their poor equipment for the profession is our failure, they are the product of past school conditions in New Mexico, that we are now struggling to remedy. Our school system is new, our public schools are very recent, and these teachers who are products of our rural schools have been cheated of opportunity. They stand before us demanding payment of a just debt, they have been robbed of their birthright. We cannot escape the obligation to repay them.

It does not at all solve the problem to advise or insist that poorly qualified young teachers who are bread winners and children of the poor, shall leave the schoolroom to enter high school or normal. We must devise means to train and qualify them in their work. We must follow the plan of those crafts who

train their workmen through apprenticeship. The details of this plan must be worked out by the whole body of educators in New Mexico. In my opinion we should arrange to distribute these teachers through the classrooms of our best city schools, allowing them to serve as apprentices or assistants in the room with the regular city teacher, something on the plan of a student working under a critic teacher in a normal practice school. The State should pay the regular salary of the rural school from which the teacher was taken, since the State owes an education to the unqualified teacher who is a product of our rural schools. If our teaching corps and our school system were properly organized, we should be free to assign teachers to different posts of duty exactly as the army assigns men to do the work needed. In the larger city school systems of the United States the teacher is not allowed to choose her school but is assigned to the locality where she is most needed or best fitted for work.

If the teachers of the State of New Mexico were an organized army, pledged to loyalty to our system, responsible to a centralized control, and interested in our problem as a whole, it would be possible to study the needs of various localities, such as our mining camps, Indian pueblos, or remote rural districts and to send teachers especially qualified to work in each locality. Teachers might serve a time at one post and then be allowed a transfer. This would do much toward achieving a uniform standard in school work; it would broaden the individual teacher; and it would call out the highest qualities in the profession. It would develop an efficient, earnest body consecrated to service. The school system should be run on a strictly business basis for no factory hires employees and allows them to make haphazard choice of work regardless of personalities. The needs of the factory are above individual preferences. To exchange teachers would tend not only to raise the standard of efficiency within the State, but also to follow the plan of some other States, to encourage an interstate exchange. Colorado follows this plan. Any teacher in Colorado may ask for one year in another State. The city of her choice pays its own teacher her regular salary while she serves in the other State. This affords opportunity for a teacher to broaden and to bring back new ideas to her own State.

There is beginning to be more of a demand for qualified teachers, teachers who are in full accord with American ideals. A teacher who can not only instruct, but who is able to develop character and the very best qualities in her pupils cannot be paid what she is worth to the community, while a teacher lacking in these fundamental qualities is dear at any price. In order to secure proper school conditions, salaries, living conditions, social recognition, and the like must be such that the very best will be attracted to and held in the teaching profession. Just one more thought. Fifteen thousand New Mexico boys went to Europe or to army camps in this country during the great war. Many thousands of these lived in the rural districts and it seems a safe bet after touring Europe and seeing Paris, they are not going to be satisfied with the "poorest equipment, the poorest buildings, and the poorest teachers" in the schools where the children are taught. Burton Holmes travelogues and Pathe News Weekly are bringing the world to our doors with the ease and rapidity of the magic carpet of Arabian Nights. Even the people in the country have extraordinary opportunities of keeping in touch with the world and they are going to demand better schools and better teachers or quit the country. Only the other day I heard of an entire family moving away from a rural district of New Mexico to go to Los Angeles "to get better schooling for the children." All our plans for raising the educational standard in New Mexico involve not only the best thought and effort of the educators, but the appreciation and intelligent support of the public and this involves our third point.

Securing Community Coöperation and Support—The commonwealth is a unit, and good citizenship rises above a strictly local consciousness. The poorest schools of the most remote district are the concern and the duty of the best equipped, most prosperous school district. Our progress, our prosperity, our growth must be measured not by counties or cities, but by a State average. Education is the business of the State, and its administration should be more centralized. In order to take care of the varying conditions over the State, school funds should be levied on the basis of a State unit. Under the present system of the county as a unit we are not utilizing the full resources of the State. The poorer counties have not enough for the

schools, the richer ones have more money than is needed. In securing the change to the State as a unit in school taxation or in any other step toward progress in education, we must find means to influence public sentiment. The school system must achieve closer contact with the public, not only with the homes that are direct patrons of the public school, but also with the business men, the general public. The plans and aims of our educators ought to be kept before the people. Our difficulties are manifold, our problem is complex, but the hope of achievement of our educational ideals lies wholly in the spirit that moves us. If we are filled with a desire to serve, we shall find strength and inspiration for our task, whatever it may be. When we get away from selfish considerations and narrow conceptions and lose ourselves in a fervent desire to give the best

that is in us, then the "five loaves and two fishes" of our limited environment will be multiplied for us until the thousands be fed. The spirit of service will illumine drudgery, glorify hardship, and sweep away difficulties. Unless a teacher gets this conception of her work—that it is an opportunity to serve and that social service is a high privilege, then the well-spring of her usefulness and joy in her work will dry up.

This idea of service must permeate all the community. Wherever there is a real human need, it is the business of all of us—and it is our high obligation as well—to minister to that need according to our resources. As educators we must keep our eyes not upon our difficulties, but upon our opportunities to serve, and we must so radiate real faith and enthusiasm in our work that the people will be with us and for us.

The Limitations of the Project¹

W. W. CHARTERS

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THE LIMITATIONS of the project are best understood when viewed in conjunction with its immediate antecedents. Originally the idea of interest emerged into prominence in Rousseau, but the period of its greatest emphasis in America began with the popularization of the Herbartian pedagogy, the direct-indirect theory of interest, which was later supplemented by the idea of need, the satisfaction of needs, and the function of subject-matter in connection with the satisfaction of needs. This led naturally to the concept of purpose—the purpose of activity being the satisfaction of needs and the fulfilling of interests. The evolution then has been markedly clear—interest, direct or indirect; needs and their satisfaction; and purpose as satisfaction and fulfillment.

In all of this we are concerned with the idea of motive. Originally motive was not considered in educational literature; then it was claimed that the child should have direct interest in what he studied; later still it was maintained that the material learned should satisfy his needs, and finally it is held that the

study of the material should be determined by the purpose of the learner. The object of motivation in each case is to intensify the effort of the learner and to make the instruction of greater value.

At the same time that motivation was being investigated on the psychological side a great number of pedagogical activities or methods were in use. These included such items as drill, exercise, topic, question, practicum, original, and problem. They were the means used to educate the young. The children worked exercises, answered questions, studied topics, and by the use of these devices obtained some sort of education.

Unfortunately these activities were found to possess two outstanding defects. In the first place they did not teach the subject-matter of the schools to children in such a way that it could be easily used in extra-school life. These methods of instruction were said to be impractical, bookish, and obscure. But even worse from the point of view of the teacher who had to keep young minds busy and youthful bodies quiet, it was claimed that these ideas could be motivated only with very great difficulty. Interest was difficult to engender in drills, questions, and topics; purposes of

¹One of a group of significant papers on the project method read at the meeting of the Department of Elementary Education at Des Moines, Iowa, July 5, 1921.

any except the most extraneous school type were with difficulty attached to these activities.

Then at this point our vocational friends introduced the home project, which has had a meteoric career. By the home project method in agriculture, dairy husbandry is taught on the farm with a dairy herd. Instruction in corn-raising is given in the corn-field, the natural setting becoming essential. For the agricultural people book agriculture was a thing of the past. The book was used when something went wrong on the farm. Cows, hogs, and chickens were brought into the schoolroom, in spirit at least; or more exactly, the schoolroom walls were expanded to surround the farm and reach the sky.

It is significant for the evolution of the idea that the proponents of the project were very enthusiastic over the idea with the result that the Nation awoke to the fact that here was a new school activity which seemed to perform a double function. It was superior to the other school activities such as drills, topics, exercises, and the like in that it tied up school work with life. It *was* life. There was no necessity for attempting to apply agriculture, botany, or chemistry to the farm after the student left school because farming became the subject taught in the school. And, in the second place, they claimed that the home project just about settled the problem of motivation. They stated that the children who studied projects sang as they worked, put in extra hours, dug for facts, burned their backs in the August sun, and made a little money or were keenly interested in finding out why they had not done so. Obviously such an agency, which provided interest and fitted into the extra-school life of society, would be warmly received. The other Smith-Hughes vocations, the industries and home economics, organized themselves upon the home-project basis. But more important for our consideration, the project was seized by the people of the elementary and high schools and applied to non-vocational subjects with the result that the project has become the shibboleth of the progressives in educational method.

But unfortunately, when the project was brought into the non-vocational field in the elementary school and high school, it lost one of the elements to which we have referred. One of our colleagues, who formulated the definition of the project which has become

current in school literature, failed for some reason to take account of the natural setting and laid stress upon motivation. To him, and currently to the educational world in general, the project is a purposeful act. By this definition any act which is wholeheartedly purposeful becomes a project. This is true of "the making of a dress, running a newspaper, listening to a story, or working an original in geometry." In short, I think it is fair to say that upon such a basis any school problem, example, topic, drill, exercise, test, review, application, illustration, demonstration, or practicum becomes a project as soon as it becomes genuinely and "wholeheartedly" motivated. Therefore, every school activity may be a project, provided the learner prosecutes it with a "dominating purpose."

But as soon as we attempt to use this definition as a method of collecting school activities we are completely at sea. We cannot possibly claim beforehand that *anything* is a project. Is making a dress a project? We do not know until after we have watched the individual engaged upon the operation. When we find that the activity is wholeheartedly purposeful, we call it a project, but not till then. To the twelve-year old girl who has been sewing upon an apron for six months past in school the making of an apron is not a project. To her companion who loves the work and joyfully sews a similar apron, it is a project. We have usually thought that the learning of the multiplication tables was a drill exercise, but according to this definition it becomes a project when pursued with a purpose.

Moreover, an activity may by this definition be a project today and cease to be one tomorrow. The girl who spent six months on an apron originally selected it with great enthusiasm and worked upon it for the first two months with vigor. Then her interest disappeared because the sewing class met only once a week. So, for two months it was a project and then it ceased to be one.

The result of this incomplete definition has been naturally productive of chaos in the use of the term. We find, in essence, in "project" literature and in courses of study, that anything, whether it be drill, topic, question, problem, exercise, is called a project if the teacher thinks his pupils are pursuing it with a "dominant purpose." The more sanguine the teacher, the larger the number of projects, because of the larger pro-

portion of school activities which the children study "wholeheartedly." Practically no faculty, to be logically consistent, dare put a list of projects into its course of study because it does not know until a project is being taught whether it is one or not. To Susie it may be, while to Willie it may not be a project. At 9:15 A. M. when the class starts, it is a project; at 9:32, when the children have momentarily lost interest, it is not a project; but at 9:34, after a two-minute "pep talk" by the teacher, who has jumped into the breach, it has again become a project. Clearly, a more objective basis for defining a project is necessary for those who have to make courses of study.

Now if we take the project in its correct sense—an act carried to completion in its natural setting, there are two obvious limitations to which I wish to call attention. In the first place, a dominant purpose and wholehearted participation are not inherent in the project. While projects should be selected upon the basis of their alignment with the dominant purpose of the child, any teacher of projects knows that in his courses he has children who are not interested in corn projects, pig projects, or dairy projects. The mortality in all voluntary project work, such as boys' agricultural clubs, is very high, and the eliminations from the Smith-Hughes vocational schools are admittedly considerable.

Projects clearly may not be interesting, but it is equally evident that when a project is interesting, it is very interesting. The boy who studies how to raise potatoes from the book has interest perhaps in the grade which he may make, but if he raises potatoes as a project, he has in addition a large number of social incentives, such as pride in contesting with his father, joy in providing potatoes for the table, pleasure in the prospect of selling them to purchase suits, ponies, or baseballs, and interest from many other sources. The project is like the notorious little girl with the curl, who when she was good was very, very good, for when the project is interesting, it is very, very interesting.

In the second place, a great deal of subject-matter cannot be taught by the project method in the school. It is at present impossible to provide projects in school which will exactly parallel, with the proper proportions, the activities which a child will carry on outside the school. Consequently it cannot be expected that efficiency in carrying on

the particular projects taught in school will provide efficiency in carrying on all kinds of projects, and it is therefore the better part of wisdom—until we know more definitely what should be the content of school work—to teach the fundamentals of school subjects by means other than the project, such as drills, problems, and exercises. It is clearly apparent to anyone who looks over the project curriculums which have been worked out that we are in doubt as to the amount or kind of subject-matter which should be taken care of in the selection of the proper projects.

It is obvious that I have been speaking about the project in relation to the curriculum rather than as a method of instruction, and I have done this consciously because the current definition of the project has been worked out with methods of learning in mind, and has, therefore, caused confusion when it has been applied to problems of the curriculum.

With these limitations in mind, it is entirely desirable that courses of study should include as many projects as it is possible for the teacher to teach while giving due regard to all the objectives of school work. In all attempts to revise the course of study, the project becomes the adjusting means by which the content of the subjects may be applied to extra-school activities. It makes the contacts with extra-school life, it provides abundant possibilities of motiva-

tion, and it offers the technique for the maximum amount of intellectual thought and effort. When controlled with accuracy and used with good judgment, it is one of the most promising of our recent methods.

Educating the Other Half¹

HOMER C. STUNTZ

*Bishop of the Methodist Episcopal Church,
Omaha, Nebraska*

WHILE educators are delving into their own tasks here in the United States of America, it is altogether fitting that they should lift up their eyes and look on other educational systems and see what is being done to educate the other half of our big world.

In India—Great Britain has established five full-fledged Universities, which, with their affiliated schools, are giving the beginnings of a modern education to one-fifth of the human race. From these universities and affiliated mission colleges and private schools are coming the men who will determine the social and political destiny of that ancient land. Knowing full well that such schools would liberate political forces which would play their streams of criti-

¹ Abstract of an address before the National Education Association, July 3, 1921.

cism upon the government which maintains them, the British Parliament, the Viceroy's Council, and the India Council in London, have marched breast forward believing that knowledge must be better than ignorance for any people.

In China—The new Republic, scarcely more than a decade away from its establishment, has laid out the "blue-prints" for a vast system of tax-supported schools and colleges, calling for the pedagogical training of more than a quarter million teachers within a single generation, and the expenditure of staggering sums for the erection and equipment of buildings for this vast program. China needs our sympathy and help during these early years of her splendid efforts to rid herself of illiteracy with all its evils.

Malaysia with its over fifty million is to be educated. Holland has begun the process from her capital at Buitenzorg in Java, by opening primary schools and proposes gradually to extend their programs until the millions of Java and Sumatra, West Borneo, and New Guinea have had educational advantages suited to their needs.

The Philippines—Here the swiftest pedagogical triumph ever witnessed outside of America has been wrought. Beginning our schools there in the fall of 1901, less than two decades have seen such educational transformations as should astonish the world. There are now twice as many Filipinos speaking English as could ever speak Spanish, and the United States has had twenty years, while Spain had three hundred years for this task.

Our Duty is Plain—They will need teachers. We should furnish them. They will need adequate textbooks. We should be swift to help secure them. They will need a social and moral content in their instruction. We should be ready to help supply that content, in all humility and sacrifice. We should co-operate in all ways—through exchange of professors, through periodicals, through deputations sent at their request in consummating the education of the world's other half.

The average man must earn his own livelihood. He should be trained to do so, and he should be trained to feel that he occupies a contemptible position if he does not do so.—Theodore Roosevelt.

Books are the legacies that a great genius leaves to mankind, which are delivered down from generation to generation, as presents to the posterity of those who are yet unborn.—Addison.

Experience is the best schoolmaster, but the school fees are heavy.—Franklin.



THIS IS the entrance to the beautiful marble amphitheater in the National Cemetery at Arlington, Virginia. Here on November 11, President Harding and distinguished representatives of the allies of the United States in the war, paid high tribute to an unknown American soldier in an impressive ceremony. The tomb of the unknown soldier on the opposite side of the amphitheater has already become a patriotic shrine visited by thousands who believe in the ideals of democracy and righteousness for which the great war was fought.

Locating the Consolidated School

ROSS B. JOHNSTON

Morgantown, West Virginia

IS IT BEST for the rural community to bring the children to a consolidated school in town, or should the high schools for country children be located in the open country? With the increasing agitation for the elimination of the unsatisfactory one-room school and the gradual tendency towards consolidated schools the question of location becomes an important one. When the schools are used for grade purposes alone, it is usually left as a rural district proposition. But the location becomes debatable when high-school accommodations for country boys and girls come up for consideration. Should the country youngsters be sent to the nearest town high school, or should high-school facilities be offered in the open country where the environment is more likely to develop boys and girls into young men and women who are rural-minded, and who have not been turned away from the farm by contact with town or city?

This was but one of the specific school problems considered by the American Country Life Association at its conference in New Orleans, November 10-12, but it is typical of the work that the association undertakes. The association is made up of scientists and business men, of teachers, preachers, farmers, and of others who are interested in country-life development in its broadest sense, and who believe that the time is now at hand to work out a comprehensive country-life program.

The reports made at New Orleans on various phases of school work indicate that wherever the school for country children be located, the great task is to keep the country student rural minded. If this can be done, it makes little difference where the school is located. But it was evident from the reports that it was a difficult thing to find country boys and girls who had attended the average city high school who were not drifting away from country life while they were completing their high-school courses. The best way of getting the desired results was to place the high school as close to the country boy or girl as possible, generally right out in the country.

Sweet Home, Arkansas, a little farming community a few miles from Little

Rock, sent its students to the Little Rock High School, yet reported that a satisfactory number of its young people came back to Sweet Home when they had completed their high-school or college training. This was attributed to the close relationship established between the country community and the city school, and the securing of courses of study which fitted in closely with the particular needs of the farming communities.

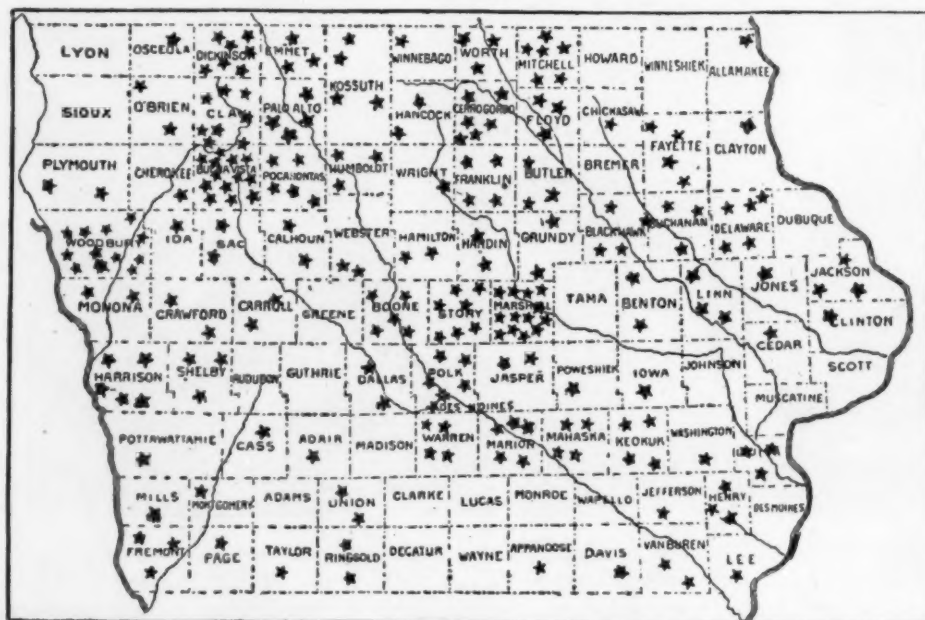
In the Riverton-district consolidated school, six miles out of Huntsville, Alabama, the farmers decided not to send their children to Huntsville to avail themselves of city-school facilities, but to bring city-school facilities home to them. In 1918, a spirited campaign made possible the building of a small brick structure for a high school. A year later another campaign made possible an addition to the building. Then a teachers' home was proposed and built. A farmers' agricultural club was formed which met in the school building. The school fostered the development of livestock judging teams which won State-wide honors. There are two literary societies that have interesting programs each week. A club of the women of

the community was formed for the purpose of helping the school in various ways. One of the first needs met by this club was the purchase of folding opera chairs for the auditorium. A piano was added later. Entertainments of various kinds, a lyceum course, box suppers, picnics, ice-cream suppers, and the like paid for them. For the last three years, Riverton has held a community fair, which now centers around high-school activities. The exhibits from this fair have won in competition at the county fair at Huntsville.

In this district there are forty-eight square miles, from which 417 white children are enrolled. Motor trucks, five in number, transport them to and from home. A comparatively small number of them could have afforded to go to town schools and would have been deprived of high-school training without the Riverton school.

"The influence and benefit of this consolidated school is seen and felt throughout the community in many ways," says Mrs. Robert C. Chase, of Chase, Alabama. "It is the greatest institution that has ever come into the district and the value of it as a community builder as time goes on cannot be estimated."

If a high school in a rural district can become such a factor in community development, is there any doubt as to the proper answer to the question of the location of a consolidated high school for rural children?



