

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

International Goodwill Through Education	45
Voting Bonds Under Difficulties	46
Education in Hawaii	48
The Coöperative Education Association of Virginia	49
The National High-School Honor Society	51
Washington and Lincoln	52
Teaching Accident Prevention	53
Minnesota's Legislative Program	54
The Historical Education of an American Citizen	55
Growth of Education Associations	58
State Director of the National Education Association	59
Editorial	60
Enrolment and Affiliation	63
Guide to New Books	65
Dr. Kendall and Dr. Thompson	66
School-building Progress	68
Department of Superintendence and Other Programs	69
Notes and Announcements	74
In the Field	75
Recruiting Men for Education	77
Conference on Towner-Sterling Bill	79
Illiteracy in the United States	80
Educational Opinion	81

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

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

Teaching the New Geography

By W. W. ATWOOD and H. G. THOMAS

A time-saver for the busy teacher and full of suggestions for even the most experienced. This new manual makes possible a distinct advance in the teaching of geography, for

¶ It gives a full explanation of the problem method and works out several problems in detail. ¶ It explains why regional geography is the most satisfactory approach for the grammar-school pupil and shows how the teacher should handle the subject to get the best results. ¶ It contains answers to all questions, map studies and problems in Book Two of the

Frye-Atwood New Geographies

GINN AND COMPANY

Boston	New York	Chicago	London
Atlanta	Dallas	Columbus	San Francisco

A NEW SERIES

Story Hour Readings

By E. C. HARTWELL, *Superintendent of Schools*
Buffalo, N. Y.

STORY HOUR READINGS provide the kind of reading material for which there is the most pressing need in our schools today. The selections make for the development of character and for the training for citizenship.

The material included represents the best authorship in the different fields regardless of time or nationality, and affords excellent opportunity for training in silent reading. An unusual amount of space is devoted to modern writers. Among these modern writers are: Kipling, Stevenson, Howells, Joel Chandler Harris, Roosevelt, Wilson, Cleveland, Mark Twain, Riley, Kilmer, Foss, Masfield, Van Dyke, and Noyes. Every effort has been made to give the child a taste for books, to develop his character, to provide training for citizenship, and to teach him to read with reasonable speed and to retain what he has read.

The series is intended for the pupil after he has mastered the mechanics of reading and may be used to follow any method taught in the first three years.

AMERICAN BOOK COMPANY

NEW YORK	CINCINNATI	CHICAGO
BOSTON	ATLANTA	



The Monogram is W. Otto Miessner's only piano. Every genuine Monogram bears his personal monogram imprinted on the fall board and cast into the full iron plate.

MIESSNER PIANO CO.,
228 3d St., Milwaukee, Wis.

JNEA-2-22

Please send me a free copy of W. Otto Miessner's booklet, "A Hundred Ways to Raise Money." Send me, also, the new Monogram catalog, special prices to schools, and details of 10-day trial offer.

My name.....

Address.....

Position.....

School.....

A Busy Monogram A Better School

The modern-day instrument for school music makes portability one of the first requirements of a school piano.

Instead of a heavy, stationary one-room piano get a light, portable Monogram of manifold uses. Then you can have music in every classroom, in the gymnasium, for orchestra and glee club practice—everywhere in the school. Your school will keep the Monogram busy—and it will be a better school.

W. Otto Miessner's latest improved piano, the Monogram, is light yet substantially built. Its tone is marvelously rich and full. Leading musicians and music supervisors highly praise the Monogram. It is the ideal school piano, a remarkable success, an instrument appreciated in schools throughout America.

READ THE COUPON—MAIL IT TODAY!

THE MIESSNER PIANO CO.
228 3d STREET MILWAUKEE, WIS.

Monogram
The "Baby Upright" Supreme

Oliver Typewriter Now Introduces New Commercial Keyboard

Great success meets new policy. Oliver popularity for instruction grows in schools — public, private, and parochial. All are invited to become familiar with the latest Oliver improvements.

All who are interested in typewriter instruction welcome the news that the Oliver Typewriter Company has added to its line by introduction of a machine with a new commercial keyboard.

In fact, this is largely in response to the demand of schools, large concerns, and typists.

The new keyboard permits any operator to turn from any typewriter to the Oliver and instantly use it. No confusion in changing nor practice necessary. This means in instruction that the Oliver can be taught by the same system you are now using.

A Great Favorite

Over 950,000 users have selected the Oliver because of its known efficiency and economies, but thousands have denied themselves its advantages because of the difference in keyboards. This has also been true in the schools.

The Oliver's new keyboard solves that problem for you. No matter what machines you have been using in instruction, this new keyboard enables you, without delay, now to take advantage of the economies of the Oliver.

All whom you instruct on the Oliver become universal operators—they can use any machine in later years. But many will continue to prefer the Oliver,

knowing that Oliver operators are greatly in demand and that our Employment Department secures positions.