THIS chart shows the location of consolidated schools in Iowa. There are now four hundred twenty-five such schools in the State and many other communities are taking steps to secure consolidation.

State Education Associations

The Present Period of Professional Organization is Characterized by Rapid Growth and Reorganization in the State Associations. This Table Has Been Corrected as of November 15, 1921, Except in the States Indicated by an Asterisk

State	Month of annual meeting	Is it held on a holiday?	Is salary paid teachers while attending annual meeting?	Are the expenses of the teachers paid while in attendance?	May the schools be closed to allow teachers to attend?	Are the pupils counted as present when the schools are closed for this purpose?	Annual dues	Is the secretary appointed by the executive committee?	Does the secretary give his full time to the work of the assn.?	Length in years of the secretary's term of service.	Salary of the secretary.	Is State aid given the assn.?	Has the State association a permanent office?	Has the State association an official organ?	Is this organ free to members?	Number of teachers in State.	Number of members in association.	Per cent of teachers members of the association.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Alabama	Apr.	No	Yes	No	Yes	No	\$1.00	Yes	No	3	\$1500	No	Yes	Yes	Yes	10,008	7,000	70
Arizona	Nov.	No	Yes	No	Yes	Yes	1.00	No	No	1	.....	No	No	Yes	No	2,000	1,500	75
Arkansas	Nov.	Yes	Yes	Yes	Yes	.....	1.00	No	No	3	.....	No	Yes	Yes	Yes	9,000	8,500	95
California	Apr.	No	Yes	No	Yes	No	2.00	Yes	Yes	1	5000	No	Yes	Yes	Yes	.....	.....	75
Colorado	Nov.	No	Yes	.....	Yes	Yes	2.00	Yes	No	3	750	No	Yes	Yes	Yes	7,000	6,140	87.7
Connecticut	Feb.	No	Yes	No	Yes	No	1.50	No	No	1	.....	No	No	No	No	7,850	7,040	90
Delaware	Nov.	No	Yes	No	Yes	No	1.50	Yes	No	1	.....	No	No	No	.....	1,047	842	80.4
Florida*	Dec.	Yes	No	No	No	No	1.00	No	No	1	.....	No	No	Yes	No	.....	.....	10
Georgia	.....	.....	Yes	No	Yes	Yes	2.00	No	No	3	.....	No	No	No	.....	16,000	1,200	7.5
Idaho*	Nov.	Yes	No	No	No	No	1.00	No	No	.....	.....	No	No	Yes	Yes	.....	.....	100
Illinois*	Dec.	Yes	No	No	No	No	1.00	Yes	Yes	1	4000	Yes	No	No	Yes	.....	.....	70
Indiana*	Oct.	No	Yes	Yes	Yes	Yes	1.00	No	No	G. B.	600	No	No	No	No	.....	.....	63
Iowa	Nov.	No	Yes	No	Yes	Yes	1.50	Yes	Yes	4	3500	Yes	Yes	Yes	Yes	26,000	16,876	65
Kansas	Nov.	No	Yes	Yes	Yes	.....	2.00	No	Yes	4	4200	No	Yes	Yes	Yes	.....	13,265	75
Kentucky	Apr.	No	No	No	Yes	No	1.00	No	No	3	1000	No	No	Yes	Yes	14,000	5,000	36
Louisiana	Apr.	No	Yes	No	Yes	.....	1.00	No	No	3	150	No	No	Yes	No	7,300	2,600	36
Maine	Oct.	No	Yes	No	Yes	Yes	1.00 2.00	No	No	.....	.....	.....	No	No	No	.....	.....	70
Maryland	Nov.	No	Yes	No	Yes	No	.50	No	No	1	.....	No	No	Yes	Yes	.....	.....	50
Massachusetts	Oct.	No	No	No	No	No	.40	Yes	No	1	1200	No	No	Yes	No	.....	.....	75
Michigan	Oct.	No	Yes	No	Yes	Yes	1.00	Yes	No	.....	600	No	Yes	Yes	Yes	24,302	14,000	58
Minnesota	Nov.	No	Yes	No	Yes	Yes	2.00	Yes	Yes	2	4200	No	No	Yes	Yes	20,000	10,500	52.5
Mississippi*	May	No	Yes	Yes	.....	.....	2.00	Yes	Yes	1	3600	No	Yes	Yes	Yes	.....	.....	75
Missouri*	Nov.	No	Yes	No	Yes	Yes	2.00	Yes	Yes	3	3000	Yes	Yes	Yes	Yes	.....	.....	75
Montana*	Nov.	No	Yes	No	Yes	No	1.50	No	No	.....	.....	No	No	Yes	Yes	.....	.....	50
Nebraska	Nov.	No	Yes	No	Yes	Yes	1.00	Yes	No	1	.....	No	No	No	No	.....	.....	45
Nevada*	Nov.	No	Yes	Yes	Yes	No	1.00	Yes	No	2	.....	No	No	No	No	.....	.....	.....
New Hampshire*	Oct.	No	Yes	No	No	No	1.00	Yes	No	1	.....	No	No	Yes	Yes	.....	.....	16
New Jersey	Dec.	Yes	No	No	No	No	.50	No	No	3	400	No	No	Yes	No	.....	.....	89
New Mexico*	Nov.	No	Yes	Yes	Yes	.....	2.00	Yes	Yes	G. B.	.....	No	No	No	No	.....	.....	75
New York*	Nov.	No	No	.....	.....	.....	1.00 3.50	Yes	Yes	G. B.	350	No	Yes	Yes	Yes	.....	.....	50
North Carolina*	Nov.	Yes	.....	No	No	No	.50	No	No	1	650	Yes	No	No	No	.....	.....	75
North Dakota*	Nov.	No	Yes	No	Yes	Yes	1.50	Yes	Yes	1½	3000	No	No	No	No	.....	.....	40
Ohio*	Dec.	Yes	No	No	No	No	1.00	Yes	No	1	.....	No	No	No	No	.....	.....	70
Oklahoma*	Feb.	No	Yes	No	Yes	Yes	2.00	Yes	Yes	1	3600	No	No	Yes	Yes	.....	.....	95
Oregon	Dec.	Yes	No	No	No	.....	1.00	Yes	No	1	600	Yes	No	Yes	Yes	6,250	5,528	88.4
Pennsylvania	Dec.	Yes	No	No	No	No	1.00	Yes	Yes	6	7500	Yes	Yes	Yes	Yes	45,000	35,000	78
Rhode Island*	Oct.	No	Yes	Yes	Yes	No	.75	.....	No	1	.....	Yes	No	No	No	.....	.....	95
South Carolina	Mar.	No	Yes	No	Yes	No	50¢ & 1.00	No	No	3	100	No	No	Yes	No	5,000	1,200	24
South Dakota*	Nov.	No	Yes	No	Yes	Yes	1.50	No	No	3	350	No	No	Yes	Yes	.....	.....	45
Tennessee*	Apr.	No	Yes	No	Yes	.....	1.00	.....	.....	.....	.....	No	No	Yes	Yes	.....	.....	25
Texas	Nov.	Yes	Yes	No	Yes	No	1.50	No	Yes	4	3000	No	Yes	Yes	Yes	27,000	14,000	52
Utah*	Oct.	No	Yes	No	No	.....	1.25	Yes	No	1	500	No	No	Yes	Yes	.....	.....	90
Vermont	Oct.	No	Yes	No	Yes	.....	1.00 2.50	No	No	.....	.....	Yes	No	No	No	.....	.....	70
Virginia	Nov.	No	Yes	No	Yes	No	.50	Yes	Yes	P of B	3750	No	Yes	Yes	No	11,500	10,000	87
Washington	Sept.	No	No	No	No	No	2.00	Yes	Yes	1	3600	Yes	Yes	Yes	No	10,000	4,886	49
West Virginia	Nov.	No	Yes	No	Yes	Yes	2.00 1.50	Yes	No	1-3	450	No	No	Yes	Yes	.....	5,000	40
Wisconsin*	Nov.	No	Yes	No	No		1.00	Yes	No	3	650	Yes	Yes					45
Wyoming	Oct.	No	Yes	No	Yes	No	1.00	No	No	1		Yes	No	Yes	Yes	2,500	2,500	100

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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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Professional Organization in 1921

EDUCATIONAL PROGRESS follows surely in the wake of improved professional organization, whether in locality, State, or Nation. The year 1921 has seen remarkable advancement in this field of educational activity. The keynote of this advancement is the ideal of professional organizations which shall be genuinely representative and thoroughly inclusive. The delegate form of organization has met with increasing favor not only in the National Association but also in State associations.

The increase in membership has been large. In January, 1921, the membership in the National Education Association was 52,850. There is reason to believe that by the end of the present school year there will be more than 100,000 members and that that ratio of growth will continue. Reports received from several States indicate that growth in State associations and among the local associations has been no less marked than in the National Association.

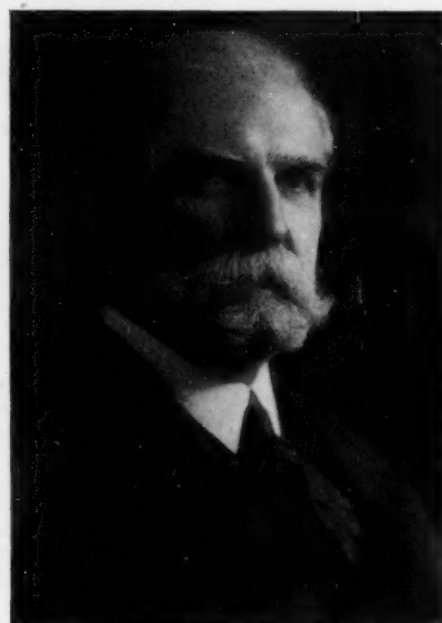
A complete enrolment in the local association is now expected in a large number of communities, while the teachers of several States are getting within striking distance of complete enrolment in the State association.

Particularly fortunate among the State associations is the growing practice of employing full-time paid secretaries. This office is one of such unusual opportunity as to attract men of great promise. The secretary of a State association comes into his work as the friend and leader of all the educational forces in his State. He has no special interest to promote and is in a position to view comprehensively every phase of education and to encourage that unity of effort among all types of educational activity which too frequently has been lacking in the development of education in America. During 1921, five States which have not hitherto had full-time secretaries have created that office. The new secretaries are: Minnesota, C. G. Schulz; New York, Richard A. Searing; Pennsylvania, James Herbert Kelley; Washington, Arthur L. Marsh; Virginia, William T. Sanger. Associations in several other States will employ full-time secretaries during 1922.

Another feature of professional organization which merits special mention is the use of the budget system for collecting dues. The ideal in professional organization as in government is to obtain the maximum results with the lowest cost to the individual. The amount of money spent by local, State, and National associations on the mere mechanics of getting new members and collecting dues from old members is necessarily large. The ideal is for the local association to collect dues for State and National associations along with its own, thus dividing the overhead cost by three and releasing considerable sums of money for direct service, which comes back to the local association. This plan is already in use in many localities and is certain to grow in favor. Just as during the war, leaders in the "Seven Sisters" organizations found that they could make a stronger appeal when combined than when working singly, so leaders in professional organization are fast learning that it is easier and better to present the advantages of unified professional organization—local, State, and National—than it is to present the cause of only one of these interests.

The Classroom Teacher in 1921

THE CLASSROOM teacher, whose hands touch daily the child life of the Nation, is the bulwark of education.



CHARLES EVANS HUGHES,
Chairman of the Conference on the
Limitation of Armaments, whose definite
and sweeping program for the reduction
of naval armament has been the basis of
the negotiations at the Conference.

If she does her task well, the future of the Nation is assured. If the teacher in the classroom fails, all is lost—no amount of effort elsewhere can redeem the situation. Hers is the ultimate, intimate, constant contact that gives direction, inspiration, and character to childhood. This truth has had clearer recognition during 1921 than ever before. Wise administrators throughout the country have seen the wisdom and the necessity of conserving the enormous initiative and originality that is to be found in every teaching staff. The problem is not an easy one—especially in a large teaching organization—but justice, democracy, and sound educational practice join in demanding that a wise solution be found.

That such a solution will be found is evidenced by the great influence which during 1921 teachers have been called upon to exert on the formation of courses of study, school building, methods of supervision and—most important of all—upon professional organization. The great demonstration at Des Moines of the success of representative government in teacher organization marks an epoch in the history of education. It means that every teacher in the land, whether in remote rural district, in city, in college, in high school, or in elementary school, may be represented in the comprehensive organization which more

and more will be looked to for leadership in matters educational. The classroom teacher at Des Moines was a decided success in every relationship and opportunity of that significant meeting.

Educational Journalism in 1921

THE YEAR 1921 has seen highly commendable improvement both in the educational press and in the treatment which the general press has given education. The educational press has improved both in the form and the quality of its content. Editors who have continued their work of previous years have outdone their former records and editors who have taken up anew the task of promoting education have settled quickly into their responsibilities and have set new standards for educational journalism.

The improvement in State educational journals is especially marked. *The Sierra Educational News*, representing the California State association, has kept pace with the striking educational progress of that State. *The Pennsylvania School Journal*, under the editorship of the new executive secretary of the State association, has assumed a form worthy of its rich content and is bringing new life into the association. *The Northwest Journal of Education* has been taken over by the State association and becomes *The Washington Educational Journal*. It also is under the guiding hand of one of the new full-time State secretaries who knows how most effectively to promote educational progress. *The Virginia Journal of Education* records the strong influence of another full-time secretary. These examples taken along with others that might be mentioned are ample evidence of a new interest in education on the part of the teachers themselves.

The increased interest of the general public in education is reflected in newspapers and magazines. The practice of having a school editor with a daily or weekly department has spread among newspapers. The editorial columns of such magazines as the *Saturday Evening Post* have given frequent attention to matters educational while in the "quality group" of magazines, the *Atlantic Monthly* has led off with a series of articles of the highest importance.

The best teachers read two or more educational journals and pay some at-



HANFORD MacNIDER, of Mason City, Iowa, recently elected National Commander of the American Legion, who has been appointed by the National Education Association as a member of the Joint Advisory Committee on American Educational Week.

tention to articles in newspapers and magazines, but there are still too many teachers who do not appreciate the importance of sharpening their minds by frequent contact with the minds of their fellows through the great world of print. The practice of asking candidates for positions about the educational journals they regularly read is growing among superintendents and teachers' agencies. Teacher-training schools are placing more and more emphasis on this important phase of preliminary training. On the whole, the prospects have never been brighter for a well-read teaching profession.

The State Superintendency in 1921

THE STATE SUPERINTENDENCY or commissionership of education at its best is one of the outstanding opportunities in public education. In 1850 there were State school officers in only sixteen of the then thirty-one States. Of this number nine were *ex officio* while seven were regular officers whose primary work had to do with the

schools. Frequently when the office was being established in the various States there was insistent opposition—sometimes sufficiently strong to obtain the repeal of the law creating the office. This opposition combined with a popular conception of the office as clerical or political was a serious handicap. However, in spite of these circumstances the State school officers were able to do invaluable work. The quality of State school leadership has steadily improved and the office has been correspondingly elevated until no State is without its school officer in the State government, while in an increasing number of States there are officers of the highest professional rank.

The Representative Assembly of the National Education Association at its meeting last summer adopted a resolution in favor of putting the professional administration of the schools in the hands of administrative officers selected by lay boards of education elected by the people. The clear intent of that resolution was to combine democratic control of education with the advantages of expert administration by officers chosen without regard to geography or politics. There are evidences that the prevailing tendency is in that direction.

There have been eleven changes among the forty-eight chief State school officers during 1921. In Arizona, Miss Elsie Toles was elected to succeed Mr. C. O. Case. In Colorado, Mrs. Katherine Craig took office, having been elected to succeed Mrs. Mary C. C. Bradford. In Delaware, Mr. H. V. Holloway succeeded Mr. A. R. Spaid. In Indiana, Mr. Benjamin J. Burris was appointed to fill the unexpired term of Mr. L. N. Hines, who resigned to become president of the Indiana State Normal School at Terre Haute. In New Jersey, Mr. John Enright was appointed to succeed the late Calvin H. Kendall. In New Mexico, on January 1, Mr. John V. Conway, who had been assistant superintendent, succeeded Mr. Jonathan H. Wagner. In New York, Dr. Frank Pierrepont Graves succeeded Dr. John H. Finley, who resigned to become a member of the editorial staff of the *New York Times*. In Utah, Mr. C. N. Jensen is the new superintendent. In West Virginia, Mr. George M. Ford was elected for a four-year term and took office on July 1. In Wisconsin, Mr. John C. Callahan, who was elected for a four-year term to succeed Mr. C. P. Cary, took office on July 1. In Wyoming, which has two State school officers,

Mr. Lewis C. Tidball, Jr., is the new commissioner of education.

This list is a rather long one. The turnover seems heavy. However, there

is much strong leadership among the new officers and the outlook for 1922 is promising.

Education in Michigan During 1921

JOHN P. EVERETT

Secretary of the Michigan State Teachers' Association, Kalamazoo, Michigan

THE YEAR 1921 has been one of genuine progress in Michigan. The legislative program enacted resulted in placing upon the statute books the following laws:

A nine months' school law which is obligatory in all except eighteen of the smallest districts in the State;

A tuition law which provides for the payment of tuition to some neighboring high school by all non-high school districts, the amount of tuition to be the actual cost up to \$60;

A teacher-training law which provides for a year of professional training beyond a four-year high school course by 1925 for all persons entering the service. For some years the minimum professional training required by the best city and village schools of the State has amounted to two years beyond the high school, but rural teachers have quite generally had no professional preparation for their work.

There was written into the laws what some have declared to be the best consolidated school law in the United States, and another new law provides for an excellent township unit organization.

A law was also passed providing for the supervision of private and parochial schools by the Department of Public Instruction. A year ago a constitutional amendment was proposed which would have eliminated private and parochial schools altogether. The amendment failed of adoption by a large majority, but as a result of the agitation the private and parochial school people themselves came before the legislature this year and urged the passage of the law placing their schools under the supervision of the State Department.

By a new law district boards are permitted to devote necessary funds to place their buildings in safe and sanitary condition.

Besides these acts a large number of lesser importance were passed. The success and scope of educational legislation enacted is largely due to the work of our State Superintendent of Public Instruction, Mr. Thomas E. Johnson, but the program is significant in that it had the support of all the educational institutions of the State. This is also significant as indicating the harmonious spirit of coöperation to be found among all of the school interests of Michigan. Neither in school politics nor as between the various types of educational institutions—university, normal school, agricultural, and college, are there to be found any cliques or factions.

At the 1922 election an amendment will be voted upon which increases the membership of the State Board of Education from four elected members to six and which places in their hands the appointment of the State Superintendent of Public Instruction and the control of normal-school funds of the State.

At the University of Michigan the hopes and plans inspired by the appointment of Dr. Marion L. Burton as president have been abundantly realized during the past year. The enrolment has increased to 10,623, the largest in the history of the University. The teaching staff has increased from 445 to 521. With this unwonted number of students the inadequacy of the present building equipment made itself apparent, and it is therefore exceedingly fortunate that the University can look forward to immediate relief in the way of increased facilities made possible by the action of the Legislature of 1921, which appropriated for building purposes alone, to be available during the biennium 1921-23, the sum of \$5,100,000.

Nothing that has been done during the past year is probably of more significance than the establishment of the

new School of Education at the University. The first university in America to establish a chair devoting full time to the science and art of teaching was the University of Michigan. The latest of the great universities to elevate the work of this kind to the independent status of a profession is likewise the University of Michigan. The first steps looking in this direction were taken in 1879 under the wise direction of the then President James B. Angell, but it has taken more than forty years to bring about the consummation of the plans then initiated. However, now through the appropriation of \$650,000 for a new building and a sum sufficient to provide for the maintenance of an adequate corps of professors and instructors, it will be equipped to care fully for immediate demands. The University has long had a Department of Education which has been able to attract to its faculty several of the more eminent authorities on education, so that the new school is well fitted to assume its role of a separate college co-ordinate with the other professional schools—law, medical, dental, engineering—and having its own organization, faculty, budget, degrees, and powers. Shortly it will also have its own separate buildings, laboratories, libraries, and practice and experimental schools.

The acting dean of the new School of Education is Professor A. S. Whitney, under whose able direction the Department of Education has grown during the past twenty years from one man to include the full-time services of fourteen professors and instructors, together with several part-time lecturers.

The Michigan State Teachers' Association has grown to 14,000 members. Owing to the peculiar geographic structure of the State, the Michigan State Teachers' Association has always been the organization of the lower peninsula, while the upper peninsula has its own association under the name of the Upper Peninsula Education Association, with a membership of 1650. The two associations include almost exactly two thirds of the teachers of the State. The village and city schools of Michigan have a membership of practically one hundred per cent. The rural schools have not been so directly influenced.

The M. S. T. A. has just been re-organized so as to provide for the delegate system of representation in its business meetings, and the holding of six district meetings in various sections of the State. There will probably be ap-

pointed a field secretary on full time, who will devote his energies to the general interests of the Association and education in Michigan but will place special emphasis upon reaching and influencing the rural-school situation.

The M. S. T. A. has during the past year carried on and printed, or is about to print, comprehensive reports on professional ethics, standards of teachers, appointment and tenure of office of teachers, the project in early elementary education, rating scales for teachers, and salaries of teachers. During the coming year the investigations will be continued along all of the lines mentioned above except "rating scales for teachers," and in addition an intensive study of school taxation will be undertaken with a view to equalizing the distribution of funds available for the support of education as between the richer and the poorer sections of the State.

Two important changes in administrative offices are to be noted. Dr. Victor C. Vaughan, for many years the efficient head of the Medical School of the University, has retired, and Dr.

Hugh Cabot, Professor of Surgery, succeeds Dr. Vaughan as dean. At Albion College Dr. Samuel Dickie, whose term of virile service has witnessed the continual growth of the college, has resigned, and Dr. John B. Laird has assumed the reins of leadership as president of the college.

The outlook for the future in Michigan is full of hope. With material expansion, the maintenance of scholarly and professional standards will go hand in hand, and the development of clean, democratic, American ideals will continue to be the underlying policy of the educational forces of the State.

Education in Iowa During 1921

CHARLES F. PYE

Secretary, Iowa State Teachers' Association

LEGISLATION—The 1921 session of the legislature met in the midst of the most trying and critical times that ever confronted an Iowa General Assembly. Instead of growing better matters became worse and more disheartening from day to day. Farm products continued to decline in price and the economic horizon became darker and darker until it is not to be wondered at that there was a decided tendency toward conservatism and sluggishness in attacking the problems of the schools. In spite of this unfavorable atmosphere, some twenty-five school bills were enacted into law and another ten or fifteen relative to health and social welfare in which the schools were more or less interested were passed.

The financial emergency measures were of perhaps prime importance—A. The maximum interest that school bonds could bear was raised from five to six per cent.

B. The maximum amount that a school corporation could levy for school purposes was raised from sixty to eighty dollars per pupil and in consolidated districts the amount was increased to one hundred dollars per pupil.

C. An emergency tax levy was authorized to meet overdrafts that had been incurred because of the unexpected raise in teachers' salaries and unexpected increases in school costs in general.

D. The amount of tuition that one school corporation could charge another was raised from eight dollars per pupil to twelve, provided that in no case can the amount charged be in excess of the actual cost of instruction.

Other measures were:—

A. The strengthening of the consolidated school law;

B. A bill making it mandatory to teach the Constitution of the United

States in all schools of the State above the eighth grade;

C. A bill was passed enabling counties to increase the salaries of the county superintendents of schools;

D. Two important bills were passed relative to the education of deaf children;

E. Fifty thousand dollars was voted as State aid for mining-camp schools;

F. Other bills related to school sites, board of educational examiners, and the transfer of school funds monthly;

G. The appropriation for vocational education was increased by twenty per cent. This work is being received with general approval throughout the State. All classes of vocational education authorized under the Smith-Hughes bill, including industrial rehabilitation, are carried on. The work in agriculture has increased thirty-three and one-third per cent over 1920;

H. The appropriation for higher institutions of learning, though considerably less than the amount asked, was sufficient to enable these institutions to carry forward their work and provide for several new buildings that are badly needed. All records for attendance at both the University at Iowa City and the State College at Ames have been broken.

Current Events—A. The outstanding event of the year was the convening of the National Education Association in Des Moines in July;

B. Several important changes have been made in the personnel of the State Department of Public Instruction. Dr. O. H. Longwell, a valued member of the department, died early in the summer and his work was taken over by Z. C. Thornburg, formerly superintendent of schools of Des Moines. In October, Harry D. Kies, well known to



MRS. THOMAS G. WINTER, president of the General Federation of Women's Clubs, is an enthusiastic friend of the program of the National Education Association. The General Federation has long and earnestly advocated better support for education.

Iowa school people, was made Inspector of Mining Camp Schools. Miss May Francis, who was Inspector of Standardized Rural Schools, resigned in October to take up work in Columbia;

C. Changes in positions were not as numerous this year as for the year 1920. The most important ones were the transfer of J. H. Harris from the superintendency of the Dubuque schools to the superintendency at Pontiac, Michigan, and the election of O. P. Flower, Superintendent of Schools at Oskaloosa, in his place. Superintendent J. J. McConnell, of Cedar Rapids, resigned and his place has been filled by Superintendent Arthur Deamer, formerly at Fargo, North Dakota. J. J. Lynch succeeds Superintendent Flower at Oskaloosa and Superintendent E. M. Bosshard succeeds A. L. Boyer at Atlantic.

Professional Growth—A. Professional growth has been very evident during the past year. This movement was given a decided impetus by the coming of the National Education Association to the State. The inspiration and help that came by participating in the first meeting of the Representative Assembly and from hearing the remarkable addresses concerning the teacher and her work delivered during this important meeting have had their influence throughout the State. Tangible evidence is given by the fact that more superintendents of schools have voluntarily forwarded the fees to bring their State Teachers' Association membership up to the one hundred per cent mark than ever before;

B. Local teachers' organizations are more active and alert than formerly. They have discovered that there is work to be done and are vigorously setting about to do it. Cedar Rapids, Keokuk, Sioux City, and other local associations have done most effective work during the year 1921;

C. One of the by-products of this professional interest is the renewed enthusiasm for legislation tending to stabilize the profession. An organization has been effected known as the Iowa Teachers' Annuity Committee for the purpose of raising \$15,000 to secure the services of an actuary and for publicity purposes in behalf of teachers' annuity. The Sioux City Teachers' Club has taken the initiative in this important movement.

For every ten dollars that a high-salaried man draws he gets nine dollars for what he knows and one for what he does.—Selected.

Education in Wisconsin During 1921

M. A. BUSSEWITZ

Secretary of the Wisconsin Teachers' Association, Milwaukee, Wisconsin

LEGISLATIVE PROGRESS—The last legislature enacted thirty-four provisions relating to education. Most of them are of minor importance, but one piece of legislation deserves attention. The legislature enacted a comprehensive, liberal, and just pension law for all teachers and administrators engaged in the public schools of the State, including teacher-training institutions and the State university. Senior teachers, that is those who have reached the age of twenty-five years, automatically come under the provisions of this law. They contribute five per cent of their salaries to the pension fund. The State contributes an amount based on the teachers' contribution which varies from fifty to two hundred per cent of the teacher's contribution. This increase in percentage is arrived at by adding five per cent each year to the percentage of the State's contribution until this percentage reaches its maximum of two hundred per cent of the teacher's contribution. In case the teacher gets a salary in excess of \$1200 the State deducts one per cent from its percentage for every one hundred dollars by which the teacher's salary exceeds \$1200. In case the teacher's salary exceeds \$3000, the State will not base its contribution on any amount the teacher contributes above her contribution which would result if she were employed at an annual salary of \$3000. In addition to this the State contributes a flat amount of \$25 for each year of service.

For those teachers who have been in the service previous to the enactment of this law, the State will make up its back payments in the following manner: When such teacher has completed her twenty-fifth year of service the State will make its back contribution for the service rendered in Wisconsin to the same amount as if the law had been in effect during the time she was in service. The teacher need make no contribution for her own past service and she is allowed an amount which would equal the State's contribution at the time it would have been made plus four per

cent on this sum to date of end of her twenty-fifth year of service.

Liberal provisions are made in case of disability before the twenty-five year period is finished. When teachers retire voluntarily before the pension age is reached, they may withdraw their entire contribution with interest at the rate of four per cent.

Proposed Legislation—The Wisconsin Teachers' Association and other educational agencies are planning to secure through the next legislature adequate provision for thoroughly training the teachers for the schools of the State. The normal school courses are to be extended to three and four years beyond the high school, and the county training schools for training teachers for the rural schools, to at least two years be-



AGNES E. DOHERTY is a member of the Board of Trustees of the National Education Association. Miss Doherty is a member of the National Council of Education and served on the Commission on the Emergency in Education during the War. She was State Director for Minnesota for several years.

yond high school graduation; adequate financial support for carrying through this program is to be secured. It is felt that Wisconsin is entitled to a well-qualified teacher in every public school.

Changes in Important Educational Positions—Wisconsin records very few changes in important educational positions. John Callahan, formerly the Director of Vocational Education in Wisconsin, has become our State Superintendent. Other important positions are held by former incumbents. In the rural schools, however, the turn-over is still too large, about one-third of the schools having secured new teachers.

Building Program—Wisconsin has a building program of some \$20,000,000 now just completed or in process of completion. In this Milwaukee shares to the extent of one high school and two grade buildings, amounting to \$2,250,000. It also has a building project in its continuation schools amounting to

\$3,000,000. Among other large building projects may be mentioned Janesville, which is erecting a junior high school at a cost of \$800,000; Beloit two junior high schools at \$430,000; Marinette a junior high school at \$300,000, and Merrill at \$300,000; Sheboygan a high school and vocational school at \$350,000; and Two Rivers a high school at \$450,000.

Professional Organizations—The Wisconsin Teachers' Association unanimously voted to reorganize upon a representative basis. A secretary will be elected who will give his entire time to the affairs of the association. The association voted unanimously to affiliate with the National Education Association, and movements are on foot in numerous localities to adopt a budget program, submitted by the National Education Association. It is proposed to make this the customary thing in all counties of the State.

of New Hampshire, Professor of Education, University of Chicago, Chicago, Illinois.

George D. Strayer, Professor of Educational Administration and Director, Division of Field Studies, Institute of Educational Research, Teachers' College, Columbia University, New York, N. Y.

Herbert S. Weet, Superintendent of City Schools, Rochester, N. Y.

Dr. Strayer has been selected as Chairman of the Commission and Director of the inquiry.

It is generally recognized that during the past decade all kinds of public schools have developed and expanded in an extraordinary manner. The war seemed to stimulate rather than to retard the growth of every grade of instruction given at public expense. What will it cost to support on a uniform basis a system of public education as at present organized? In what way can this undertaking, especially in the rural regions, be reconciled with the other obligations entailed by the conduct of the public's vital concerns? Educational workers and public-spirited citizens throughout the country have agreed that the issue has become one of cold, hard facts.

The primary aims of the Educational Finance Inquiry will be to study in typical States and communities the existing program of public education, the extent to which this program is carried out and the present and prospective costs involved. It is proposed to investigate the relation of educational expenditures to other necessary governmental expenditures, the methods of raising revenue for the support of education, and the possibility of effecting economies.

According to Spencer, the three stages through which human opinion on any subject passes are (1) the unanimity of the ignorant; (2) the disagreement of the inquiring; (3) the unanimity of the wise.

In our country and in our times no man is worthy the honorable name of statesman who does not include the highest practical education of the people in all his plans of administration.—Horace Mann.

Moral inspiration can never come from a man who is not able to do his own first and great duty, and to do it well. From such an one inspiration flattens into exhortation.—Selected.

Educational Finance to be Investigated

THE AMERICAN COUNCIL on Education has announced the appointment of a commission to conduct a comprehensive investigation of educational finance in the United States. For several years legislators, philanthropists, and the general public have been aware of the increasing difficulty of supporting public education. Educational officers have come to regard the problem of financing education as the outstanding problem now before them. The paramount importance of the matter was emphasized at the citizens' conference on education called by the United States Commissioner of Education in 1920. This conference passed resolutions urging a thorough investigation of the cost of education and of public resources available to support it. A group of the leaders of the Department of Superintendence of the National Education Association meeting in Atlantic City, February, 1921, likewise designated this problem as the most vital one now confronting school administrators and appointed a committee to assist in launching an investigation if means might be found to carry it on.

The American Council on Education then sought contributions for this pur-

pose. It is now assured of funds sufficient to undertake such an investigation on a scale never before attempted. One hundred and seventy thousand dollars has been raised for the study. The Council has appointed a commission composed of recognized specialists in education, taxation, and business to conduct the inquiry. The commission consists of the following persons:

Samuel P. Capen, Director of the American Council on Education, Washington, D. C., *ex officio*.

Ellwood P. Cubberley, Dean of the School of Education, Stanford University, Stanford University, California.

Edward C. Elliott, Chancellor of the University of Montana, Helena, Montana.

Thomas E. Finegan, State Superintendent of Public Instruction, Harrisburg, Pennsylvania.

Robert M. Haig, Associate Professor of Business Organization in Columbia University, New York, N. Y.

Victor Morawetz, Attorney-at-law, New York, N. Y.

Henry C. Morrison, formerly State Superintendent of Public Instruction

ENROLMENT and AFFILIATION

Completed Enrolments

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

ABERDEEN, S. D., *Aberdeen City Teachers' Association*, Maebell Jarman, Secretary.
ALEXANDRIA, MINN., *Alexandria Public Schools*, Theodore Utne, Superintendent.
ALLIANCE, OHIO, *School Number One*, Byron E. Saffell, Principal.

ALTOONA, PA., *Altoona Public Schools*, S. H. Layton, Superintendent; *Adams School*, L. C. Smith, Principal; *Allegheny Furnace School*, Helen M. De Gabrielle, Principal; *Altoona High School*, G. D. Robb, Principal; *Central Grammar School*, W. H. Burd, Principal; *Curtin School*, Alice M. Rowe, Principal; *Emerson School*, Elizabeth W. Hazlett, Principal; *Fairview School*, H. H. Beacham, Principal; *Franklin School*, D. L. Hoffman, Principal; *Garfield School*, M. A. Dively, Principal; *Irving School*, Catherine Shoup, Principal; *Jefferson School*, H. C. Smith, Principal; *Madison School*, J. J. Hamilton, Principal; *Miller School*, Lillian M. Tussey, Principal; *Penn School*, Nan J. Miller, Principal; *Stevens School*, Anna Wolfe, Principal; *Washington School*, Crezella Beamer, Principal; *Webster School*, Ira S. Wolcott, Principal; *Wright School*, Laura Russell, Principal.

ANN ARBOR, MICH., *Mack School*; *Perry School*.

AUBURN, NEBR., *Auburn Public Schools*, A. M. Nelson, Superintendent; *Antioch School*, Bessie Leeper, Principal; *Athens School*, Ruth E. Gishpert, Principal; *High School*, Bertha Wellhausen, Principal.

BEDFORD, OHIO, *Bedford Public Schools*, A. E. Moody, Superintendent.

BELMONT, MASS., *Brighton Street School*, Eva Burns, Principal; *David Butler School*, Alice Farrar, Principal.

BLOOMINGTON, IND., *Bloomington Junior High School*, Mary A. Kerr, Principal.

BOYNE CITY, MICH., *Boyne City Public Schools*, A. A. Metcalf, Superintendent.

BRIDGETON, N. J., *South Avenue School*, Norman A. Wright, Principal.

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

CEDAR RAPIDS, IOWA, *Jefferson School*, Irene Garrett, Principal.

CENTERVILLE, IOWA, *Centerville Public Schools*, H. M. Taylor, Superintendent; *Central School*, Carrie Treon, Principal; *Garfield School*, Mrs. Laura Veach, Principal; *Grammar School*, J. W. Howar, Superintendent; *High School*, E. W. Fannon, Principal; *Lincoln School*, Lucille Spooner, Principal; *McKinley School*, Sara Ritchel, Principal.

CHEYENNE, WYO., *Churchill School*, Mrs. J. C. Liston, Principal; *Corlett School*, Grace McCormick, Principal; *Johnson School*, Lavinia Cole, Principal.

CHICAGO HEIGHTS, ILL., *Franklin School*, Idellette Ferguson, Principal; *Garfield School*, Mae Cassels, Principal; *U. S. Grant*

School, Florentine Peters, Principal; *Jefferson School*, Floyd T. Goodier, Acting Principal; *Roosevelt School*, Floyd T. Goodier, Principal.

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

CLEVELAND, OHIO, *Landon School*, Ella B. Money, Principal.

COLUMBUS, OHIO, *Fulton School*, Belle Torrey Scott, Principal.

DAYTON, OHIO, *Parker High School*, A. E. Clagett, Principal.

DELPHOS, OHIO, *Delphos High School*, Samuel C. Warner, Principal.

DENVER, COLO., *Boulevard School*, Joseph M. Erwin, Principal.



OLIVE M. JONES is a member of the Board of Trustees of the National Education Association and also a vice-president. Miss Jones is Principal of Public School 120, New York City, and editor of "The Principal," which is the official organ of the New York Principals Association.

DETROIT, MICH., *Bellefontaine School*; *Bellevue School*, Florence E. Greer, Principal; *Carstens School*, James G. Lake, Principal; *Chandler School*, Amelia Smith, Principal; *Columbian School*, Rachel McKinney, Principal; *Dexter School*, Audrey Jackson, Principal; *Grayling School*, Mrs. Elizabeth W. Hawke, Principal; *Keating School*, Mrs. Amelia Durst Young, Principal; *Leland School*, Grace-Woolfenden, Principal; *Marr School*, Florence Stratemeyer, Principal; *Monteith School*, Hortense E. Burns, Principal; *Newberry School*, Jean Lannin, Principal; *Philip School*, Etta Riley,

Principal; *Pitcher School*, Mary Dean, Principal; *Ruthruff School*, Earl Laing, Principal.

DUNDEE, ILL., *Carpentersville School*, Mrs. Jane Martin, Principal; *Dundee-Carpentersville Public Schools District No. 32*, Osher Shilaifer, Superintendent; *Dundee School*, Cora Lockwood, Principal; *School District No. 217*, Ada M. Andrews, Principal.

EAST CHICAGO, ILL., *Garfield School*, Carrie Gosch, Principal; *Lincoln School*, Edna Ivey, Principal; *Marks School*, Ida M. Haines, Principal; *Wm. B. McKinley School*, T. E. Williams, Principal; *Washington High School*, Howard H. Clark, Principal; *James Whitcomb Riley School*, Alfred C. Senour, Principal.

EAST CLEVELAND, OHIO, *Superior School*, Belle L. Parks, Principal.

ELGIN, ILL., *Columbia School*, Thomas W. O'Connor, Principal; *Abby C. Wing School*, Mrs. Mattie H. Walls, Principal.

ELWOOD, IND., *Public School Teachers of Elwood*, E. B. Hargrave, Secretary; *Edgewood School*, Ruth M. Bennett, Principal; *High School*, William F. Smith, Principal; *Junior High School and Central School*, Grace DeHority, Principal; *Linwood School*, Carrie House, Principal; *Osborn School*, Minnetta Manning, Principal; *Washington School*, Mary Leeson, Principal.

ELYRIA, OHIO, *Elyria Public Schools*, F. M. Shelton, Superintendent.

EMERYVILLE, CALIF., *Emeryville School*, D. B. Lacy, Superintendent.

HIGGINSVILLE, MO., *Higginsville Public Schools*, D. W. Brannon, Superintendent.

IRONWOOD, MICH., *Central School*, E. O. Arnold, Principal; *Newport School*, Carrie Bond, Principal; *A. L. Norrie School*, Doyce M. Heggaton, Principal.

KANSAS CITY, MO., *Switzer School*, Grace Slocumb, Principal.

LARAMIE, WYO., *South Side School*, Mrs. Myrtle Gloyd, Principal.

LEXINGTON, MO., *High School*, Roy G. Bigelow, Principal; *Lexington Central School*.

LONG BEACH, CALIF., *Horace Mann School*, S. F. Holland, Principal.

LONGMONT, COLO., *Longmont Public Schools*, C. C. Casey, Superintendent.

LOS ANGELES, CALIF., *Cahuenga School*, Mrs. Violet B. Philbrook, Principal.

LOUISVILLE, KY., *Emmet Field School*, Ada G. Bache, Principal.

LYNCHBURG, VA., *Biggers School*, Anna D. Le Grande, Principal; *Rivermont School*, Berta C. Miller, Principal.

MANISTEE, MICH., *Lincoln School*, Emma Lundborn, Principal.

MARENISCO, MICH., *Marenisco Public Schools*, G. L. Blough, Superintendent.

MAYVIEW, MO., *Mayview Public Schools*, John M. Rush, Superintendent.

MILBANK, S. D., *Milbank Public Schools*, H. C. Souder, Superintendent.

MILLVILLE, N. J., *Western School*, Elizabeth Davis, Principal.

MT. CLEMENS, MICH., *Mt. Clemens Public Schools*, L. W. Fast, Superintendent.

NEW RAMER, COLO., *New Ramer Centralized Schools*, A. A. Birdick, Superintendent.

NILES, MICH., *Niles Public Schools*, Otto W. Haisley, Superintendent.

NORFOLK, NEBR., *Norfolk Public Schools*, H. B. Simon, Superintendent; *Grant School*, Anna Johnson, Principal; *Jefferson School*, Myrtle Barry, Principal; *Junior High School*, Lorena J. Lewis, Principal; *Lincoln School*, Eleanor Mueller, Principal; *Senior High School*, E. C. Denny, Principal; *Washington School*, Harriet Mather, Principal.

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

ODESSA, MO., *High School*, Veda McKinney, Principal.