Unusual Economy

No longer need you pay double the price for typewriters because of the objection of a different keyboard. Every pupil can learn on the Oliver. And remember, Olivers cost half the standard price, because we sell them direct from the factory.

The Oliver has long been known for its durability. It is ideal for classroom work. Its sturdy simplicity reduces repairs and attention to the minimum.

Boards of education, superintendents and teachers are invited to write us for the details regarding this important development, and to learn about the great savings to be made by installing Olivers. Just address our School Department, asking for our special offer to schools.

To Teachers

If you are among the many interested in a typewriter for private use, mail the coupon below for complete information regarding the Oliver way of selling. You can save 50 per cent, and get a brand new Oliver direct from the factory for less than you would pay for a rebuilt machine. We ship the Oliver for free trial, and you can buy it on very easy terms, like rent. Mail the coupon now.

The OLIVER Typewriter Company

C-75 Oliver Typewriter Bldg., Chicago, Ill.

Mail today and Learn all about this Special Offer

An Invitation

During the convention of the National Education Association, which will be held in Chicago from February 27th to March 3d, the Oliver Typewriter Company invites you to visit its exhibit and to become acquainted with the opportunities offered by the Oliver for instruction purposes. Experienced people, who know your problems, will be in charge.

The Oliver Typewriter Company

C-75 Oliver Typewriter Bldg., Chicago, Ill.

Please send me, without the slightest obligation on my part, your special offer, illustrated art catalog and the booklet, "The High Cost of Typewriters—The Reason and the Remedy."

Name _____

Street _____

City _____ State _____

A \$1000 Trip Through Europe

*Open to Every Member of the
National Educational Association*

This summer one member of the N. E. A. will enjoy a \$1,000.00 Trip through Europe; one a \$500.00 Trip through the Canadian Rockies to Alaska; another a \$250.00 Trip to any National Park; and 100 will receive complete sets of the New Work, merely for writing a 500 word discussion on "The Practical Educational Value of Compton's Pictured Encyclopedia."

**PROFESSOR SEARSON, of the
University of Nebraska, says:**

"Your biggest problem is to bring this New Work to the attention of the school people all over the country in the quickest possible way."



The Trip to Europe

will include a Pilgrimage to Oberammergau and its world-renowned Passion Play; also—England: Liverpool—Stratford-on-Avon—London. Belgium: Ostend or Zeebrugge—BATTLEFIELDS OF FLANDERS—Brussels. Germany: Coblenz—The RHINE—Bingen—Heidelberg—Munich. Italy: Venice—Florence—Rome—Milan. Switzerland: Lucerne—Interlaken—Lauterbrunnen—Montreux or Berne. France: Paris (side trip to Chateau Thierry can be arranged). England: London or Southampton.

**This Contest is the Method Chosen to Show You What We Have
Achieved in Compton's Pictured Encyclopedia**

103 Awards

- 1st — \$1,000.00 Trip to Europe
- 2nd — 500.00 Trip to Alaska
- 3rd — 250.00 Trip to any of
our National Parks

Or the Equivalent in Cash

Next 100—A Set of the New Work

The Judges

- 1—WM. C. BAGLEY, Prof. of Education, Teacher's College, Columbia U.
- 2—MARION L. BURTON, Pres. of the U. of Michigan, Ann Arbor, Mich.
- 3—H. B. WILSON, Superintendent of City Schools, Berkeley, California

THE three years of unceasing labor had ended. Over \$450,000.00 had been spent in preparation alone. The first volumes of Compton's Pictured Encyclopedia were soon to be off the press. The scores of distinguished educators who had taken part in the preparation of the work were delighted with the first proofs. Then came the problem of telling you, in words only too inadequate to the message, of this wonderful achievement.

Professor Searson's letter, which follows, crystallized for us our greatest problem:

Professor Searson's Letter

THE UNIVERSITY OF NEBRASKA
LINCOLN

J. W. SEARSON
Professor of English

Dear Mr. Compton:

I think you are right in planning an exhibit of your fine New Work in connection with the Department of Superintendence meeting in Chicago. Just how to reach all the superintendents is a very difficult matter. If they once understand just the nature of the New Work, they will want it for the schools. Many thousands of parents also will want it for their children. I have examined the preliminary pages you sent and I am amazed at the accuracy and attractiveness of the work.

The one thing of greatest interest to superintendents is that you have condensed in a single monumental work the facts of greatest human concern. This is more than a book of knowledge; it is a catalog of successful experience as well. Fundamental facts of human knowledge

Mention THE JOURNAL when writing our advertisers.

combined with the biggest things done in human experience are set forth clearly and attractively. When superintendents realize this and discover that the work is not made by quacks, but by specialists with fine consciences, you will have no trouble in getting their interest.