OKMULGEE, OKLA., *Okmulgee City Schools*, H. B. Bruner, Superintendent; *Emerson School*, E. S. Briggs, Principal; *Franklin School*, Gelene Nichols, Principal; *Lee School*, Julia Harris, Principal; *Longfellow School*, Carrie May Keller, Principal; *Okmulgee High School*, Eugene S. Briggs, Principal; *Roosevelt School*, Agnes Morrissey, Principal; *Webster School*, Marian Walsh, Principal; *Wilson School*, Lena Pitts, Principal.

OMAHA, NEBR., *Howard Kennedy School*, Franc Eaton, Principal.

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

PORTLAND, ME., *Allen School*, Will O. Hersey, Principal; *Bethel Kindergarten*, Ruth W. Newhall, Principal; *Casco Street School*, Amy N. Furlong, Principal; *Chapman School*, Will O. Hersey, Principal; *Nathan Clifford School*, Helen M. King, Principal; *Cummings School*, Will O. Hersey, Principal; *Emerson School*, Marada F. Adams, Principal; *Jackson School*, Leon N. Williams, Principal; *Leland School*, Susan J. Sawyer, Principal; *Libby School*, Amy N. Furlong, Principal; *Longfellow School*, Will O. Hersey, Principal; *Monument Street School*, Clara L. Soule, Principal; *Morrill School*, Will O. Hersey, Principal; *North School*, E. E. Parmenter, Principal; *Park Street School*, Amy N. Furlong, Principal; *Pearl Street Kindergarten*, Lucy L. Mann, Principal; *Presumpscott School*, Susan J. Sawyer, Principal; *Riverside School*, Margaret V. Hughey, Principal; *Riverton School*, Min-

nie R. Bailey, Principal; *Roosevelt School*, Helen M. King, Principal; *Saunders School*, Susan J. Sawyer, Principal; *Shailer School*, Clara L. Soule, Principal; *Sherman Street Kindergarten*, Special Teachers; *Summit Street School*, Will O. Hersey, Principal; *Supervising Principals*; *West School*, Alice L. Custis, Principal; *Willard School*, Nora F. Honan, Principal; *Woodfords Kindergarten*, Anna C. Bullard.

PRINCETON, ILL., *Logan School*, Margaret T. O'Donnell, Principal.

QUINCY, ILL., *Adams School*, Adeline E. Jansen, Principal; *Jackson School*, Johanna Shanahan, Principal; *Washington School*, Edith Hall, Principal.

RED BLUFF, CALIF., *Monroe School*, Edna Bayles, Principal.

ROYAL OAK, MICH., *Greenville Park School*, W. H. Allmendinger, Principal.

ST. CLAIR, MICH., *St. Clair Teachers' Association*, Ruth Y. Johnston, Secretary.

ST. CLOUD, MINN., *St. Cloud Public Schools*, P. R. Spencer, Superintendent; *Franklin School*, Beulah Gilman, Principal; *Lincoln School*, Sara Ellis, Principal; *Roosevelt School*, Arisia Maybury, Principal; *St. Cloud Teachers' College*, J. C. Brown, President; *Technical High School*, Elizabeth Clark, Principal; *Union School*, Mary Gallagher, Principal; *Washington School*, Edith Perkins, Principal.

ST. JOSEPH, MO., *Jackson School*, Frances Burris, Principal.

ST. PAUL, MINN., *St. Paul City Schools*, H. G. Stout, Superintendent.

SAGINAW, WEST COURT, MICH., *John Moore School*, R. M. Johnson, Principal.

SAN FRANCISCO, CALIF., *Buena Vista School*, Lucy Cotrel, Principal; *Patrick Henry School*, Frances R. Lewis, Principal.

SAULT STE. MARIE, MICH., *Sault Ste. Marie Public Schools*, George G. Malcolm, Superintendent; *High School*, C. W. Bemmer, Principal; *Junior High School*, E. D. Pierce, Principal; *Garfield School*, Jefferson School; *Lincoln School*; *McKinley School*; *Park School*; *Washington School*.

SEDALIA, MO., *Sedalia Public Schools*, C. A. Greene, Superintendent; *Arlington School*, Minnie Clare Murphy, Principal; *Broadway School*, Lida M. Burruss, Principal; *Jefferson School*, Ethel McCluney, Supervisor; *Horace Mann School*, Belle Steele, Principal; *Sedalia High School*, Martha M. Letts, Principal; *Summit School*, Lydia Duncan Montgomery, Principal; *Washington School*, Anna L. Greer, Principal; *Whittier School*, Minnie A. Shaffer, Principal.

TACOMA, WASH., *Grant School*, O. C. Whitney, Principal.

TIFFIN, OHIO, *Monroe Street School*, Wilbert W. Martin, Principal.

WAIMEA, KANAL, P. I., *Junior High School*, G. S. Session, Principal.

WALLA WALLA, WASH., *Green Park School*, Elouise Thomas, Principal.

WYOMING, DEL., *Caesar Rodney Schools*, Gilbert Nichol, Superintendent.

Affiliated State and Local Associations

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

ASHLAND, WIS., *North Wisconsin Teachers' Association*, Lida E. Doolittle, Secretary.
ATKINSON, KANS., *Atkinson Educational Association*, Alsie Lasell French, President.
AUBURN, NEBR., *City Public School Teachers*, P. Katherine Webber, Secretary.



W. N. Taylor became on June 1st • the full-time secretary of the Mississippi Teachers' Association, which has a membership of 6221 out of a possible 8000. Mr. Taylor is business manager of the "Educational Advance," the organ of the Association.

BLOOMFIELD, N. J., *Bloomfield Teachers' Association*, Edith M. Albinson, Secretary.

BOULDER, COLO., *Boulder Teachers' Club*, Blanch Ricketts, Secretary.

BOYNE CITY, MICH., *Boyne City Teachers' Club*, Agatha Manausa, Secretary.

BRATTLEBORO, VT., *Vermont State Teachers' Association*, Florence M. Wellman, Secretary.

BROOKLYN, N. Y., *Public School No. 103*, Francis W. Powers, Principal; *Public School No. 112*, Thomas H. Hughes, Principal.

CALAIS, MAINE, *Calais Teachers' Club*, E. Doreen Gregory, Secretary.

CARLINVILLE, ILL., *Illinois State Teachers' Association*, Robert C. Moore, Secretary.

CARSON CITY, NEV., *Nevada State Educational Association*, E. L. McKeown, President.

COLCHESTER, CONN., *Connecticut State Teachers' Association*, Samuel P. Willard, Corresponding Secretary.

CORVALLIS, ORE., *Oregon State Teachers' Association*, E. D. Ressler, Secretary-Treasurer.

CRYSTAL LAKE, ILL., *Illinois State Teachers' Association*, N. E. Section, H. A. Dean, Treasurer.

DANVILLE, VA., *Pittsylvania County Teachers' Association*, Rose L. Brimmer, Secretary.

DAYTONA, FLA., *East Volusia County Teachers' Association*, Jenny Morrill, Secretary.

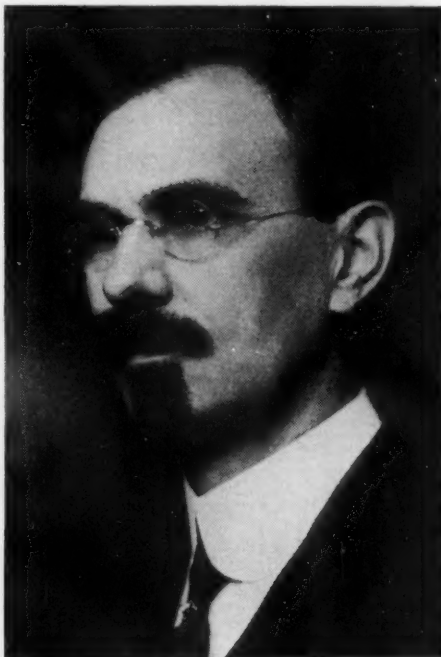
DELAND, FLA., *West End Volusia County Teachers' Association*, Gertrude A. Scott, Secretary.

DES MOINES, IOWA, *Bureau of Education, Des Moines Chamber of Commerce*, Clay D. Slinker, Secretary.

EAST HARTFORD, CONN., *East Hartford Teachers' Association*, P. S. Barnes, Superintendent.

EAST STROUDSBURG, PA., *East Stroudsburg State Normal School*, Frank E. Baker, Principal.

ERIE, PA., *Erie City Teachers' Institute*, H. E. Stone, Secretary.



W. C. SMITH has been selected • to act as the first president of the newly created Department of Immigrant Education and is now at work on the program for the Boston meeting. Mr. Smith is Supervisor of the Immigrant Education Department in the State of New York.

FORT SCOTT, KANSAS, *Fort Scott Teachers' Association*, Mary D. Stevens, Secretary.

GRANTHAM, PA., *Faculty of the Messiah Bible School*, Clara E. Hoffman, Secretary.

HAKALAU, HAWAII, *Hawaii Education Association*, E. S. Capellas, Treasurer.

HAMPTON, VA., *Hampton Normal & Agricultural Institute*.

HEATON, MCKINLEY CO., NEW MEXICO, *McKinley County Teachers' Association*, Lillian M. Wilson, Secretary.

HEBER, UTAH, *Wasatch County Teachers' Association*.

HIAWATHA, KANS., *Brown County Teachers' Association*, Margaret E. Funkhouser, Secretary.

JACKSON, MICH., *Jackson Teachers' Club*, F. Cortright, Secretary.

KALAMAZOO, MICH., *Michigan State Teachers' Association*, John P. Everett, Secretary.

KIRKSVILLE, MO., *Faculty of State Teachers' College*, John R. Kirk, President.

KNOXVILLE, TENN., *High School Teachers' Association of Knox County*, William L. Stooksbury, County Superintendent.

LONG BEACH, CALIF., *Long Beach Teachers' Club*, W. P. Rankin, President.

MAMARONECK, N. Y., *Mamaroneck Teachers' Association*, J. V. Kennedy, President.

MANZANOLA, COLO., *Otero County Teachers' Association*, Clifford A. Bushey, Secretary.

MEMPHIS, TENN., *Shelby County Teachers' Association*, Laurie Cash, Treasurer.

MIDLAND, MICH., *Midland City Teachers' Club*, T. M. Armstrong, Secretary.

MILWAUKEE, WIS., *Milwaukee Teachers' Association*, Mima S. Griffith, Secretary; *Wisconsin Teachers' Association*, M. A. Bussewitz, Secretary.

NEGAUNEE, MICH., *Negaunee Teachers' Association*, Gordon K. Lindley, Secretary.

NEW YORK, N. Y., *Public School No. 27*; *Public School No. 30, Borough of Manhattan*, Albert Loerrithon, Principal; *Teacher Clerks' Association of New York*, Maie L. MacLean, President.

OAK PARK, ILL., *Chicago Public School Kindergarten Association*, Belle Booth, Secretary; *Oak Park and River Forest Township High School*, Arthur G. Bobbitt.

PALMETTO, FLA., *Manatee County Educational Association*, A. H. Flowers, Secretary.

PRICE, UTAH, *Carbon County Teachers' Association*, Mary F. Mathis, Secretary.

RED BLUFF, CALIF., *Tehama County Teachers' Association*, J. D. Sweeney, Secretary.

REDONDO BEACH, CALIF., *Teachers' Club of Redondo Union High School District*, Anna M. K. Hansen, Treasurer.

RICHMOND, IND., *Indiana State Teachers' Association*, C. O. Williams, Secretary.

RICHMOND, VA., *Henrico County Teachers' Association*, Lottie M. Evans, Secretary.

ROCHESTER, N. Y., *New York State Teachers' Association*, R. A. Searing, Secretary.

ROCK HILL, S. C., *South Carolina State Teachers' Association*, R. C. Burts, Secretary.

ROCKVILLE, MD., *Montgomery County Teachers' Association*, Eleanor L. Smith, Secretary.

ROSELLE PARK, N. J., *Teachers' Association of Roselle Park, N. J.*, Edith H. McCallion, Secretary.

ST. CHARLES, MO., *St. Charles County Teachers' Association*, Irwin Tuepker, Secretary.

ST. CLOUD, MINN., *Central Minnesota Education Association*, Karl L. Adams, Secretary.

SALISBURY, N. C., *Salisbury Local of North Carolina Teachers' Assembly*, Sadie E. Klutz, Secretary.

SAN FRANCISCO, CALIF., *California Education Association*, Arthur H. Chamberlain, Executive Secretary; *San Francisco Principals' Association*, Susie A. Ward, Secretary.

SEATTLE, WASH., *High School Teachers' League*, Margaret M. Gorman, President.

STILLWATER, MINN., *Stillwater Teachers' Local Association*, Anna M. Curry, Secretary.

STOCKTON, CALIF., *Stockton Elementary Teachers' Association*, May Butler Wiles, Secretary.

SUPERIOR, WIS., *Lake Superior Teachers' Association*, John H. Andrews, Secretary.

TALIBON, BOHOL, P. I., *Talibon Teachers' Association*.

TULSA, OKLA., *Tulsa Public Schools*, E. E. Oberholtzer, Superintendent.

UBAY, BOHOL, P. I., *Ubay Teachers' Association*.

UVALDE, TEXAS, *Trans-Medina-Cis-Pecos Teachers' Institute*, A. W. Evans.

WATERFORD, N. Y., *Waterford Teachers' Association*, Mary D. Ameden, Secretary.

WAYNE, NEBR., *State Normal School*, U. S. Conn, President.

WESTFIELD, MASS., *Westfield Teachers' Association*, Anna M. Kennedy, Secretary.

WEST NEW YORK, N. J., *Faculty of Public School, No. 1*, Dolores Mulvihill, Secretary.

WESTPORT, CONN., *Westport Teachers' League*, Theresa L. Custer, Secretary.

WISCONSIN RAPIDS, WISC., *City Superintendents' Association of Wisconsin*, E. G. Doudna, President.

Affiliations Renewed for 1921-22

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

ALTOONA, PA., *Altoona Institute*, S. H. Layton, Superintendent.

BELFAST, MAINE, *Belfast Teachers' Club*, Annie L. Black, Secretary.

BRIDGETON, N. J., *Irving Avenue School*, Emma M. Westcott, Principal; *Vine Street School Association*, Mrs. Clara T. Mulford, Secretary.

BRIDGEWATER, VA., *Rockingham Teachers' Association*, Lina E. Sanger, Secretary.

CHEBOYGAN, MICH., *Cheboygan Teachers' Association*, Carl Titus, Superintendent.

CLEVELAND, OHIO, *Cleveland Teachers' Federation*, H. T. McMyler, President.

CLEVELAND HEIGHTS, OHIO, *Cleveland Heights Teachers' Association*, Charlotte E. Williams, Corresponding Secretary.

ELWOOD, IND., *Public School Teachers of Elwood*, E. B. Hargrave, Secretary.

GRAND RAPIDS, MICH., *Grand Rapids Teachers' Club*, Mary Frances Hyland, Secretary.

IOLA, KANS., *Iola Teachers' Club*, Mrs. Charles A. Kohler, Secretary.

MEMPHIS, MO., *Teachers' Association of Scotland County*, Mabel Wildman, Secretary.

PORTSMOUTH, VA., *Portsmouth Teachers' Association*, George B. Ish, Secretary.

READING, PA., *Reading Teachers' Association*, G. Gilbert Hintz, President.

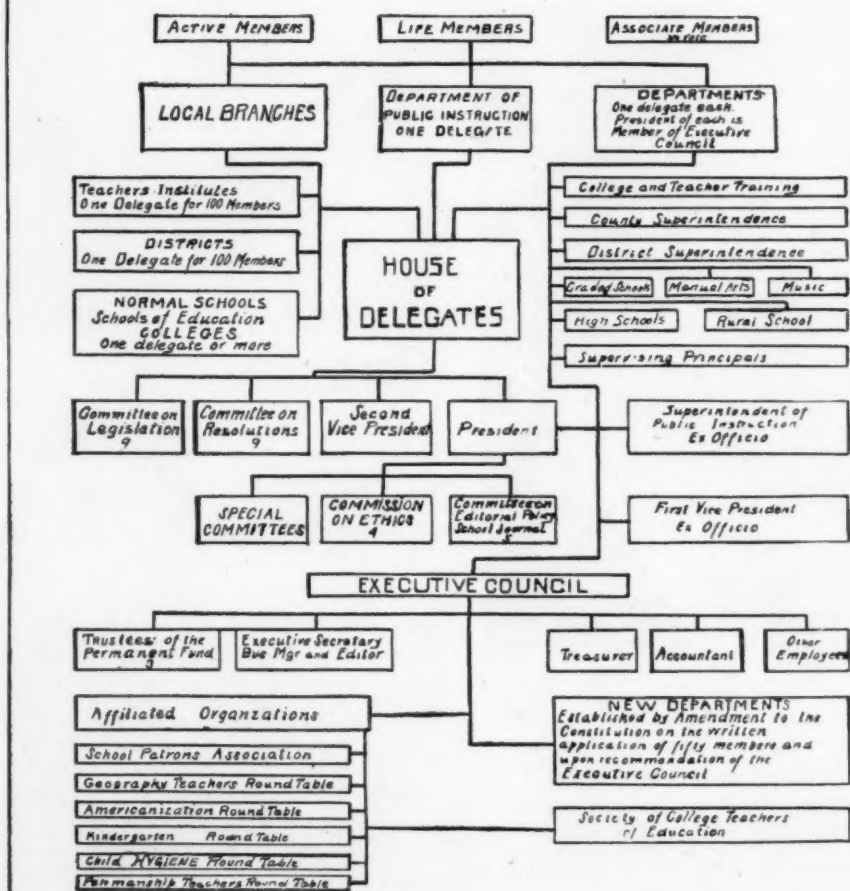
SOUTH HAVEN, MICH., *South Haven Teachers' Club*, Helen L. Monroe, Secretary.

WEST ORANGE, N. J., *Teachers' Association of West Orange*, Sarah N. Staats, Secretary.

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

WINSTON-SALEM, N. C., *Winston-Salem Branch of the North Carolina Teachers' Association*, J. W. Moore, Treasurer.

PENNSYLVANIA STATE EDUCATION ASSOCIATION ORGANIZATION AND ADMINISTRATION



GUIDE TO NEW BOOKS¹

ADAMS, JAMES TRUSLOW. The founding of New England. Bost. Atlantic monthly, 1921. 482 p. illus. maps. \$4.

A history corrective of many extreme opinions on colonial life. "He has discarded tradition and hero-worship and written history. He has put colonial New England in its place, not as a heaven-inspired experiment apart, but as a phase of American and British development."—*Nation*, 113:100, 27 J1 21. Written for the general reader (with source references) the book puts a human touch into the New England tradition, showing motives other than religious governing the lives of the immigrants. Index.

COHEN, HELEN LOUISE, ed. One-act plays by modern authors. N. Y. Harcourt, 1921. 342 p. illus. \$2.25.

An anthology of one-act plays combined with a discussion of the modern theater, the little theater, the workmanship of the play, staging, and use of theaters in schools. The text includes *The boy will—Beauty and the Jacobin—The Pierrot of the minute—The maker of dreams—Gettysburg—Wurzel-Plummary—Maid of France—Spreading the news—Welsh honeymoon—Riders to the sea—A night at an inn—The twilight saint—The masque of the two strangers—The intruder—Fortune and men's eyes—The little man*. Each play is preceded by a brief discussion of the author. Useful in any library.

COPE, HENRY FREDERICK. The parent and the child. N. Y., Doran, 1921. 184 p. \$1.50.

What shall parents do with disobedience, with lying and swearing, with children who do not care to help at home, with mischief, movies, outside interests, with pocket money, with family worship? This book contains discussions of the questions which arise in every family where there are children. It is arranged as a study text with references and presents common-sense views.

DRAPER, GEORGE O., comp. School, church, and home games. Community recreation; rural edition. N. Y. Assn. press, 1921. 148 p. \$1.

Games for small and large pupils in school and at home and for older people at social gatherings. Many of these are new and the collection is useful where good judgment is used in the selection and supervision of the games described.

EINERT, MARGARET THÉRÈSE. The rhythmic dance book. N. Y., Longmans, 1921. 96 p. illus. \$1.50.

The spontaneous interpretative dance for children and young people explained interestingly as an instrument for developing health and grace. There are several examples of this kind of work. They are

accompanied by directions for rather informal rhythmic exercises, verse dancing, and plastic posing. Good photographs. Bound in boards.

FRANCK, HARRY ALVERSON. Working north from Patagonia. N. Y., Century, 1921. 650 p. illus. \$5.

Mr. Franck's usual free-as-air tramp, informative and gossipy, covering, together with his *Vagabonding down the Andes*, all of South America. Delightful portraits. For school or home reading.

The glass of fashion. N. Y., Putnam, Lond. Mills, 1921. 176 p. illus. \$2.50.

The gentleman with a duster is here perhaps less amusing because more caustic than in *The Mirrors of Downing Street*. He holds up a glass which is keenly critical of the new aristocracy of England—the Repingtons and the Margot Asquiths—who stand in the limelight and offer to the lesser classes an example of "all that is fast, furious, and fashionable." Cites the Gladstones as perfect examples for public and private life.