Very cordially yours,
(Signed) J. W. SEARSON

Our Answer to This Letter

It is apparent that thousands of discussions written by eminent educators upon the practical educational value of such a work must form a most valuable educational symposium. The sound, practical value of it cannot be questioned. And in writing these discussions, you familiarize yourself with the New Work and our only aim has been accomplished.

Dean Ford Welcomes Your Opinion

UNIVERSITY OF MINNESOTA

Office of
Dean of the Graduate School

Dear Mr. Compton:

The Department of Superintendence is just the group whose competent opinion of Compton's Pictured Encyclopedia would be welcomed by the whole editorial staff.

You could not find a group more interested in knowing the best thing in the way of an accurate, interesting and up-to-date reference work for schools and homes. Nothing that you have considered in the way of publicity for three years work pleases me so much as your plan to invite their attention to the work at the Chicago meeting in February.

Many of the distinguished men and women who helped work out an entirely new and much needed work will be familiar to them as colleagues and associates. If they do not know Dr. Harding, or me, or that a firm of your standing wouldn't put nearly half a million into preparing anything but the best possible, they will know that educators and writers like President Coffman, Professor Salisbury, Coulter, Haggerty, Phelps, Miss Laut, Miss Binzel, Mrs. Comstock, and Ernest Ingersoll would not have gone into anything but an honest effort to do something new and worthwhile in an educational way.

The fine work in gathering pictures that really illustrate has its own appeal to everybody, for we all share the opinion of Alice in Wonderland, "What is a book without pictures?" Most words require more words — from the teacher. The right kind of pictures satisfy and inform and make the pupils think and express themselves — and that's education.

All of it will interest them but many will seek special fields. When they find what it offers in a modern, vivid presentation in geography, biography, literature, history, science, nature study, mathematics, discovery, invention and the great industries, they will want to stay with it awhile. Give them chairs or a sofa or let them take it to bed. The longer and more thorough the examination, the better.

I only hope Harding or Rollins or I can be on hand to give them a personally conducted trip through a volume, or even one article such as that on "Birds" or "Newspapers" or "Automobiles" or "Moving Pictures" or "Canada" or "Biology" or "American Literature" or "Child Study" or "Algebra," to show them how much effort has gone into every page to make it true and gripping. Sincerely,

(Signed) GUY STANTON FORD,
Editor-in-Chief

Doctor Harding says: "By Jove, that's genius!"

The New Work and its educational importance is best described by Professor Harding's own letter which we give in its complete form:

THE UNIVERSITY OF MINNESOTA
College of Science, Literature, and the Arts
Minneapolis

January 10, 1922

Dear Mr. Compton:

After writing one of his immortal passages the novelist Thackeray is said to have slapped his thigh and exclaimed, "By Jove, that's genius!"

Modesty forbids that we who have played the chief parts in shaping the new COMPTON'S PICTURED ENCYCLOPEDIA should go so far in self praise. But when I turn over the pages of the successive volumes and note the skill of their psychological appeal, when I contemplate the numerous devices for eliminating dead or

useless information and see how brilliantly our scientific authorities, expert popularizers, and many talented artists have co-operated in utilizing the space thus saved to *vitalize essential knowledge*, I feel quite justified in claiming that we have given you the very best work of reference and educational inspiration ever prepared for children of common and high school ages.

Any educator can easily satisfy himself as to the superior excellences of the work. The psychological doctrine of interest, motivation in education, visualizing devices, character building and Americanization material, special aids in the common branches, vocational guidance—

A Vital and Valuable Educational Movement

The practical educational value of Compton's Pictured Encyclopedia must be apparent to every thoughtful school man and woman. It is an altogether new type of work designed for the daily use of boys and girls of school age.

It is up-to-date—every word written entirely since the World War.

It is progressive—especially adapted to use in either the socialized recitation or the problem project method of instruction.

It is accurate—edited by sound scholars of recognized world-wide authority.

It is intensely interesting—composed in clear, vivid style, which brings the very heart of each subject into brilliant relief to catch and fix the attention of the reader.

It is complete—injecting into the difficult technical portions of each subject the same spice of connected interest as exists in those outstanding "wonders" and "marvels" to which books for children usually confine themselves.

"It is really pictured"—containing thousands of illustrations selected from over a half million photographs gathered from all parts of the world, with an "idea" in every picture and a picture for every idea that needs a picture.

all are here in abundance, and presented with such literary skill as to intrigue and interest the reader of whatever age, and illustrated on a scale and in a manner never before attempted in a work of reference. The amazing and appropriate pictures, both photographic reproductions and artists' sketches, are what will first strike most readers. But what I myself am proudest of is the series of interpolated story articles, of famous men and women, literary scenes and characters, science, classical mythology, and Indian Folklore—with which the more encyclopedic articles are diversified and enriched for old and young.