GILBERT, CHESTER GARFIELD. America's power resources, by Chester G. Gilbert and Joseph E. Pogue. N. Y., Century, 1921. 326 p. illus. \$2.50.

A collection into book form of papers on investigations at the Smithsonian institution regarding the importance and conservation of national resources. Includes discussions of human labor and mechanical work, coal, oil, natural gas, waterpower, smokeless fuel, three-dimensional transportation. Illustrations are maps, diagrams, and graphs. Very readable and useful to libraries.

HALL, GRANVILLE STANLEY. Aspects of child life and education, by G. Stanley Hall and some of his pupils. N. Y., Appleton, 1921. 326 p. \$2.

A group of readable papers compiled from experiments by Dr. Hall and his associates to describe the nature of the child mind and to enlighten parents and instructors on methods of teaching and correction. The topics include: The contents of children's minds; The psychology of daydreams; Curiosity and interest; The story of a sand pile; A study of dolls; The collecting instinct; The psychology of ownership; Fetichism in children; Boy life in a Massachusetts country town forty years ago. Not an essential first book to buy since more compact material is in smaller handbooks, but an authoritative col-

lection of good illustrative material. Many of the papers in it are not new and the bibliographies are not up to date.

JAMES, HERMAN GERLACH. Local government in the United States. N. Y., Appleton, 1921. 482 p. \$3.50.

A survey of the diverse forms of so-called local government in the United States—city, village, town and county—and of their origin in French and English governments. The author whose earlier text discusses municipal government, here shows that city government is only one of the interlacing parts of government as a whole. A thorough discussion of possibilities and facts in governmental functions of small units.

MANLY, JOHN MATTHEWS. Contemporary British literature; bibliographies and study outlines, by John Matthews Manly and Edith Rickert. N. Y., Harcourt, 1921. 196 p. \$1.25.

Of great interest to students and critical readers of British literature is this arrangement with a skeleton of facts about each author and a wealth of sources on lives and works. There are questions for study, a list of British verse anthologies, and one each of general reference works and of indexes and critical periodicals. Authors are arranged alphabetically and indexed according to the nature of their writings.

MOSES, MONTROSE JONAS, ed. Representative plays by American dramatists. v. 3, 1856-1911. N. Y., Dutton, 1921. 926 p. \$8.

Volume three of the series includes plays from 1856 to 1911 chosen from among texts not easily available in other anthologies. The playwrights of whom biographical and bibliographical notes are given are Charles Burke, Oliver Bunce, Steele Mackaye, Bronson Howard, Augustus Thomas, Clyde Fitch, Langdon Mitchell, George Boker, Eugene Walter, and David Belasco. Volume two (1815-1858) is to follow.

NEW YORK DRAMA LEAGUE. Little theatre department. Plays for amateurs; a selected list. N. Y., Wilson, 1921. 24 p. Paper, 60c.

"An attempt of the Little Theatre Department of the New York Drama League to answer in one systematic and comprehensive piece of work the daily inquiries from amateurs of all kinds as to plays suitable for their varying capacities and purposes."—*Preface*. There are one-act plays for men and women, plays for men, plays for women, long plays, out-door plays, and plays in oriental setting. Plays for high-school age are starred. Annotations give characters, setting, and nature of plot. Very successful.

PERKINS, JEANETTE ELOISE. The Mayflower program book, prepared by Jeanette Eloise Perkins in collaboration with Frances Weld Danielson. Bost. Pilgrim Press, 1920. 229 p. illus. music. \$2.

An arrangement of twenty-six programs for children from six to eight. Its emphasis

¹Titles and notes selected from *The Book-list of the American Library Association*, 78 East Washington Street, Chicago, Illinois, by students in the book selection course at Western Reserve University Library School, Cleveland, Ohio, under the direction of Miss Thirza E. Grant, acting director of the school. Teachers may obtain these and other books from their local public library.

is upon service and world friendship. It is intended as a week-day church school outline and is complete in offering of materials.

RUSSELL, MARY M. Dramatized Bible stories for young people. N. Y., Doran, 1921. 92 p. \$1.50.

Brief dramas of one or two scenes usually, arranged for little or no stage trappings and intended to be given by young people in their teens in place of the scripture reading of a church service. The stories are of Moses, Naaman, Esther, Bartimeus, Christ's birth and resurrection, Isaac and Rebecca, the ten virgins, Nehemiah, the good Samaritan, Miriam, and Ruth. Interesting not only in itself but as a suggestion of numerous dramatizations which may easily be arranged for churches.

SIMS, NEWELL LEROY, ed. The rural community, ancient and modern. N. Y., Scribner, 1920. 916 p. illus. \$4.50.

A survey, in the form of collected readings, of the problem of rural community life. An historical background is given in the description of the primitive village, the medieval manor, and the village community in America. The community of the present with its types and institutions is defined and the problems are stated and reconstruction measures presented. One of the most complete discussions of the subject by a professor of rural sociology in Massachusetts Agricultural College.

SMITH, ALICE MARY, ed. Short plays by representative authors. N. Y., Macmillan, 1920. 318 p. \$1.80.

A junior high school selection of plays representing the humors and atmospheres of many nationalities.

Contents: The Hraun farm, by Jóhann Sigurjónsson—The merry, merry cuckoo, by Jeannette Marks—The locked chest, by John Masfield—The post office, by Rabindranath Tagore—Six who pass while the lentils boil, by Stuart Walker—The silver lining, by Constance d'Arcy Mackay—By ourselves, by Ludwig Fulda—The rider of dreams, by Ridgely Torrence—Spreading the news, by Lady Augusta Gregory—The swan song, by Anton Tchekhoff—The man on the kerb, by Alfred Sutro—The shadowed star, by Mary MacMillan.

SNEDDEN, DAVID SAMUEL, ed. Vocational home-making education. N. Y., Teachers' College, Columbia Univ., 1921. 149 p. Paper, \$1.50.

Snedden's usual research into objectives and projects for education. This pamphlet is the result of a summer session of teachers studying the home-making problem at Columbia. It contains a short theoretical discussion and outlines for studies and projects in cooking, housekeeping, child care, and sewing. Practical for teachers.

TAYLOR, STEWART. Clay modelling for schools (Pitman's handwork series). N. Y., Pitman, 1921. 139 p. illus. \$2.

An English school outline presenting an excellent grasp of the value of modelling as a means of expression, of developing dexterity

and correlating art work with other school subjects. The work ranges from kindergarten play to plaster casting and really artistic production. All elementary teachers and many art students will find the book useful.

WILLIAMS, BASIL. Cecil Rhodes (Makers of the nineteenth century).

N. Y., Holt, Lond. Constable, 1921. 353 p. map. \$3.50.

A portrait drawn truly, with the masterful, the lovable, the faulty, and the highly romantic all in view. The character is as interesting as the background of the diamond fields and South African history. The narrative moves slowly at times but builds up a story which both the student and general reader will enjoy to study or skim.

School Buildings and School Architecture¹

AYRES, L. P., and AYRES, MAY. School Buildings and Equipment. Survey of the Cleveland Foundation, 1916. 117 p. 25c.

This report constitutes one of the twenty-five sections of the Cleveland Survey and is the result of a thorough investigation of the physical school plants of that city. The criticism of false practices and the development of standards for construction are decidedly commendable.

AYRES, MAY, WILLIAMS, JESSE F., and WOOD, THOMAS D. Healthful Schools: How to Build, Equip, and Maintain Them. Houghton, Mifflin Co., 1918. 292 p. \$1.50.

This volume is a condensed but thorough review of the subject of school hygiene. The field comprises two main headings—provision of healthful, physical environment and the conduct of healthful school activities. This volume contains a wealth of suggestive material for the architect, school board, or superintendent contemplating school construction and should meet with wide use as a text in school hygiene in teacher-training institutions.

DONOVAN, JOHN J., and Others. School Architecture: Principles and Practices. Macmillan Company, New York, 1921. Illus. 724 p. \$20.

Mr. Donovan and his collaborators in a comprehensive treatise have clearly indicated the best architectural practices in modern school erection. Building planning; construction costs; departmental equipment; heating and ventilation; and electrical installations are a few of the topics that provide a wide fund of information. This volume is profusely illustrated with pictures of all types of buildings, various types of rooms, laboratories, and offices and with suggestive floor plans. This is the best treatise on school buildings and school architecture that has been produced.

DRESSLAR, FLETCHER B. American Schoolhouses. Washington, D. C. Government Printing Office, 1911. U. S. Bureau of Education, Bulletin 5, 1910. 133 p. illus. 75c.

A discussion of the requirements of school buildings from the educator's point of view. A major part of the excellence of this volume is due to the collection of pictures and

places of school buildings erected in different parts of the country.

ENGELHARDT, N. L. School Building Program for Cities. Columbia University Contributions to Education No. 96, 1918. 130 p. \$1.60.

Mounting costs of school buildings necessitate careful planning for future needs. The author has carefully selected the elements essential in a study of a school-building program for an American city and has developed a technique for the scientific solution of the problems raised. This study is of great value to school boards and city superintendents who are contemplating new buildings or the remodelling of old buildings. The study of a school-building situation after the manner indicated in this volume will invariably result in distinct saving to the community.

LOCKHART, G. L. Public Schools. H. W. Kingston Co., St. Paul, Minn., 1918. 211 p.

A non-technical discussion of the construction, ventilation, sanitation, lighting and equipment of various types of school buildings. The author has included many suggestions of practical importance to the school architect not ordinarily found in similar books.

MILLS, W. T. American School Building Standards. Ed. 2. Franklin Educational Publishing Co., Columbus, Ohio, 1915. 616 p. \$5.

This manual of school architectural practice is a systematic review of the problems which confront designers of school buildings. Legislative requirements and city codes are utilized in showing standard practices and a future edition of this handbook, bringing such material up to date, will be welcomed.

STRAYER, G. D. and ENGELHARDT, N. L. Standards for Score Card for City School Buildings. Teachers College Bulletin, 11th ser. No. 10. Columbia University, New York City, 1920. 45 p. 50c.

The evaluation of any school building is dependent upon the sum total of all of the

¹This list was compiled by G. C. Gamble, Associate in Educational Administration, Teachers College, Columbia University, New York, N. Y.

elements which make up a satisfactory school plant. As a result of the study of over a thousand schools, the authors have developed a score card upon which is recorded the number of points on the basis of a thousand assigned to a particular building. The score card and its accompanying standards can be utilized first in the evaluation of school buildings for the purpose of developing a building program, and second, in the checking of plans for new buildings. The authors have also published a corresponding score card and standards for rural school buildings.

STRAYER, G. D., ENGELHARDT, N. L., and EVENDEN, E. S. Public Improvement Commission, Baltimore, Md. Baltimore School Survey—The School Plant and School Building Program—Vol. I. 1921.

A new note in the technique of school surveying. The conditions of each of the 140 buildings comprising the Baltimore school system were thoroughly analyzed and specific recommendations made for each. The school building program is based on an intensive study of population growth and increase in school enrolment over a period of years. An especially commendable feature is the introduction of a large number of pictures and charts, graphically presenting many of the phases of the Baltimore situation.



ARTHUR WOODS, chairman of the committee of civic emergency measures of the President's Conference on Unemployment. Colonel Wood's work as police commissioner of New York City attracted wide attention. His record overseas and his service as Assistant Secretary of War in charge of establishing service men in civil life have peculiarly qualified him for his present task of combating unemployment. School building is urged as one of the most important measures of relief.

STRAYER, G. D., ENGELHARDT, N. L., and HART, F. W. A Schoolhousing Series—1920. C. F. Williams & Son, Inc., Albany, N. Y.

A series of checking lists and forms devised to assist boards of education in securing schoolhouses which meet modern schoolhousing standards. The following are the forms comprising the series:

Architect's Form I. Data Essential to Preliminary Sketches of New School Buildings (for use by architects and school boards)

Architect's Form II. Data Essential to Working Drawings and Specifications (for use by architects and school boards)

Schoolhousing Form III. Checking Chart and Score Card for School Building Plans and Specifications (for use by State and local building authorities)

Architect's Form IV. Standard Requirements for Plans of School Buildings and Sites (for use by architects and school boards)

Architect's Form V. Blank Form for Architectural Competitions (for use by school boards)

UNIVERSITY OF STATE OF NEW YORK. School Buildings and Grounds. Vol. 3 of the 11th report of the State Department of Education, Albany, 1917.

This State publication is an authoritative description of New York's standards for school buildings and grounds. A section devoted to financial statements contains a wealth of data for comparative statistics.

Unemployment and School Building

WHEN the President's Unemployment Conference began to study possible measures for the relief of unemployment it immediately fixed upon the construction of public works as one of the chief opportunities. It was soon apparent that the big item in needed public works was school building. School building was suspended during the war and has been resumed slowly since the war. As a result there is no large city in the country that has not been forced to resort to part-time sittings, while many smaller cities have been obliged to use the same makeshift, to rent temporary quarters ill-suited for school purposes, or to continue to use buildings that are unsanitary, unsafe, and poorly adapted to the uses of the modern comprehensive school.

The December JOURNAL recorded Mr. Hoover's request to the National Education Association to cooperate with the permanent committee in its effort to find relief for the grave unemployment crisis, which is expected to continue throughout the early months of the new year. It also emphasized the importance of encouraging school building. Reports from the field indicate that school authorities are responding to the call—that authorized building is being speeded up and that new building enterprises are being provided for.

In order to determine the extent of school construction the Association asked for reports from various State superintendents and from county superintend-

ents. Careful reports have come from a considerable number of States, while other State school officers have described the general situation. Likewise the request for reports from county superintendents brought a hearty response. So far as space will permit reports from county superintendents are summarized in the table on another page. It is hoped to continue this table as a regular feature of THE JOURNAL and to make it a complete, continuing survey of school-building progress.

Assistant State Superintendent Helen S. Benedict, of Arizona, reports that \$422,000 is being spent for school construction now under way, while additional construction has been authorized to the extent of \$1,321,000. This latter figure includes \$750,000 for a new high school at Tucson.

State Superintendent Bond, of Arkansas, writes that on account of the bond market little construction is now contemplated in that State. The school authorities of Little Rock are considering the question of a junior high-school building.

Commissioner Meredith, of Connecticut, reports that construction is under way to the extent of \$2,649,600.50 and that the amount of construction authorized but not begun is \$3,798,000, while a total of \$15,000,000 additional construction would be required adequately to house the schools.

State Superintendent Holloway, of Delaware, reports a building program of

\$400,000 for colored schools—mostly one and two-room buildings.

State Superintendent Sheats, of Florida, estimates that about \$700,000 will be spent for school buildings during the current year, including \$100,000 for the State university at Gainesville and \$200,000 for the State college for women at Tallahassee.

State High School Inspector E. A. Pound, of Georgia, reports \$440,000 worth of building under way or soon to be erected.

State Superintendent Harris, of Louisiana, wires that Louisiana built last session for white children twenty-one brick houses at a cost of \$1,661,661 and one hundred four frame houses costing \$553,317. \$200,000 was spent on fifty-four houses for negro schools. A revival of school building is expected as soon as interest rates on school bonds can be adjusted.

State Superintendent Thomas, of Maine, reports \$462,000 of construction under way; \$1,000,000 authorized but not begun, while \$2,025,000 additional would be needed adequately to house the schools.

Mr. Virgil Chapman, State supervisor of rural schools in Kentucky, reports \$612,000 in construction under way or recently completed, \$1,420,000 authorized but not begun and an additional \$2,320,000 required to house the schools in conformity with reasonable standards.

State Superintendent Johnson, of Michigan, reports building operation under way in a number of localities, but the precise figures are not yet available.

State Superintendent Hunting, of Nevada, reports \$89,000 worth of construction under way, and \$255,000 authorized but not yet begun.

Mr. Frank H. Woods, chief of school buildings and grounds in the State department of education in New York, reports about \$50,000,000 actually being spent or soon to be spent on school construction.

For Pennsylvania, Mr. Fred Engelhardt, director of the administration bureau, submits a comprehensive report which shows that approximately three and a half billion dollars are being spent for school buildings now under construction in the Keystone State.

State Superintendent Swearingen, of South Carolina, estimates that school buildings in process of construction or contemplated in that State amount to about \$3,000,000.

State Superintendent Shaw, of South Dakota, gives a list of building projects under way amounting to \$3,730,000.

State Superintendent Jensen, of Utah, reports construction under way aggregating \$1,393,450; authorized but not begun, \$800,000; additional needed adequately to house the schools, \$4,500,000.

These figures, most of which are approximate rather than exact, indicate that an enormous amount of school construction is under way, that a large additional amount is authorized, and that a still greater amount is needed to provide the accommodations demanded by reasonable standards of hygiene, sanitation, and educational practice.

The authorities of several States are gathering figures but were unable to have them ready in time for this number of *THE JOURNAL*. The reports taken as a whole reveal a startling lack of uniformity in the relation which State departments have to school-building projects. In some States plans must be approved by competent architects, while at the other extreme are the States in which new projects are not even reported to the State authorities, except as they are included incidentally in general reports.

The Editorial Council

THE EDITORIAL COUNCIL of the National Education Association served during the year 1920. There was some delay in completing the list of members, which is here published in *THE JOURNAL* for the first time.

Sarah Louise Arnold, Dean of Simmons College, Boston, Mass.

C. W. Bardeen, formerly Editor of the *School Bulletin*, Syracuse, N. Y.

Katherine D. Blake, Principal of Public School No. 6, New York, N. Y.

Annie Webb Blanton, State Superintendent of Public Instruction, Austin, Tex.

B. R. Buckingham, Department of Research, State University, Urbana, Ill.

Kenyon L. Butterfield, President State Agricultural College, Amherst, Mass.

Arthur H. Chamberlain, Editor of *Sierra Educational News*, San Francisco, Calif.

Loretta M. Chester, Public School No. 3, New York, N. Y.

Lotus D. Coffman, President of the University of Minnesota, Minneapolis, Minn.

Susan M. Dorsey, Superintendent of Schools, Los Angeles, Calif.

Lee L. Driver, State Rural School Inspector, State House, Harrisburg, Pa.

Julia Flisch, Teacher, Tubman High School, Augusta, Ga.

Mary L. Fulkerson, Public Schools, Salem, Oregon.

Carlton H. Gibson, Superintendent of Schools, Savannah, Ga.

Frank P. Graves, New York State Commissioner of Education, Albany, N. Y.

John A. H. Keith, President State Normal School, Indiana, Pa.

James H. Kelley, Secretary of the Pennsylvania Teachers' Association, Harrisburg, Pa.

Vaughan MacCaughey, Superintendent of Public Instruction, Honolulu, Hawaii.

T. J. McCormack, Superintendent of Schools, La Salle, Ill.

Joseph G. Masters, Principal of the High School, Omaha, Nebr.

L. H. Minkel, Superintendent of City Schools, Fort Dodge, Iowa.

Jesse H. Newlon, Superintendent of Schools, Denver, Colo.

M. V. O'Shea, Department of Education, State University, Madison, Wis.

J. J. Pettijohn, Assistant to the President, University of Minnesota, Minneapolis, Minn.

Charles F. Pye, Secretary of the Iowa Education Association, Des Moines, Iowa.

H. W. Rockwell, President State Normal School, Buffalo, N. Y.

W. Carson Ryan, Jr., Associate Editor of *School and Society* and Professor of Education, Swarthmore College, Swarthmore, Pa.

J. W. Searson, Department of English, University of Nebraska, Lincoln, Nebr.

George L. Towne, Editor of the *Nebraska Teacher*, Lincoln, Nebr.

Nina C. Vandewalker, U. S. Bureau of Education, Washington, D. C.

Charl Ormond Williams, Superintendent Shelby County Schools, Memphis, Tenn.

H. G. Williams, Editor of the *Ohio Teacher*, Columbus, Ohio.

Agnes S. Winn, Teacher, Public Schools, Seattle, Wash.

John W. Withers, Dean of the School of Education, New York University, New York, N. Y.

W. C. Bagley, Teachers' College, Columbia University, New York, N. Y., chairman.

SCHOOL-BUILDING PROGRESS

Bond issues, architects, contracts let, and other essential information. School officers are requested to send reports on all new buildings. More reports have been received than can be published in this issue. Others will appear latter.