Frankly, what we have attempted to do is to make a school and home encyclopedia which should live up to the description Bill Nye once gave of Webster's Unabridged, as a "thrilling romance." At the same time, its scholarly adequacy to the needs of this new age is, I think, sufficiently attested by the list of well known men and women who have co-operated in its production. Faithfully yours,

(Signed) SAMUEL B. HARDING,
Managing Editor

On Display NOW for the First Time

After months of strenuous effort to complete the New Encyclopedia in time for the February meeting of the Division of Superintendence, we feel that it is a particularly fortunate and fitting

thing that they should be offered for inspection for the first time during this convention. We have arranged a most interesting and elaborate exhibit in Booths 86 and 87 in the Leiter Building and cannot urge too strongly that you make a visit to these booths an imperative part of your program.

Enter the Contest at Once

Arrange at the booths to receive the books for review, or mail the coupon and these beautiful new volumes will come direct to you by express—all charges paid. Then read them, enjoy them, review the thousands of beautiful illustrations and note the hundreds of new features of vital educational value.

Then it should be a simple and agreeable matter to write 500 words on "The Practical Educational Value of Compton's Pictured Encyclopedia" covering (1) Is there a need for a really complete Encyclopedia for children. (2) Does Compton's Pictured Encyclopedia fill the need? and (3) Give practical suggestions for its use in the home as an aid to school work. The five hundred word limit will seem all too short.

Simply mail your review to our office where it will be typed on plain paper bearing no indication of the identity of the author, and sent to the judges. Watch the columns of this and other school papers for the notice of Awards. After the Awards have been announced you need only reverse the cover on our packing box and return the books at our expense.

The closing date for all reviews is April 20th; so prompt mailing of the coupon below will give you ample opportunity to compete for one of the one hundred and three really worth-while awards which we have listed.

Just Mail this Coupon

Fill in your name and address and make the first step toward a "Trip Through Europe." Mail coupon now, while the matter is fresh in your mind.

F. E. COMPTON & CO.
58 East Washington Street, Chicago, Illinois

F. E. COMPTON & CO.,
58 East Washington St., Chicago, Ill.

I am a member of the National Educational Association and entirely without obligation to myself desire to enter your "Trip to Europe Contest."

Name _____

Address _____

Position _____

Mention THE JOURNAL when writing our advertisers.

Thank you—it helped

Last month we urged the 85,000 subscribers of THE JOURNAL (which includes the leading school administrators, as well as the most influential and best paid teachers) to write the advertisers in this their official National professional magazine.

TWENTY PER CENT MORE advertising in this issue is an indication of what co-operation can do.

And you feel better too, in helping your Association turn out a Better and Bigger Magazine.

If you haven't written, just drop the advertisers a line, saying "I'm glad you are advertising in our magazine, THE JOURNAL of the National Education Association." Ask them anything you wish to know about their products.

ACID PHOSPHATES

Horsford's Acid Phosphate.

ARCHITECTS

Coffin & Coffin.
Cooper, Frank Irving.
Ittner, William B.
Lockhart, G. L.

AUDITORIUM SEATING

American Seating Co.
Empire Seating Co.
Northwestern School Supply Co.
Welch Mfg. Co., W. M.

BLACKBOARDS (Slate)

Natural Slate Blackboard Co.

BOOK PUBLISHERS

American Book Co.
Appleton & Co., D.
Barnes & Co., A. S.
Blakiston's Son & Co., P.
Compton & Co., F. E.
Compton-Johnson Co.
Ellis Publishing Co.
Ginn & Co.
Gregg Publishing Co.
Hammett Co., J. L.
Heath & Co., D. C.
Macmillan Co., The
Palmer Co., A. N.
Rand McNally & Co.
University of Chicago Press.

BOOK CLOTH

Interlaken Mills.

BULLETIN BOARDS

Kewaunee Mfg. Co.

CHARTS

Denoyer-Geppert Co.
McConnell Map Co.
Rand McNally & Co.
Welch Mfg. Co., W. M.

CLOCKS

Standard Electric Time Co.

CRAYONS

Welch Mfg. Co., W. M.

DENTRIFICES AND OTHER TOILET ARTICLES

Colgate & Co.

DIPLOMAS

Martin Diploma Co.
Welch Mfg. Co., W. M.

DOMESTIC SCIENCE EQUIPMENT

Kewaunee Mfg. Co.
Peterson & Co., Leonard
Singer Sewing Machine Co.

DRAFTING ROOM FURNITURE

Kewaunee Mfg. Co.

ENCYCLOPÆDIAS AND DICTIONARIES

Compton & Co., F. E.
Compton-Johnson Co.
Encyclopædia Britannica.
Quarrie & Co., W. F.

FIRE ESCAPES

Dow Co., The.

HEALTH SCALES

Continental Scale Co.
Fairbanks, Morse & Co.

INK

Welch Mfg. Co., W. M.

LABORATORY FURNITURE

Kewaunee Mfg. Co.
Peterson & Co., Leonard.
Welch Mfg. Co., W. M.

LABORATORY SUPPLIES

Welch Mfg. Co., W. M.

MAPS

Denoyer-Geppert Co.
McConnell Map Co.
Rand McNally & Co.
Welch Mfg. Co., W. M.

MICROSCOPES

Bausch & Lomb Optical Co.
Spencer Lens Co.

PENS

Spencerian Pen Co.

PENMANSHIP

Palmer Co., A. N.

PIANOS

Jackson Piano Co.
Miessner Piano Co.

PICTURES

Perry Pictures Co.

PLAYGROUND APPARATUS

Welch Mfg. Co., W. M.

PORTABLE SCHOOLHOUSES

American Portable House Co.

PRINTERS

American Type Founders Co.
Judd & Detweiler, Inc.
Williams & Son, Inc., C. F.

PROJECTION LANTERNS

Acme Motion Picture Projector Co.
Bausch & Lomb Optical Co.
De Vry Corporation.
Keystone View Co.
Kinema Film Service.
Spencer Lens Co.
Victor Animatograph Co.
Welch Mfg. Co., W. M.

PUBLICATIONS

Pathfinder, The.
Educational Film Magazine.
National Geographic Society.

RECORD SYSTEMS

Williams & Son, Inc., C. F.

SCALES

Continental Scale Works.
Fairbanks, Morse & Co.

SCHOOL SUPPLIES

Dobson-Evans Co.
Draper Shade Co., Luther O.
Maxwell & Co., S. A.
Northwestern School Supply Co.
Templin-Crockett-Bradley Co.
Welch Mfg. Co., W. M.

SCIENTIFIC APPARATUS

Welch Mfg. Co., W. M.

SEEDS

Templin-Crockett-Bradley Co.

SEWING MACHINES

Singer Sewing Machine Co.

SHOES

Morse & Burt Co.—Cantilever Shoe.

STEEL LOCKERS

Federal Steel Fixture Co.

TALKING MACHINES

Victor Talking Machine Co.

TEACHERS' AGENCIES

Albert Teachers' Agency.
Clark Teachers' Agency.
Education Service.
Educators Agency.
Fisk Teachers' Agency.
National Teachers' Agency.
Specialists Educational Bureau.
Western Teachers' Exchange.

TEACHERS' INSURANCE

Teachers' Casualty Underwriters.

TYPEWRITERS

Oliver Typewriter Co.

UNIVERSITIES AND COLLEGES

Life Planning Institute.
National Kindergarten College.
New Haven Normal School of Gymnastics.
Temple University.
University of Chicago.

WINDOW SHADES

Draper Shade Co., Luther O.
Maxwell & Co., S. A.

DIRECTORY OF ADVERTISERS

	Page.		Page.
Abingdon Press	A-40	Judd & Detweiler, Inc.	A-45
Acme Motion Picture Projector Co.	A-38	Kewaunee Mfg. Co.	A-45
Albert Teachers' Agency	A-46	Keystone View Co.	A-38
American Book Co.	C-1	Kinema Film Service	A-35
American Portable House Co.	A-36	Life-Planning Institute	A-36
American Seating Co.	A-44	Lockhart, G. L.	A-37
American Type Founders Co.	A-44	Macmillan Co.	A-30
Barnes & Co., A. S.	A-36	Martin Diploma Co.	A-46
Bausch & Lomb Optical Co.	A-35	Maxwell & Co., S. A.	A-39
Blakiston's Son & Co., P.	A-30	McConnell Map Co.	A-31
Clark Teachers' Agency	A-29	Miessner Piano Co.	C-1
Coffin & Coffin	A-37	Morse & Burt Co.	A-29
Colgate & Co.	C-3	National Geographic Society	C-2
Compton & Co., F. E.	A-22, A-23	National Kindergarten College	A-36
Compton-Johnson Co.	A-27	National Teachers' Agency	A-46
Continental Scale Works	A-35	Natural Slate Blackboard Co.	A-46
Cooper, Frank Irving	A-37	New Haven Normal School of Gymnastics	A-36
Denoyer-Geppert Co.	A-39, A-46	Newson & Co.	A-43
De Vry Corporation	A-38	Northwestern School Supply Co.	A-28
Dobson-Evans Co.	A-46	Oliver Typewriter Co.	A-21
Dow Co.	A-37	Palmer Co., A. N.	A-40
Draper Shade Co., Luther O.	A-46	Pathfinder, The	A-36
Education Service	A-36	Perry Pictures Co.	A-43
Educational Film Magazine	A-37	Peterson & Co., Leonard	C-2
Educators Agency	A-45	Quarrie & Co., W. F.	A-40, A-45
Ellis Publishing Co.	A-45	Rand McNally & Co.	A-39
Empire Seating Co.	A-44	Singer Sewing Machine Co.	A-39
Encyclopædia Britannica	A-41	Specialists Educational Bureau	A-46
Fairbanks, Morse & Co.	A-25	Spencerian Pen Co.	A-37
Federal Steel Fixture Co.	A-40	Spencer Lens Co.	A-35
Fisk Teachers' Agency	A-46	Standard Electric Time Co.	A-31
Ginn and Co.	C-1	Teachers' Casualty Underwriters	A-27
Gregg Publishing Co.	A-26	Temple University	A-36
Hall & McCreary Co.	A-40	Templin-Crockett-Bradley Co.	C-2
Hammett Co., J. L.	A-40	University of Chicago Press	A-26
Heath & Co., D. C.	A-30	Victor Animatograph Co.	A-46
Horsford's Acid Phosphate	A-46	Victor Talking Machine Co.	A-41
Interlaken Mills	A-37	Welch Mfg. Co., W. M.	A-26
Ittner, William B.	A-37	Western Teachers' Exchange Co.	A-46
Jackson Piano Co.	A-33		