Name of State and County	Name of Town or District	Name and Kind of Building	Seating Capacity	Cost of Building or Amount of Appropriation	Date Authorized	Date Contract let or to be let	Name of School Officer in Charge	Name of Architect
1	2	3	4	5	6	7	8	9
<i>Alabama</i>								
Mobile	Mobile			\$159,000	1921	1921		
Montgomery	Cloverdale		600	100,000	5/10/21	10/ 3/21		Frank Lockwood
Montgomery	Chisholm		300	50,000			A. F. Harman	Okel & Cooper
Montgomery	Catoma		300	50,000			A. F. Harman	
Montgomery	Pintlala		300	50,000			A. F. Harman	
Montgomery	Pine Level		300	50,000			A. F. Harman	
<i>Colorado</i>								
Otero	Cheraw	Consolidated	600	130,000	1/15/21	4/15/21	Sec. of Board	Mountjoy & Frewen
Otero	La Junta	High	1400	200,000	2/ 1/21	4/15/21	R. M. Tirey	Mountjoy & Frewen
<i>Connecticut</i>								
Litchfield	Thomaston	High	400	161,000	7/—/20	7/—/21	R. N. Brown	Fred Webster
<i>Florida</i>								
Orange	Ocoee	White High	500	40,000	8/—/21		County Board	F. H. Trimble
Orange	Orlando	White High	1200	250,000	5/—/21		County Board	F. H. Trimble
<i>Georgia</i>								
Madison	Danielsville			25,000		soon		
Madison	Ila			20,000		soon		
Tatnall	Riedsville		240	24,000				
Walker	Rossville			80,000			J. R. McFarland	
Walker	La Fayette		600	75,000			W. B. Shaw	Clarence Jones
<i>Illinois</i>								
Crawford	Hutsonville	Township High	250	80,000	1919	1920	E. J. Evans	
Crawford	Robinson	Township High	550	85,000	1920	1921	E. O. May	Reister & Robach
Crawford	Robinson	Vocational	550	125,000	1920	1921	E. O. May	Reister & Robach
Crawford	Seneca	Community High	150	60,000			W. A. Graves	J. Hannifin
Logan	Beason	High	100	100,000		1921	C. E. Cope	A. L. Pillsburg
Logan	Hartsburg	High	100	60,000		1921	H. Van Gerpen	Deal & Ginzel
Vermilion	Danville	High	1500	1,000,000				Lewis & Dougherty
Will	Joliet, Dist. No. 86	High addition	1000	800,000	4/—/20	4/—/21	L. W. Smith	Burnham & Co.
<i>Indiana</i>								
Benton	Freeland Park		300	60,000	6/—/21		Fred Callaway	
Blackford	Harrison	Consolidated						
		Grade & High		140,000	1921			W. Brown
Cass	New Waverly			54,000	1921	1921		
Cass	Washington Twp.	Consolidated		75,000		1922		
Grant	Franklin	Consolidated		75,000		2/ 1/22		
Hancock	Fortville	Grade	300	100,000	6/—/21		C. A. J. Shull	Kopf & Wooling
Hancock	Wilkinson		250	65,000	9/—/21		J. A. Van Duzen	Elmer Dunlap
Hendricks	Lizton	Grade & High	350	126,000	2/ 8/21		P. F. Watkins	
Hendricks	Pittsboro	High	250	56,000	4/—/21		Otha Dale	
<i>Iowa</i>								
Dallas	Redfield			150,000	2/—/21		W. A. Queale	
Dallas	De Soto				7/—/21		C. A. Mark	
Buena Vista	13 new Bldgs.			1,000,000				
Clinton	6 new Bldgs.			1,000,000				
Linn	Cedar Rapids	Junior High		1,000,000	1921		J. D. Wardle	Rugh
Page	Clarinda	High		140,000	6/—/21		E. L. Weaver	Keffer & Jones
Page	Coin	Consolidated High		134,000	6/—/20		R. W. Tallman	Gordon
Polk	Des Moines			1,500,000				
<i>Kansas</i>								
Graham	Hill City		250	135,000	11/ 8/21		E. E. Mullaney	
<i>Louisiana</i>								
Evangeline	Ville Platte	High	900	100,000	10/ 6/21	10/ 6/21	Y. L. Fontenot	Favrat & Livandais
Orleans	New Orleans	Elementary	16	150,000		12/15/21		E. A. Christy
Richland	Rayville		800	136,000			E. E. Keelder	Ed. F. Neild
Union	Marion	High	300	53,000	1920	7/—/21	J. N. Warner	J. W. Smith
<i>Maine</i>								
York	Saco	Grammar	320	85,000		2/—/22	T. T. Young	H. S. Coombs
<i>Maryland</i>								
Anne Arundel	Glen Burnie		300	20,000				J. M. Armstrong
Anne Arundel	Millersville		300	20,000	8/—/21			J. M. Armstrong
Frederick	Walkersville	High	350	60,000			Frederick County Board of Ed'n	A. C. Leach
Frederick	Emmitsburg	High	350	50,000			Board of Ed'n	B. E. Kepner
Washington	Hagerstown	High		350,000				
Washington	Williamsport			100,000				
<i>Massachusetts</i>								
Worcester	Douglas	Elementary	80	12,000		10/—/21	W. T. Loomis	Randall, Boston
<i>Michigan</i>								
Grand Traverse	Traverse City	High	400	275,000	7/—/21	9/—/21	J. W. Patchin	Frank Ellsworth
Washtenaw	Ann Arbor	4 Elementary Grade	1900	950,000	6/10/21		Chairman of Building Commission H. E. Rigg	L. H. Field
Wayne	Grosse Pt.			300,000				Childs & Smith
Wayne	Redford			225,000				L. H. Boynton
Wayne	River Rouge			1,000,000				Baker & Gamble
Wayne	Wyandotte			1,000,000				

SCHOOL-BUILDING PROGRESS—Continued

Name of State and County	Name of Town or District	Name and Kind of Building	Seating Capacity	Cost of Building or Amount of Appropriation	Date Authorized	Date Contract let or to be let	Name of School Officer in Charge	Name of Architect
1	2	3	4	5	6	7	8	9
<i>Minnesota</i>								
Beltrami	Bemidji	High	800	350,000		8/—/21	School Board	Broomhall
Carlton	Barnum		100	40,000			H. C. Hanson	
Carlton	Wrenshall	Grade	200	40,000			J. E. Ouerlie	Broomhall
<i>Missouri</i>								
Bates	Adrian		600	42,000	5/—/21	soon	E. E. Robinson	
<i>Montana</i>								
Fergus	Lewistown	Junior High		180,000				
Gallatin	Manhattan	Consolidated		40,000	9/—/21		Lloyd Johnson	
Glacier	Blackfoot			25,000	9/—/21		School Board	Ellinger
<i>Nebraska</i>								
Garden	Lisco			30,000			G. P. Rumer	
<i>New Jersey</i>								
Atlantic	Atlantic City	High	2000	1,600,000	10/ 4/21		Lewis B. Glenn	J. T. Rowland
Atlantic	Egg Harbor City	Grade		68,000				
<i>New York</i>								
Broome	Dickinson	8 room	300	100,000	1921		S. H. Decker	
Erie	West Seneca	8 rooms	300	90,000		8/—/21	F. Garvey	
Madison	Canastota	High	300	100,000			H. C. Germer	
Onondaga	Onondaga			200,000	10/—/21			
Rockland	Orangetown	High & Grammar	600	250,000	9/14/21	10/28/21	E. R. Kast	J. T. Rowland
Steuben	Avoca	Union & High	250	30,000			E. C. Gledhill	Ingham & Veazie
<i>North Carolina</i>								
Orange	Hillsboro		700	100,000		10/—/21	Co. Supt	Milburn-Hiester Co
Rockingham	Reidsville	High (white)	300	150,000	5/25/21	1922	Co. Supt	W. C. Northup
Rockingham	Reidsville	Negro	500	50,000	1/13/20	5/ 1/21	Co. Supt	W. C. Northup
Union	Monroe		500	100,000		6/15/21	S. G. Hawfield	Louis Asbury
<i>Ohio</i>								
Greene	Xenia	High (white)	800	375,000	11/—/19	6/—/20	C. A. Waltz	Albert Pritzinger
Greene	Xenia	High (negro)	300	175,000	11/—/19	6/—/20	C. A. Waltz	Albert Pritzinger
Jackson	Oak Hill	High	320	50,000	11/—/21	3/—/22		Glass & Austin
Lake	Wickliffe	6 room addition	240	50,000	10/—/21		Henry Drake	Glass & Austin
Seneca	Bloomville		350	140,000	1920	11/—/21	J. P. Webster	Glass & Austin
Seneca	Jackson		350	100,000	1921	6/—/21	Morton Crance	Glass & Austin
Seneca	Hopewell		375	75,000	1920		J. O. Renebold	O. O. Howard
<i>Oklahoma</i>								
Marion	Silverton	Grade		60,000	5/—/21	8/—/21	B. T. Yond	C. N. Freeman
Sequoia	Roland			18,000				
<i>Oregon</i>								
Lane	Springfield	High	400	47,500	6/—/21	1921	F. M. Roth	Burggraff
<i>Pennsylvania</i>								
Jefferson	Cordica Borough	Vocational	150	25,000	4/—/20		T. P. North	Bailey
Northampton	Palmer Twp	Grade				1921		
Potter	Genesee	High	300	30,000	1917	soon	M. D. Easton	Bur. of School Bldgs
<i>South Carolina</i>								
Greenville	Greer	High	350	125,000			W. E. James	
Greenville	Sam-Poe Dist.		450	30,000	8/24/21	12/ 1/21	R. W. Arrington	Jones & Trott
<i>Tennessee</i>								
Claiborne	New Tazewell	Consolidated	600	25,000	10/ 1/21	1922	Kellog Sharp	
<i>Texas</i>								
Fisher	McCauley		600	20,000	8/15/21	1922	A. C. Turner	
Jones	Hanna		90	5,000			J. Archer	
Jones	Turner		60	3,750		10/20/21	J. H. Hildreth	E. H. Hall
<i>Utah</i>								
Weber		3 additions		60,000				
<i>Vermont</i>								
Rutland	Danby	Rural	50	4,000	3/ 1/21		L. J. Parris	L. J. Parris
<i>Virginia</i>								
Accomack	Atlantic		250	45,000	1921	1/ 1/22	Hastings	J. W. Jones
Accomack	Islands		450	41,000			Benson & Benson	W. J. Mathews
Accomack	Onancock		500	45,000		1921	J. W. Robertson	J. M. Pilchard
Elizabeth City	Hampton	High	500	130,000	4/ 3/21	10/ 1/21	J. H. Brent	C. M. Robinson
Elizabeth City	Phoebe	Elementary & Gymnasium	300	50,000	4/ 3/21	9/20/21	J. H. Brent	C. M. Robinson
Elizabeth City	Wythe	3 Elementary	300	180,000	4/ 3/21	9/13/21	J. H. Brent	C. M. Robinson
<i>Pittsylvania</i>								
<i>West Virginia</i>								
Gilmer	Dan River Dist.	High		30,000				
Logan	Sand Fork	Grade & High		40,000			Board of Educ't'n	A. N. West & Bro.
Logan	Holden		500	85,000	6/ 4/21	8/ 1/21	Ella Farrell	B. M. Bates
Logan	Logan		500	60,000	6/ 4/21	1/ 1/22	Ella Farrell	B. M. Bates
Logan	Omar		500	70,000	6/ 4/21	1/ 1/22	Ella Farrell	B. M. Bates
<i>Wisconsin</i>								
Crawford	Gays Mills			35,000		1921		
Crawford	Seneca	Grade		40,000				
Green	Browntown	Grade	100	25,000		1/ 1/21	Frank Davis	
Green	Monroe	Training	60	40,000	11/26/20	6/ 6/21	J. N. Burns	Clark & Stark
Green	York	Rural	100	15,000		1/ 1/21	C. C. Campbell	
Waushara	Jt. 3	Grade	70	20,000			W. C. Haney	
Waushara	Jt.	High	150	85,000			W. T. Peck	E. Tonger
Waushara	Wautoma	County Training	100	44,000	4/—/21	9/—/21	E. J. Fitzpalmer	E. Tonger

Department of Superintendence

Tentative Programs for Its Meeting and for the Meetings of Other Departments of The National Education Association and Affiliated Organizations at Chicago, Illinois, February 24—March 2, 1922

THE GENERAL PLAN of this program of the Department of Superintendence of the National Education Association is designed to project a panorama of country-wide educational needs. The plan as proposed is general in character that it may, if desired, serve as a basis for detailed study of the issues regarded in administrative circles as fundamental and insistent upon solution.

1. What types of education does this country require?

2. What physical property will be necessary to insure its promotion?

3. What technique in education may be expected from our advanced curricula?

4. How much education can the country afford? How much more can we secure for our money through elimination of wasteful processes and organization?

5. What benefits shall accrue to the children of the United States through public education?

All meetings of the Department of Superintendence, except as otherwise noted, will be in the Auditorium Theatre.

Saturday Evening

February 25, 1922

The National Society for the Study of Education—Gold Room, Congress Hotel.

Monday Morning

February 27, 1922

Department of Superintendence

A. The Outlook in Education (1) for Cultural Education; (2) for Technical Education; (3) for Commercial Education.

B. Business Meeting—Nominations of officers from the floor.

Monday Afternoon

February 27, 1922

Department of Superintendence

Executive Session as Authorized at Atlantic City and Des Moines

1. A constitution and by-laws will be submitted for consideration.

2. Official decision upon the financial policy of the Department.

3. A review will be made of all groups which may be considered for allied relationship with the Department; final decision to be made by vote of the Department.

4. Reports of committees.

5. Any or all business which may be proposed by members of the Department.

National Association of Secondary School Principals—Ball Room, Hotel La Salle.

National Society of College Teachers of Education—Ball Room, Auditorium Hotel.

National Council of State Departments of Education—Pine Room, Stratford Hotel.

Department of Rural Education—Florentine Room, Congress Hotel.

City Training School Section—Red Room, Hotel La Salle.

Council of Primary Education—Place to be announced.

National Council of Education—Ball Room, Hotel Sherman.



ROBINSON GODFREY JONES, President of the Department of Superintendence, 1921-22, whose program appears herewith. Mr. Jones, who is superintendent of the Cleveland, Ohio, Schools, went to Cleveland as deputy superintendent from Rockford, Illinois, in 1917, and after a year as acting superintendent became superintendent in 1919.

Monday Evening

February 27, 1922

Department of Superintendence

A National Educational Policy—To be presented by an official representative from the U. S. Government at Washington.

Tuesday Morning

February 28, 1922

Department of Superintendence

Building and Physical Equipment—This program, which is in charge of Superintendent Randall J. Condon, Cincinnati, Ohio, will be as extensively and intensively presented as time will permit. In addition to the speaking program, there will be a visual program of plans, exterior, details of equipment, and construction costs of the finest school buildings in the country. It will be supplemented by an exhibit in a separate room.

It will be esteemed a great favor if any superintendents who have constructed new buildings or know of successful construction or plans will submit them to Dr. Condon for consideration.

Tuesday Afternoon

February 28, 1922

The allied groups, each in its own fashion, will discuss building operations and equipment as applied to particular interests.

National Association of Secondary School Principals—Ball Room, Hotel La Salle.

National Society of College Teachers of Education—Ball Room, Auditorium Hotel.

Department of Rural Education—Florentine Room, Congress Hotel.

City Training School Section—Red Room, Hotel La Salle.

Department of Elementary School Principals—Ball Room, Morrison Hotel.

National Association of Directors of Educational Research—Gold Room, Congress Hotel.

National Association of High School Supervisors and Inspectors—Banquet Room, Auditorium Hotel.

National Council of Education—Ball Room, Hotel Sherman.

Department of Vocational Education—East Room, Hotel La Salle.

Tuesday Evening

February 28, 1922

National Society for the Study of Education—Joint meeting with the Department of Superintendence in the Auditorium Theatre.

National Association of Secondary School Principals—Ball Room, Hotel La Salle.

Department of Rural Education—Florentine Room, Congress Hotel.

National Council of Education—Ball Room, Hotel Sherman.

Wednesday Morning

March 1, 1922

An analytic study of the process of financing education on an economic as well as social basis.

In charge of Dr. Thomas E. Finegan, State Superintendent of Public Instruction, Harrisburg, Pennsylvania.

11:00 A. M.—6:00 P. M., ballot boxes open for voting.



MERLE PRUNTY, President of the National Association of Secondary School Principals, which will meet at Chicago, February 27 to March 2. Mr. Prunty is principal of the Central High School, of Tulsa, Oklahoma.

Wednesday Noon

March 1, 1922

Department of Superintendence—Luncheon Meeting

A study of the advancement in the technique of education. In charge of Mr. J. W. Studebaker, Superintendent of Schools, Des Moines, Iowa.

Wednesday Afternoon

March 1, 1922

National Association of Secondary School Principals—Ball Room, La Salle Hotel.
National Society of College Teachers of Education—Ball Room, Auditorium Hotel.
Department of Elementary School Principals—Ball Room, Morrison Hotel.
National Association of Directors of Educational Research—Gold Room, Congress Hotel.
National Council of State Departments of Education—Pine Room, Stratford Hotel.
National Association of High School Supervisors and Inspectors—Banquet Room, Auditorium Hotel.
Department of Rural Education—Florentine Room, Congress Hotel.
National Council of Education—Ball Room, Hotel Sherman.
Department of Vocational Education—East Room, Hotel La Salle.

Wednesday Evening

March 1, 1922

Department of Superintendence

This evening will be given over to college to the regular college dinners, an intercollegiate dinner will be given under the management of Mr. Frank Cody. Tables will be arranged for all colleges not holding dinners of their own. A program of especial interest is under preparation. This evening is in charge of Mr. Frank Cody, Superintendent of Schools, Detroit, Michigan.

Thursday Morning

March 2, 1922

Department of Superintendence

This program will set up the ideals to be achieved by public education. Dr. W. O. Thompson, President of Ohio State University, will make the opening address. Final business session.

Thursday Afternoon

March 2, 1922

National Association of Directors of Educational Research—Gold Room, Congress Hotel.
National Association of Secondary School Principals—Ball Room, Hotel La Salle.
Department of Rural Education—Florentine Room, Congress Hotel.
Superintendents of Cities under 25,000—Ball Room, Blackstone Hotel.
Superintendents of Cities 25,000 to 100,000—Ball Room, Auditorium Hotel.
Superintendents of Cities 100,000 to 250,000—Ball Room, Hotel Sherman.
Superintendents of Cities 250,000 to 450,000—Pine Room, Stratford Hotel.
Superintendents of Cities over 450,000—Green Room, Congress Hotel.
Round Table of County Superintendents—Florentine Room, Congress Hotel.

Thursday Evening

March 2, 1922

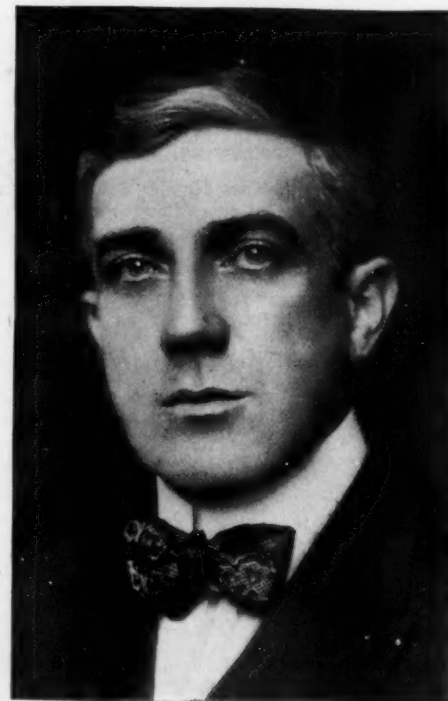
National Association of Directors of Educational Research—Florentine Room, Congress Hotel.
International Kindergarten Union—Gold Room, Congress Hotel.

THE NATIONAL Council of Education will meet at the Sherman House, Chicago, Monday afternoon, February 27, Tuesday afternoon and evening, February 28, and Wednesday afternoon, March 1, 1922. Addresses will be given by Hon. John J. Tigert, U. S. Commissioner of Education; Miss Charl Ormond Williams, President of the National Education Association; Supt. R. G. Jones, President of the Department of Superintendence; Mrs. Josephine Corliss Preston, Vice-President of the National Council of Education, and Homer H. Seerley, President of the National Council of Education.

Reports are promised by Committee on Changes Needed in Elementary School Courses, Katherine Blake, Chairman; by Committee on State Administration of Schools, C. P. Cary, Chairman; by Committee on Rural Education, John F. Sims, Chairman; by Committee on The Status of the American Woman Teacher, Anna Laura Force, Chairman; by Committee on Continuity of Education, J. M. Gwinn, Chairman; by Committee on Teaching Democracy, A. Duncan Yocum, Chairman; by Committee on American Teachers Colleges, Charles McKenny, Chairman; by Committee on Reorganization of Seventh, Eighth, and Ninth Grades, Charles H. Judd, Chairman; by Committee on Educational Surveys, A. E. Winship, Chairman; by Committee on Character Education, Milton Bennion, Chairman; by Committee on Health Problems, Thomas D. Wood, Chairman; by Committee on Participation of Teachers in School Management, Harlan Updegraff, Chairman; by Committee on Vocational Education, Adelaide Steele Baylor, Chairman; by Committee on Adult Illiteracy, Mrs. Cora Wilson Stewart, Chairman; by Committee on Graduate Education, W. A. Jessup, Chairman.

The report on State Administration of Schools is announced as a final report and that of Changes Needed in Elementary School Courses, as a semi-final report.

The officers are: President, Homer H. Seerley, Cedar Falls, Iowa; Vice-President,



S. D. SHANKLAND, Secretary of the Department of Superintendence. Mr. Shankland is president of The Andrews Institute for Girls, Wiloughby, Ohio, and also treasurer and executive secretary of the North-Eastern Ohio Teachers' Association.