Fairbanks Scales

Measuring rod quickly detached by turning thumb screw. Beam lock and lever safety devices protect parts against disarrangement while scale is being transported.



FAIRBANKS PORTABLE HEALTH SCALE
With Full Capacity Weightless Beam

*—for the health of
the nation's
children*

MALNUTRITION is sapping the vitality of thousands of school children. Sad, indeed, when you consider that with proper care almost every malnourished child can be quickly restored to normal weight and vigorous health. The Fairbanks Health Scales should be used in every school to check malnutrition by pointing out—through accurate weight records—the need for proper food, better assimilation, or other corrective methods.

Fairbanks Portable Health Scale

The portable scale shown here is used by country school authorities because it can be easily and safely transported. The Fairbanks Portable Health Scale weighs up to three hundred pounds by four ounces.

Send for free Height and Weight Chart, and circular telling how Fairbanks Health Scales, stationary and portable, are used in your work.



Be sure to see our exhibit
at the Annual Convention,
Chicago, February 27th
to March 3rd, 1922.

Fairbanks Scales

CHICAGO
900 South Wabash Avenue

NEW YORK
Broome and Lafayette Streets
and forty other principal cities in the United States

MAIL THIS COUPON FOR FREE HEIGHT AND WEIGHT CHART

Chicago
900 S. Wabash Ave.

Gentlemen: Please send me, without charge,
one of your Fairbanks Height and Weight
Charts with circular. I do (do not)
now use scales. Name.....
Address.....

FAIRBANKS SCALES New York
Broome and Lafayette Sts.

Galeno Pictorial Language Charts



A noteworthy advancement in visual education for use in all foreign language instruction.

The most practical and complete set of language charts ever published. Illustrations are presented on such subjects as the home, business office, trades, professions, modes of transportation, etc.

Set of 35 charts, 30 x 40 inches, \$12.00 net. Tripod, \$1.75 extra.

Send to nearest office for free pamphlet containing full description and sample illustrations

The Gregg Publishing Co.

New York Chicago Boston San Francisco London

BOOTH No. 141

The N. E. A. Convention

SEE OUR

Educational Journals

New Reference Books

New Text Books

Base Maps

Meet Your Friends at No. 141



**THE UNIVERSITY
OF CHICAGO**



His Mark

COMPLETE WELCH SERVICE LABORATORY EQUIPMENT

FOR ALL SCIENCES

AGRICULTURE BIOLOGY
CHEMISTRY PHYSIOLOGY
PHYSICS

MANUALS
AGRICULTURE
PHYSICAL GEOGRAPHY
PHYSICS

SCHOOL-ROOM EQUIPMENT

Records, Registers, Blackboards, Maps,
Globes, Charts, Crayon, Erasers,
Ink, Pencils, Paper, Furniture,
Dictionaries, Etc.

Our CATALOGS

Send to School Man
upon request

Stradivari

in his zeal
for violin perfection, has
clearly marked for us a
pathway toward better
instruments.

The Trade Marks of
Industry in the same
manner represent the
ideals of the maker and
are personal guarantees
of the quality of the
product.

A Sign of Quality **WELCH** A Mark of Service

A Sign of Quality

QUALITY
WELCH
SERVICE

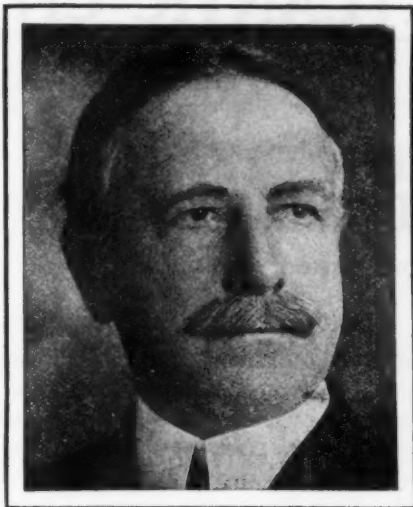
A Mark of Service

W. M. WELCH SCIENTIFIC COMPANY

Manufacturers, Importers and Exporters of Scientific Apparatus
and School Supplies

1516 Orleans Street

Chicago, Ill., U. S. A.



CALVIN N. KENDALL, A. B., A. M., LL. D., L. L. D.
Editor-in-Chief of Pictured Knowledge

Formerly President of the National Education Association and for years a progressive leader in the fight for more thorough and comprehensive home help, the late Dr. Kendall personally edited a work for school children that stands as a monument to his remarkable career as an educator.

DR. CALVIN N. KENDALL'S

CONTRIBUTION TO
AMERICAN EDUCATION

In Booth 66

As Commissioner of Education in New Jersey, Dr. Kendall early became an enthusiastic convert to the use of pictures in teaching. In his

PICTURED KNOWLEDGE

The New Method of Visual Education

school subjects are visualized in the most attractive manner, and the text in story form lends to its pages the magic of "once upon a time." And with it all the complete work is carefully outlined and correlated with the public school curriculum. Pictured Knowledge is at once a companion for the child as well as the teacher's first assistant in the home.

Completely indexed, carefully departmentized, accurately edited and specially prepared to supplement public school work, Pictured Knowledge, in six volumes with four thousand "talking" pictures, is an educational heritage for teacher and pupil alike.

FIRST ASSOCIATION SHOWING

Pictured Knowledge is new and is being shown for the first time for the approval of the members of the National Education Association. We cordially invite you to inspect Dr. Kendall's greatest work. **BOOTH 66**

COMPTON-JOHNSON COMPANY

58 E. WASHINGTON ST.

CHICAGO, ILLINOIS



Who will pay your doctor, your nurse
and your board bill when you are sick?

Now is the Time to Think About It

Winter is here with its colds, chills and fevers, its la grippe and pneumonia, its tonsilitis and other afflictions—also its long list of Accident possibilities.

A FEW CENTS A DAY KEEPS DANGER AWAY

The Teachers Casualty Underwriters is the only institution of its kind in the world. It is the National Organization of Teachers for Teachers. It was projected and organized, and is now conducted by people who have had a long experience in teaching. It is the one protective agency of the profession.

Thousands of teachers, by enrolling in the T. C. U., have realized *peace of mind* and *certainty of income*. You are equally entitled to this protection. Send your name and address for complete information as to what the T. C. U. will do for you.

Teachers Casualty Underwriters

902 T. C. U. BUILDING - - LINCOLN, NEBRASKA

To the T. C. U., 902 T. C. U. Building, Lincoln, Nebr.

Please send me information about your Protective Benefits.

Name

Address

JUST ONE YEAR AGO AT ATLANTIC CITY

We Began Asking

1. WHY RED-TOPPED DESKS?

At the same time we began making them in "Northwestern Brown"

Last December (1921) this question was answered by—

- (1) The American Institute of Architects, which voted to hereafter recommend that schoolrooms be finished in BROWN.
- (2) By the American manufacturers of school seating, who voted to hereafter finish school furniture in BROWN only.

The Question has been answered—Let's forget it.

There Were Other Questions We Asked Then—



We found these three pupils in one high school seated in the same sized chairs.

2. Why have we seated all pupils in one size tablet arm chairs?
We are making them in three sizes.
3. Why have we made desks for left-handed teachers only and wasted 38 per cent of the available working surface?
We make them for right-handed teachers only.

4. Why horizontal slats in chair backs?
Except for our CHEAPEST grade of tablet arm chairs we have discarded them.



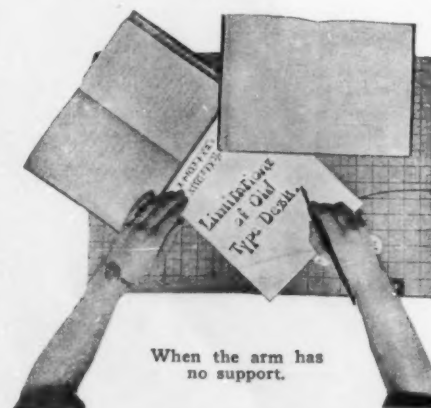
Do you want your writing surface in FRONT of you or BEHIND you?

Do you see anything that resembles comfort in this picture?

We have banished the slat back from the HOME and OFFICE. It is never used when a real choice is possible.