Josephine Corliss Preston, Olympia, Washington; Secretary, Adelaide Steele Baylor, Washington, D. C.

THE DEPARTMENT of Rural Education will hold conferences on Monday, Tuesday, Wednesday, and Thursday afternoons and Tuesday evening, February 27 to March 2d.

The Monday afternoon session will be devoted to a general discussion of leadership and achievement in rural education with addresses by Miss Charl Ormond Williams, President of the National Education Association, Dr. Ernest Burnham, of Michigan, and others.

Tuesday afternoon will be assigned to a discussion of the rural high school and Tuesday evening to a presentation of the same theme through motion-picture reels. At this time, views of the consolidated rural high schools of Colorado will be shown, and three reels also from the Consolidated Rural School at Chazy, New York.

Wednesday afternoon, March 1, will be devoted to section meetings. Five sections will meet as follows: Section I. State Supervisors and Instructors of Rural Schools—Congress Hotel at 2 p. m. Section II. County Superintendents and Rural School Supervisors. Section III. Rural Normal Directors. Section IV. Vocational Directors and Rural Extension Workers. Section V. Village and Consolidated School Principals. For each of these sections programs are now well under way and able discussions are guaranteed.

The closing session of the department on Thursday afternoon, March 2, will be de-

voted to an outstanding address by a national leader in rural education and to the business activities of the department. This meeting will be held in conjunction with the County Superintendents' Section of the Department of Superintendence. In this way all rural interests of the association will be co-ordinated in one strong concluding session.

The officers are: President, Dr. Ernest Burnham, State Normal School, Kalamazoo, Michigan; Vice-President, J. C. Muerman, U. S. Bureau of Education, Washington, D. C.; Secretary, Mabel Carney, Teachers College, Columbia University, New York City.

NATIONAL Association of High School Supervisors and Inspectors will hold two sessions, Tuesday, February 28, at 2 p. m. and Wednesday, March 1, at 2 p. m. Both sessions will be in the Banquet Hall of the Auditorium Hotel. A program for constructive work on the part of supervisors and inspectors is being prepared, and further details will be announced later.

The officers are: President, H. A. Hollister, University of Illinois, Urbana, Illinois; Secretary, J. B. Edmonson, University of Michigan, Ann Arbor, Michigan.

THE NATIONAL Association of Secondary School Principals will hold its meetings on Monday and Tuesday afternoons, Tuesday evening, and Wednesday and Thursday afternoons, February 27 to March 2. The subjects for consideration will be: 1. Fundamental Responsibilities of a Principal, 2. Democratized Procedure, 3. What Next in Secondary Education? 4. Round Table Discussions, 5. Committee Reports and Discussions.

Four committees have been appointed, one to report on the distribution of students' time, one to standardize teachers' marks, one to standardize the requirements for high-school graduation, and one to standardize the best methods of office procedure.

The officers are: Merle Prunty, Principal of Central High School, Tulsa, Oklahoma; Vice-President, William A. Wetzel, Principal of Trenton High School, Trenton, New Jersey; Secretary, H. V. Church, Principal of J. Sterling Morton High School, Cicero, Illinois.

NATIONAL Association of Deans of Women will hold their annual meeting in the Blackstone Hotel, Chicago, February 23 to 25.

THE INTERNATIONAL Kindergarten Union will hold a meeting Thursday evening, March 2, at 8 o'clock, in the Gold Room of Congress Hotel. The topic, "What Objectives Should We Hold Ourselves Responsible to Attain in the Kindergarten?" will be discussed. Miss Luella Palmer is president of The International Kindergarten Union and Miss Alice Temple is chairman of the program committee.



P. E. McCLENAHAN, President of the National Council of State Departments of Education, which will meet in Chicago with the Department of Superintendence. Mr. McClenahan is State Superintendent of Public Instruction for Iowa.

THE NORMAL-SCHOOL Presidents will meet in Chicago during the last week in February. Their program will be announced later.

THE NATIONAL Council of Primary Education will meet February 27. The usual luncheon will be served at noon followed by an afternoon meeting. The Committee on Subject Matter and Method is making a study of the Content of a Term's Work. Their report will be the chief topic for discussion. In this study the Council is coöperating with the Bureau of Education in gathering and tabulating information.

Ignorance is the weakest protection possible to innocence.—Selected.

He who dare not be misunderstood never says anything worth understanding.—Selected.

Strength is largely a matter of discovering allies.—Selected.

By six qualities may a fool be known: anger without cause, speech without profit, change without motive, inquiry without an object, trust in a stranger, and incapacity to distinguish between friend and foe.—Selected.



LEE L. DRIVER, Chairman of the Association's Committee on County Superintendents' Problems, is director of the Bureau of Rural Education, State Department of Public Instruction, Harrisburg, Pennsylvania.

IN THE FIELD

THE SUM OF FOUR MILLION dollars to aid in paying teachers' salaries was made available by the 1921 legislature in Massachusetts. The revenue was derived from income taxes.

THE GREAT EXTENT of university extension in a typical State is set forth in *Bulletin Serial No. 1090* of the Extension Division of the University of Wisconsin, Madison, Wisconsin. Among the services described are municipal reference libraries and the lending of motion-picture films.

THE METROPOLITAN MUSEUM OF ART makes its enormous resources available to the children in the New York City schools. Teachers wishing a description of this work should write Mr. Henry W. Kent, secretary of the Metropolitan Museum of Art, New York, N. Y.

THE WASHINGTON EDUCATION ASSOCIATION in cooperation with the State Parent-Teachers' Association is making plans to initiate a measure to increase State aid from twenty to thirty dollars per census child. The State Education Association voted at its recent meeting to ask each teacher to contribute one dollar toward a campaign fund. The movement will be directed by Mr. Ralph W. Swetman, of Ellensburg, who is the association's retiring president.

WORD COMES from Mr. A. T. Allen, secretary of the North Carolina Teachers' Assembly, that a full-time secretary will be employed beginning January 1.

MR. CHARLES F. PYE, secretary of the Iowa State Teachers' Association, reports a budget of \$27,740.37 for that association for the year 1921-22. The largest single item of expenditure is the printing of the association's official organ, *Midland Schools*, for which the sum of \$6600 is provided.

MR. JAMES NOBLE RULE, National Director of the Junior Red Cross for the past two years, has recently taken up work in the Department of Public Instruction in Pennsylvania. He is succeeded by Mr. Arthur W. Dunn, who has been assistant director under Mr. Rule.

THE AMERICAN ACADEMY of Political and Social Science announces a volume dealing with *The Ethics of the Professions* for publication in May. This

volume will be of special interest to officers of teachers' organizations, many of which are now working on codes of professional ethics. Copies may be obtained from the American Academy of Political and Social Science, 36th and Woodland Avenue, Philadelphia, Pennsylvania.

LUXURIES CONSUMED IN 1920

Cosmetics	\$750,000,000
Furs	300,000,000
Soft drinks.....	350,000,000
Toilet soaps.....	400,000,000
Cigarettes	800,000,000
Cigars	510,000,000
Tobacco and snuff.....	800,000,000
Jewelry	500,000,000
Luxurious service	3,000,000,000
Chewing gum	50,000,000

THE WASHINGTON EDUCATION ASSOCIATION at its meeting in Bellingham on October 28th adopted resolutions urging the creation of a Federal Department of Education with a Secretary in the President's Cabinet, and endorsing the Nation-wide program of the National Education Association, particularly with reference to the improvement of the rural schools.

SUPERINTENDENT W. H. KIRK, of East Cleveland, Ohio, has been elected President of the Ohio State Teachers' Association for the coming year.

SOME SALARIES OF TEXAS superintendents, as given in *The Journal of Education* for November 3, are as follows: Austin, \$4200; Beaumont, \$6000; Cleburne, \$4000; Dallas, \$7200; El Paso, \$4500; Fort Worth, \$5600; Galveston, \$4800; Houston, \$6000; Temple, \$4000; Waco, \$4800; San Antonio, \$6000; Wichita Falls, \$5000.

THE CENTRAL COAST and the North Coast sections of the California Teachers' Association voted at their recent meeting to increase membership dues to \$5 effective in 1923.

SCHOOL AND SOCIETY announces the addition to its editorial staff of Dr. W. Carson Ryan, Jr., Professor of Education at Swarthmore College, and Raymond Walters, Dean of Swarthmore College. This arrangement is designed to allow the editor and founder of this

excellent magazine, Dr. J. McKeen Cattell, time to take up special work in psychological organization and research.

A NEW MEDICAL COLLEGE has been opened in Pekin, China. The faculty is composed of specialists from the United States, Europe, and China. The scientific practice of medicine is greatly retarded by the ancient beliefs of the natives who still hold that illness is a visitation of higher powers and a punishment for sin.

TWENTY-FIVE FELLOWSHIPS will be offered during 1922-23 for open competition among graduates of American colleges by the Society for American Field Service Fellowships for French Universities. Applicants must have a working use of French. Dr. I. L. Kandel, 522 Fifth Avenue, New York, N. Y., will answer any inquiries.

THE PRESENT STATUS OF MUSIC INSTRUCTION IN COLLEGES AND HIGH SCHOOLS, 1919-20, is the report of a study made by the U. S. Bureau of Education and a joint committee of the National Education Association, the Music Teachers' National Association, and Music Supervisors' National Conference. Copies may be had by asking the Bureau of Education, Washington, D. C., for *Bulletin 1921, No. 9*.

THE CAPITOL EYE, a new magazine published in Washington, D. C., discusses in parallel columns the pros and cons of pending National legislation. The December number features the Towner-Sterling bill, to establish a Department of Education; the Fess-Capper bill, for the promotion of physical education; and the Myers bill, to exempt dogs from vivisection.

THE U. S. DEPARTMENT OF COMMERCE, through the Bureau of the Census, gives statistics of school attendance from the returns of the Fourteenth Decennial Census, taken as of January 1, 1920. The total population 5 to 20 years of age, inclusive, enumerated in continental United States, numbered 33,250,870. Of this number, 21,373,976 attended school at some time between September 1, 1919, and January 1, 1920. The total population 7 to 13 years of age, 15,306,793, included 13,869,010 children attending school. The percentage attending school among the population 5 to 20 years of age increased from 59.2 for 1910 to 64.3 for 1920; and the corresponding percentage for children 7 to 13 years of age increased from 86.1 for the earlier to 90.6 for the later year.

PITTSBURGH PROVIDES forty night schools and commercial centers, afford-

ing opportunity for 20,000 adults from three to five nights each week.

A WORKABLE LIST of educational motion-picture films, selected by the National Board of Review, is published in *The Inter-Mountain Educator* for November. The list includes films on zoölogy, biology, and botany. This and other lists may be obtained for 25 cents each by writing The National Board of Review at 70 Fifth Avenue, New York, N. Y.

A SERIES OF MONOGRAPHS on *Educational Progress* is being published by Houghton, Mifflin Company. These monographs are planned to acquaint teachers with new educational movements. The first monograph, *Silent and Oral Reading in the Elementary School*, appeared in November.

PROGRESS IN COUNTY-LIBRARY WORK is shown in the report of the Monterey (California) County Library. This institution cost in 1920 nearly \$12,000 more than when it was established in 1914. Then it had eleven branches and 1942 books; now it contains over ninety branches and more than thirty thousand books.

SCHOLARSHIPS IN CONTINUATION schools to the extent of twenty thousand dollars annually are provided in an act of the 1921 Wisconsin legislature. A sixteen-page report describing the administration of these scholarships may be had from the State Board of Education in Madison, Wisconsin. The Board will experiment during the present year to determine the effectiveness of the use of the scholarship fund as a loan fund.

OPPORTUNITIES FOR STUDY AT AMERICAN GRADUATE SCHOOLS, by George F. Zook and Samuel P. Capen, describes the organization of education in the United States, explains the work of The Association of American Universities, and gives in detail the offerings of graduate work at twenty-eight universities and colleges. Copies may be had by asking the Bureau of Education, Washington, D. C., for *Bulletin*, 1921, No. 6.

THE RELATION OF THE PRINCIPAL TO THE TEACHER, AND STANDARDS FOR JUDGING THE EFFECTIVENESS OF TEACHING, by Olive M. Jones, is the leading article in *School and Society* for November 26th.

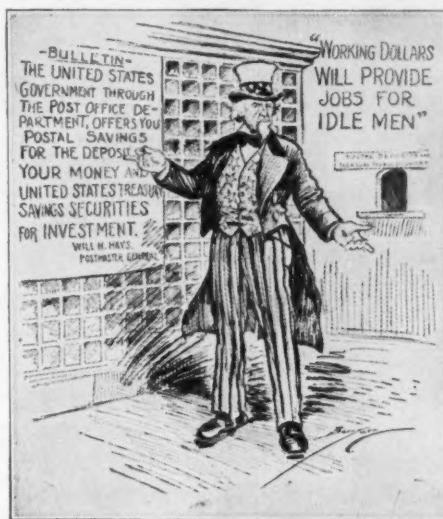
THE KANSAS STATE TEACHERS ASSOCIATION has appointed a Research Committee to assist the State School Code Commission.

A STUDY OF THE ACADEMIC AND PROFESSIONAL PREPARATION of all teachers of high-school subjects in the eighteen

States comprising the association, is being made by the Commission on Secondary Education of the North Central Association of Colleges and Secondary Schools.

THE FORMAL INSTALLATION of Dr. David Kinley, President of the University of Illinois, took place on December 1st.

CHARLES FRANKLIN THWING, President of Western Reserve University and



THE GOVERNMENT makes it easy for every man, woman, and child to practice thrift. Ten cents will buy a postal savings stamp and one dollar will open a savings account or buy a treasury savings stamp. Treasury certificates bearing attractive interest may also be had in denominations of \$25, \$100, and \$1000. Such securities can always be converted into cash in an emergency. Write Mr. Orrin C. Lester, Acting Director, Division of Savings, Treasury Department, Washington, D. C. or see your local postmaster for full information.

Adelbert College, of Cleveland, Ohio, for thirty-two years, resigned recently. In his retirement address Dr. Thwing reviewed the period of his presidency, emphasizing especially the development of democracy in the administration of higher education.

THE MICHIGAN STATE NORMAL COLLEGE at Ypsilanti publishes a monthly magazine called *The American School Master*.

SHALL THE STATE PAY the expenses of teachers during their period of training? This and related problems are discussed in *State Maintenance for Teachers in Training*, by Walter Scott Hertzog, recently published by Warwick & York, Baltimore, Maryland, at \$1.60.

THE HOUSING AND EQUIPMENT OF KINDERGARTENS is the subject of *Bulletin*, 1921, No. 13, recently published by the Bureau of Education, Washington, D. C.

THE TASK OF TRAINING American citizens under the conditions that have followed the war is discussed in the report of Mr. G. W. Gerwig, Secretary of the Board of Public Education, Pittsburgh, Pennsylvania. Copies of the report may be had from Mr. Gerwig.

THE INTERNATIONAL CORRESPONDENCE SCHOOLS of Scranton, Pennsylvania, publish an attractive educational magazine called *Trained Men*, edited by Mr. D. C. Vandercook. Leading articles in the December number are devoted to the problem of increased revenues for education and the task of bringing together the worlds of business and education.

AMERICAN EDUCATION WEEK was enthusiastically celebrated in the Territory of Hawaii, according to a letter from Mr. Vaughan MacCaughey, Territorial Superintendent of Public Instruction.

TEXTBOOKS have a most important place in American educational practice. *The Selection of Text Books*, by Dean Maxwell of the College of Education of the University of Wyoming, was recently published by Houghton, Mifflin Company in the Riverside Educational Monographs.

SCORES OF ORGANIZATIONS have published special circulars and bulletins to promote American Education Week.

AMERICAN EDUCATION WEEK has been featured in various issues of the *American Legion Weekly*. The issue of November 25th contains especially useful suggestions and programs.

PITTSBURGH, PENNSYLVANIA, has organized as a local branch of the Pennsylvania State Education Association, with a one hundred per cent enrolment of its 2631 teachers. Allegheny County also has a one hundred per cent enrolment of its 1965 teachers.

AT A RECENT MEETING the Educational Association of western Pennsylvania decided to form a convention district to hold meetings under the auspices of the State association.

THE SCHOOL COMMITTEE of the city of Boston has selected Dr. Jeremiah E. Burke, who was Assistant Superintendent, to succeed the late Dr. Frank V. Thompson.

THE OFFICERS OF THE MAINE TEACHERS' ASSOCIATION for 1921-22 are: president, Principal G. Herbert Foss, Fort Fairfield; vice-president, Miss

Helen M. King, Portland; secretary, Mr. Adelbert W. Gordon, Augusta; treasurer, Superintendent True C. Morrill, Bangor; assistant secretary, Miss Carolyn G. Colvin, University of Maine, Orono; auditor, Principal H. W. Mann, Maine School of Commerce, Auburn; member of executive committee for three years, Principal John C. Parlin, Albion.

A UNIQUE EFFORT to bring rural schools up to reasonable standards of performance is *An Index Number for District School Systems of Schuylkill County, Pennsylvania*. This pamphlet, published by Assistant Superintendent J. M. Schrope, follows the method used by Colonel Ayers in comparing the effectiveness of State school systems.

THE CHILDREN'S BUREAU of the Department of Labor has called a conference of persons interested in the administration of child labor laws to meet in Boston during the meeting of the National Education Association next July. The President of the National Education Association has appointed a committee to cooperate with the Children's Bureau in conducting the conference. Mrs. Mary D. Bradford, formerly Superintendent of Schools, Kenosha, Wisconsin, is chairman of the committee.

LEAVENWORTH, KANSAS, has voted \$450,000 school bonds to provide for a system of Junior High Schools, including five or six fire-proof buildings.

AN ANALYSIS OF 100 cases of unemployed ex-soldiers in New York showed that 75 per cent were unskilled and of those 80 per cent were illiterate. Such was the testimony of Harry D. Jacobs, President of the Ex-Service Men's Unemployment Bureau in New York, given before the Unemployment Conference Committee in Washington.

ORGANIZED EDUCATION has hardly tapped the intellectual and spiritual energies of youth. These young people have ambitions which are infinitely precious. To a large degree our ability to meet successfully the baffling social problems of our present civilization rests upon our utilization of these energies and ambitions. The future depends largely upon our young people. If they are given an opportunity to prepare themselves, not only will they play their part courageously, but they will bring a high degree of genius to the solution of the most intricate problems humanity has ever been called on to face.—Harry M. Moore, in the *School Review*.

NOTES and ANNOUNCEMENTS

The beginning of a new year is properly a time for taking inventories. It serves as a milestone in the onward march of spiritual as well as of material progress. The year 1921 has been a year of uncertainties in almost every field of activity. Humanity seems to have been going through a sobering-up process after the orgies that followed the war. There are evidences that the huge selfishness that was the aftermath of war is loosening its grip and that people are settling down to attack with spirit the problems of the period of reconstruction. This period will be shortened in proportion as every individual citizen devotes himself unselfishly to the task of rendering the maximum service. The ideal of service is the very heart of any code of professional ethics. Mr. Arthur Pound, the author of a significant series of articles in the *Atlantic Monthly*, believes that this professional ideal is finding a place of rapidly increasing importance in business and industrial management. Perhaps this recognition of the service ideal has sprung from the influence of high-minded teachers on school children. The new year may well be a time of renewed dedication to the great ideals that underlie democracy which free public education exists to perpetuate.

The *Journal* starts on its second year with more than three times the number of pages contained in the issue of January, 1921, and twice as many pages as it has had in any previous issue. This enlarged service is made possible by the increased faith of advertisers in the future of THE JOURNAL and by the enthusiastic support that the members of the Association have given its campaigns for the enlistment of the profession. The officers of the Association are eager to make THE JOURNAL truly representative of the new era in education. Suggestions looking to its further improvement will be received gratefully.

The State Director as the Association's official representative in each State is looked to for leadership in matters professional. The success of membership drives and of the Association's work depends largely upon the efforts of the

State directors. THE JOURNAL and the officers of the Association appreciate the faithful service of the State directors and bespeak a year of growth for professional organization in 1922.

American Education Week has been received with a degree of enthusiasm not expected by its warmest advocates. The movement to celebrate such a week has earned a permanent place not only in the programs of the National Education Association and the American Legion, but also in the plans of hundreds of other organizations, whose officers have devoted much time and thought to the enterprise. The movement will more and more become an effort of the laity rather than of the profession itself. The part which pupils, teachers, school executives, and educational associations will play will come more and more to be an incidental one, leaving the chief responsibility with the many lay organizations whose leaders recognize that the success of democratic government depends upon the intelligence of its citizenship.

Hotel reservations for the meeting of the Department of Superintendence in Chicago should be made through Mr. M. G. Hogge, Chairman of the Housing Committee, 650 South Clark Street, Chicago, Illinois.

Plans are now well under way for the commercial exhibit at the time of the Chicago meeting. The exhibit will be held in the Joseph Leiter building, which is centrally located. It promises to be the largest and most interesting exhibit yet held.

The Field Secretary, Mr. Hugh S. Magill, returned on December 5 from an extended trip through the central and Pacific-coast States. He reports great enthusiasm for professional organization and appreciation of the service of the National Education Association.

An Illiteracy Conference of the Eastern States was held at the Waldorf-Astoria in New York City on Novem-

ber 25 and 26, by the Association's Illiteracy Commission, of which Mrs. Cora Wilson Stewart is chairman. This was the first of four conferences which the Commission will hold in different sections of the country. The Conference recommended State and Federal legislation to remove illiteracy in the shortest time possible and endorsed the Towner-Sterling bill, whose objects are to establish a Department of Education in the Federal Government and to provide

Federal aid for the removal of illiteracy and other grave educational needs.

The American Legion has added the name of Miss Charl Ormond Williams to the Joint Advisory Committee on American Education Week, and the National Education Association has added the name of the National Commander of the Legion. The committee is now composed of: J. M. Gwinn, chairman, superintendent of schools, New Orleans, La.; Lindsey Blayney,

Rice Institute, Houston, Tex.; Anna M. Tibbets, Fargo College, Fargo, N. D.; Ambrose Cort, Public School No. 73, Brooklyn, N. Y.; Robert H. Wright, East Carolina Teachers' Training School, Greenville, N. C.; F. O. Norton, Drake University, Des Moines, Iowa; William M. Davidson, superintendent of schools, Pittsburgh, Pa.; Charl Ormond Williams, president of the National Education Association, Memphis, Tenn.; and Hanford MacNider, National Commander of the American Legion, Mason City, Iowa.

The committee will start early next year to make plans for an even greater American Education Week including specific programs for each day of the week, suggested activities for various co-operating organizations, and important facts about educational needs.

Present Status of Towner-Sterling Bill

THE FIRST REGULAR SESSION of the Sixty-seventh Congress convened on Monday, December 5, the special session called by President Harding on April 11 having adjourned on Wednesday, November 23. The special session was necessarily devoted largely to measures emphasized by the President when he called Congress in extraordinary session. The regular session will be free to consider general legislation, and will probably continue until late next summer.

The Towner-Sterling bill, as introduced at the opening of the special session last April, is recognized as one of the most important measures now before the Committees on Education of the Senate and House. However, because of the impending reorganization of the Executive Departments, Congress is not likely to take action on any of the pending bills providing for Federal aid and Federal coöperation until it shall be definitely known under what department the administration of the proposed act would come in the reorganized Executive Departments.

It is conceded that the reorganization plans will be pressed by President Harding and by Congress, and it can be stated on good authority that a Department of Education, or a Department of Education and Welfare in which education shall be the dominant element, will be established. A person prominent in administrative circles, who previously favored a Department of Welfare, recently conceded that education should be given "primary recognition," as persistently advocated by the National Education Association and other friends of education, and interpreted "primary recognition" to mean that education should be named in the title of the new department.

Under existing conditions, the National Education Association is concentrating its efforts on securing proper recognition for education in the reorganization of the Executive Departments. Friends of education everywhere are urged to write or telegraph to the members of the Reorganization Committee: Senators Reed Smoot, James W. Wadsworth, Pat Harrison; Congressmen C. Frank Reavis, Henry W. Temple, W. R. Moore; and Walter F. Brown, chairman, representing the President, urging that primary recognition be given education in order that it may render the highest possible service in the development and training of the future citizens of America.

Support of the Towner-Sterling bill as a whole will be continued, and as soon as the Department is established, the features of the bill making provision for Federal aid to the States for the promotion of education will be vigorously pressed. Notwithstanding the fears of the faint-hearted, those in close touch with the situation are confident of ultimate success.

Immigrant Education—The following officers have been named for the new Department of Immigrant Education, created by the Representative Assembly at Des Moines: President, William C. Smith, supervisor of immigrant education, State department of education, Albany, New York; secretary, Grace M. Shepherd, department of education, Northwest Missouri State Teachers' College, Maryville, Missouri.

At the meeting of the Executive Committee on September 30, Mrs. Helen T. Hixson, head of the Department of Records and Accounts, recommended that the membership year of the Association be made to coincide with the calendar year. The Committee authorized Mrs. Hixson and the Secretary to make a thorough study of the various considerations involved in the proposal, and to submit a report at its February meeting.

Changed addresses cause many copies of *THE JOURNAL* to be missent. Over 7000 members of the Association changed their addresses last year without notifying headquarters. Members who change their place of residence should promptly notify headquarters, giving both the old and the new address.

On the invitation of the President of the Association, Dr. A. O. Thomas, chairman of the Committee on Foreign Relations, spent a part of December in Washington in conference with representatives of various foreign governments, looking toward the proposed International Congress of Education.

LET IT NOT BE forgotten that the printed page and the ability to read it with understanding and appreciation, is about all that keeps us from sliding back into savagery. Legend is soon spent if not recorded; and hear-say becomes too distorted to be of great value. Our civilization depends upon our ability to build upon the foundations of the past; and especially are our democracies dependent upon the understanding of past human experiences—and only by reading can we hope to get accurate information of the success and failures, the heights and the depths, the joys and despairs, of those who have been long gone.—Miss M. Dalton, in *Southern School Journal*.

TEACHERS ORGANIZATIONS, such as the N. E. A., State, and local associations will, I believe, be the educational policy-determining forces of the future in the United States.—Dean Smith of Indiana University, Bloomington, Indiana.

SPEAKING OF ENEMIES, don't have them. Don't fight. Don't get even. Ignore. Life is too short for grudges and vengeance. Go on. Let the other fellow stew. You keep sweet. Nothing can punish him worse. If a man doesn't like you, keep away from him. It's a large roomy world. And, thank God, there is always another side of the street.—Frank Crane.

THE "NEW" NATIONAL Education Association is a federated body made up of affiliated State and local associations. With all due respect for what this organization has achieved in the past, it is no exaggeration to say that its real period of usefulness has just begun. Being tied up to the local and State associations as it now is, it cannot help but wield a mighty influence toward unifying all our educational efforts and will develop a national consciousness in education that will result in placing our Nation in the very front rank educationally.—H. V. Hornung, President of the Detroit Teachers' Association, Detroit, Michigan.

Education is the developing of the power to behave successfully under varying emergencies.—Selected.

Habit is a cable; we weave a thread of it each day and it becomes so strong we cannot break it.—Horace Mann.

OUR ADVERTISERS

D. APPLETON AND COMPANY have just published in book form the play that won the \$1000 Pulitzer Prize at Columbia University as this year's finest American play, thus making it available for high-school use. The book contains forewords by authorities on the drama and both of the endings used on the stage.

THE UNIVERSITY OF CHICAGO PRESS has recently published four books of unusual significance to educators: *A Source Book for the Economic Geography of North America*, by Charles C. Colby; *An Introduction to the Science of Sociology*, by Robert E. Park and Ernest W. Burgess; *The Financial Organization of Society*, by H. G. Moulton; and *Business Administration*, by L. C. Marshall. These volumes with others will be on exhibit at the Department of Superintendence at Chicago.

DR. ARTHUR S. OTIS, the inventor of the group method of mental testing and the author of the Otis Group Intelligence Scale, is now with of Test Service. In this capacity World Book Company as Director Dr. Otis will offer assistance to persons using or planning to use standard tests.

THE NEW WORLD, by Dr. Isaiah Bowman, a book dealing with the economic, political, and geographic status of the world today, has recently been published by World Book Company. In the *New York Times Book Review* Mr. Maurice Francie Fagan said of this volume: "There seems to be no question concerning the foreign affairs of this moment that is not satisfactorily touched on by Dr. Bowman."

THE ROBERT LINDBLOM HIGH SCHOOL planned by Architect A. F. Husander, is the latest new public high school in Chicago. It is three stories high, with exterior of gray pressed brick and stone trimmings and of entirely fireproof construction. It has accommodations for approximately

3000 pupils. In addition to classrooms, laboratories, and shops, it has an assembly hall, a boys' gymnasium, a girls' gymnasium, and a swimming pool.

THE PROCEEDINGS of the Conference on the Limitation of Armaments are being recorded by Frank R. Hanna and Herman N. Pechin in Pitman's shorthand. The selection of these experts by the Secretary of State indicates the importance of shorthand in the machinery of every-day official and business life.

MODERN APPLIED ARITHMETIC, by Neely and Killius, is one of the new books published by Blakiston's, of Philadelphia, which has received wide approval. The book is designed to revitalize the common-school subjects.



BENJAMIN J. BURRIS was appointed to succeed Mr. L. N. Hines on October 1, 1921, as State Superintendent of Public Instruction in Indiana.



Poise begins at the feet

AS HOSTESS in your own home, your poise, the most desirable of social graces and your attentive interest in others which causes friends to call you charming—these depend a lot upon comfortable footwear. Ill-fitting shoes, forever nagging one, are on your mind and spoil your conversational ability.

As hostess and as guest, at tea or the theater, shopping, working or walking, you feel comfortably shod and more at your ease in Cantilever Shoes. Free from the foot-strain which you may have experienced in other shoes, your mind will be easier, livelier and your manner more charming. Trim boots, smart oxfords, it is easy to feel and look your best in Cantilever lasts.

Cantilevers are patterned upon the lines of the foot. They are

graceful, comfortable shoes. There is toe room without cumbrous width. The smart heels are set to establish good posture, which medical authorities proclaim essential to good health.

A flexible shank allows the foot perfect freedom. No concealed steel shank-piece restricts the movement of the muscles. In Cantilevers the feet grow supple and healthy because the muscles exercise as you walk. Circulation is stimulated. Foot troubles, poor carriage, nervousness and fatigue are banished if you wear Cantilever Shoes.



Try them on, at one of the stores listed at the right. If none of these dealers is near you, write the manufacturers, Morse & Burt Co., 10 Carlton Avenue, Brooklyn, N. Y., for an interesting shoe booklet and the address of a nearby dealer.

Cantilever Shoe

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 Altoona—Bendheim's, 1302-11th Ave.
 Aubury Park—Best Shoe Co.
 Asheville—Anthony Bros.
 Atlanta—Carlton Shoe & Clo. Co.
 Austin—Carl H. Mueller
 Baltimore—325 No. Charles St.
 Battle Creek—Bahlman's Bootery
 Bay City—D. Bendall Co.
 Birmingham—219 North 19th St.
 Boston—Jordan Marsh Co.
 Bridgeport—W. K. Mollan
 Brooklyn—414 Fulton St.
 Buffalo—639 Main St.
 Butte—Hubert Shoe Co.
 Charleston—J. F. Condon & Sons
 Charlotte—221 Piedmont Building
 Chicago—30 E. Randolph St. (Room 502)
 Cincinnati—The McAlpin Co.
 Cleveland—Graner-Powers, 1274 Euclid Ave.
 Colorado Springs—M. B. Rich Shoe Co.
 Columbia, S. C.—Watson Shoe Co.
 Columbus, O.—The Union
 Dallas—Leon Kahn Shoe Co.
 Dayton—R. M. Neustadt & Sons
 Dayton—The Rike-Kumler Co.
 Denver—A. T. Lewis & Son
 Des Moines—W. L. White Shoe Co.
 Detroit—T. J. Jackson, 41 E. Adams Av.
 Easton—H. Mayer, 427 Northampton St.
 Elizabeth—Gig's, 1053 Elizabeth Ave.
 Elmira—C. W. O'Shea
 El Paso—Popular Dry Goods Co.
 Erie—Weschler Co., 910 State St.
 Evanston—North Shore Bootery
 Fitchburg—Wm. C. Goodwin
 Fort Dodge—Schill & Habenicht
 Galveston—Fellman's
 Grand Rapids—Herpolsheimer Co.
 Greenville, S. C.—Follock's
 Harrisburg—Ormer's, 24 No. 3rd St.
 Hartford—86 Pratt St.
 Houston—Clayton's, 803 Main St.
 Huntington, W. Va.—McMahon-Diehl
 Indianapolis—L. S. Ayres & Co.
 Jackson, Mich.—Palmer Co.
 Jacksonville—Golden's Bootery
 Jersey City—Bennett's, 411 Central Av.
 Johnstown, Pa.—Zang's
 Kansas City, Kan.—Nelson Shoe Co.
 Kansas City, Mo.—300 Altman Bldg.
 Knoxville—Spence Shoe Co.
 Lancaster—Frey's, 3 E. King St.
 Lansing—F. N. Arbaugh Co.
 Lawrence, Mass.—G. H. Woodman
 Lincoln—Mayer Bros. Co.
 Little Rock—Poe Shoe Co., 302 Main St.
 Los Angeles—505 New Pantages Bldg.
 Louisville—Boston Shoe Co.
 Lowell—The Bon Marche
 Macon—The Dannenberg Co.
 McKeesport—Wm. F. Sullivan
 Meridian—Winner, Klein & Co.
 Milwaukee—Brouwer Shoe Co.
 Minneapolis—21 Eighth St., South
 Missoula—Missoula Merc. Co.
 Mobile—Level Best Shoe Store
 Montgomery—Campbell Shoe Co.
 Morristown—G. W. Melick
 Muncie—Miller's, 311 So. Walnut St.
 Nashville—J. A. Meadors & Sons
 Newark—807 Broad St. (opp. City Hall)
 New Britain—Sloan Bros.
 New Haven—153 Court St. (2nd floor)
 New Rochelle—Ware's
 New York—22 West 30th St.
 Norfolk—Ames & Browneley
 Oklahoma City—The Boot Shop
 Omaha—1708 Howard St.
 Passaic—Kroll's, 37 Lexington Ave.
 Pawtucket—Evans & Young
 Philadelphia—1300 Walnut St.
 Pittsburgh—The Rosenbaum Co.
 Pittsfield—Fahey's, 234 North St.
 Plainfield—M. C. Van Arsdale
 Portland, Me.—Palmer Shoe Co.
 Portland, Ore.—353 Alder St.
 Poughkeepsie—Louis Schonberger
 Providence—The Boston Store
 Reading—S. S. Schweriner
 Richmond, Va.—Seymour Cycle
 Rochester—148 East Ave.
 Rock Island—Boston Shoe Co.
 Saginaw—Goeschel-Brater Co.
 St. Louis—516 Arcade Bldg. opp. P. O.
 Salt Lake City—Walker Bros. Co.
 San Antonio—Guarantee Shoe Co.
 San Diego—The Marston Co.
 San Francisco—Phelan Bldg. (Arcade)
 San Jose—Hoff & Kayser
 Santa Barbara—Smith's Bootery
 Savannah—Globe Shoe Co.
 Schenectady—Patton & Hall
 Seattle—Baxter & Baxter
 Shreveport—Phelps Shoe Co.
 Sioux City—The Pelletier Co.
 Sioux Falls—The Bee Hive
 South Bend—Ellsworth Store
 Spokane—The Crescent
 Springfield, Ill.—A. W. Klaholt
 Springfield, Mass.—Forbes & Wallace
 Stamford—L. Spelke & Son
 Syracuse—130 S. Salina St.
 Tacoma—Fidelity Bldg. (8th floor)
 Terre Haute—Otto C. Hornung
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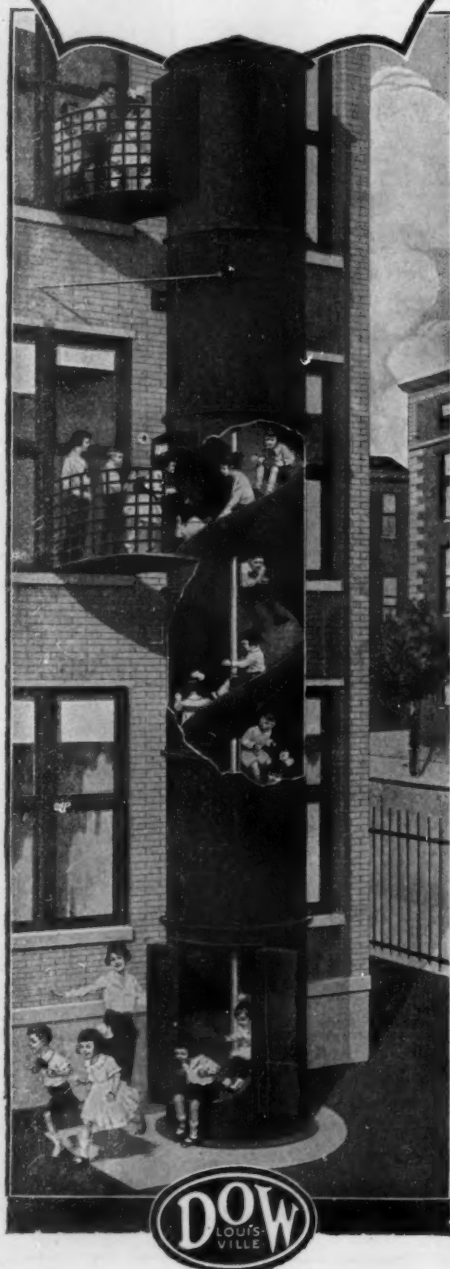
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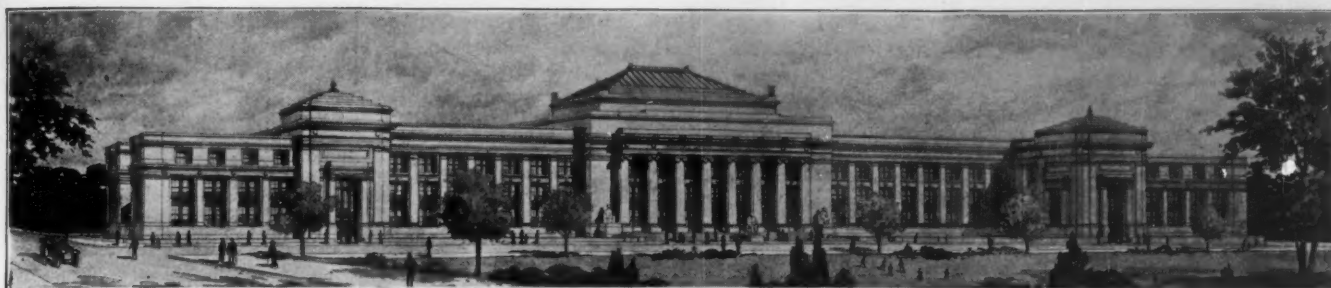
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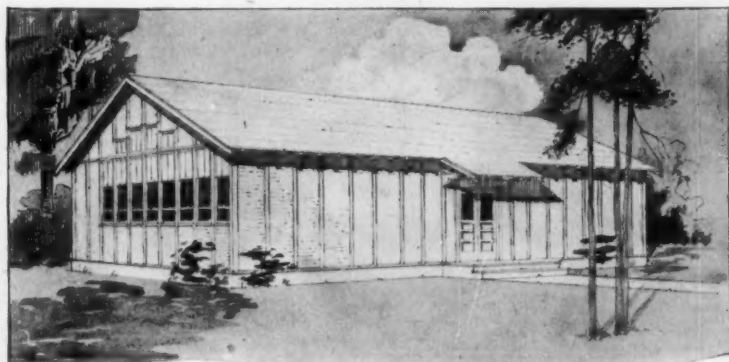
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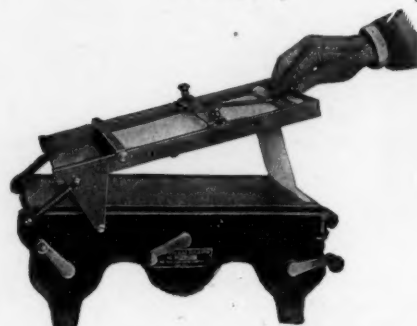
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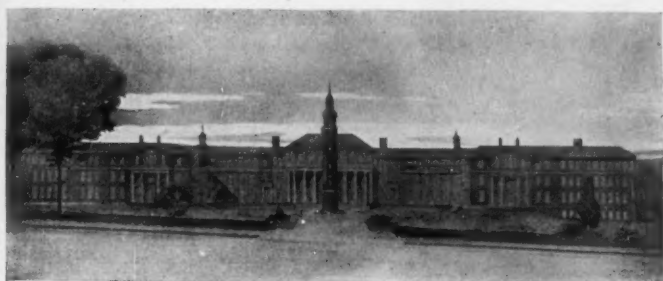
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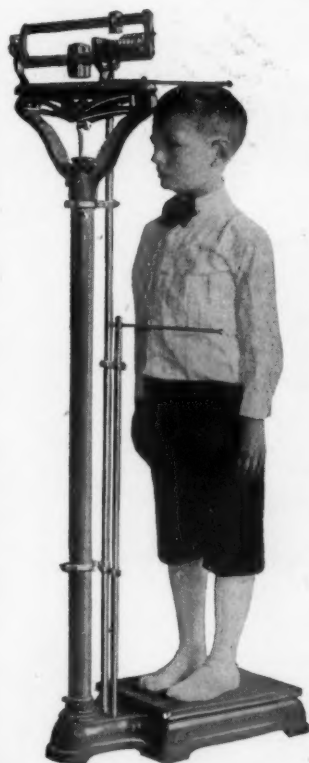
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