5. Home and Office Furniture has been standardized—why not School Furniture also?

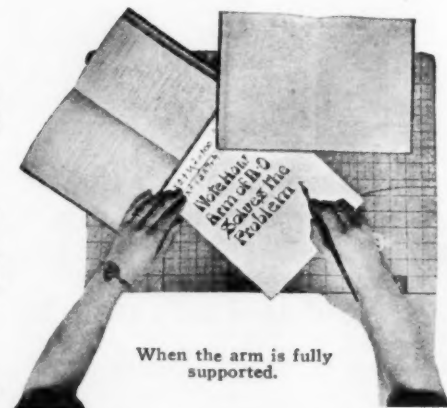


When the arm has no support.

6. Why throw away more than half of the usable writing surface?

The ALL - IN - ONE MULTIPLIES the USABLE writing surface TWO AND ONE-HALF TIMES.

LOOK IT UP AT CHICAGO



When the arm is fully supported.

THE NORTHWESTERN SCHOOL SUPPLY COMPANY

MINNEAPOLIS

MEET US AT CHICAGO

"Makers of Sitable Seating"

SEE OUR FULL LINE

International Goodwill Through Education

THE BOLD and righteous program that Secretary Hughes presented to the International Conference on the Limitation of Armaments at its first meeting in Washington on November 12 focused the attention of the whole world on the possibility of international cooperation on a large scale and made it impossible for selfish and narrow interests to claim public attention in their efforts to magnify differences and ill-feeling.

There is perhaps no more dramatic incident in all history than this opening hour of the great conference. It marks the beginning of a new day in international relations. The dawning of that new day was made possible by a recognition on the part of the people themselves that another war would probably destroy the whole fabric of civilization—by a growing sense of the futility of sapping national wealth in the competitive building of war machinery.

How far the sun of the new day shall rise upon a better world will also depend upon the will of the people—upon their intelligent determination that the nobler impulses of humanity shall triumph over its weaknesses. The people of the whole world must be prepared for sympathetic appreciation of the relation of man to man. This is primarily an opportunity and a responsibility of public education. That it is so recognized is evidenced by the hearty newspaper response to the proposal of the National Education Association that an international congress on education meet in the United States in 1923. The

Association has the assurance of President Harding that the administration will cooperate to make the movement a success. In a memorandum accompanying a letter to President Harding, the Association's Committee on Foreign

2. To bring about a world-wide tolerance of the rights and privileges of all nations.

3. To develop an appreciation of the value of the inherited gifts of nationality through centuries of progress and development.

4. To secure more accurate and satisfying information and more adequate statements in the textbooks used in the schools of the various countries.

5. To foster a national comradeship and confidence which will produce a more sympathetic appreciation among all nations.

6. To inculcate in the minds and hearts of the rising generation those spiritual values necessary to carry forward the principles emphasized in the Conference on Limitation of Armaments.

7. Finally, throughout the world, in all schools, to emphasize the essential unity of mankind upon the evils of war and upon the absolute necessity of universal peace.

The following means for accomplishing these ends are suggested in the memorandum:

1. The teaching of international civics, which will acquaint the rising generation

with the various points of contact made necessary and facilitated by the modern means of communication and trade.

2. The reorganization of textbook material to give a more accurate visualization of the dominant traits and ideals of the nations.

3. The exchange of teachers and scholarships between various countries.

4. A program looking to universal education.

EDUCATING THE PEOPLE

PUBLIC MEN—those that accept the people's pay and spend the people's money—should get into their heads and keep in mind Dante's line—"Give light and the people will find their own way." You can drive sheep; it is good for them; they cannot learn to guide themselves. You can drive horses, mules, and machinery. But all that you can do for human beings is to give them knowledge and then enable them to find their own way.

One of the wisest sayings of Talmudic writers is, "Jerusalem fell because the schools were neglected." The schools are neglected in this day of profiteering, prosperity, and selfishness.

A country that can spend eight hundred million dollars in one year for cigarettes, and that without hesitation spent forty or fifty thousand millions of dollars in a few months of war, cannot find the money to pay teachers generously or build enough schools to wipe out the illiteracy that curses twenty-five per cent of the people and disgraces us all.

The people of the world are like a man on a dark night seeking the road. Such a man asks only one thing—**LIGHT**. And the people—slowly and painfully finding their way through the problems of life and of civilization—ask only one thing—**LIGHT**, which is education.

For every dollar the Nation can afford to spend on soothing tobacco smoke that floats away in the air it can afford to spend another on education that remains and will influence coming generations forever.

The people do not want bosses, they do not want dictation, they want **KNOWLEDGE**. "Give light and the people will find their own way."—The Washington Times.

Relations, through its chairman, Dr. Augustus O. Thomas, suggests a series of objectives and proposes means for reaching them. These objectives will be revised and amplified at the Boston meeting in July. They deserve the most careful consideration of all persons interested in world peace based on righteousness and intelligence. The objectives sought are:

1. To promote peace and goodwill among the nations of the earth.

5. An exchange of articles on education setting forth programs and methods used in the various countries and an exchange of educational periodicals.

6. The designation of a day to be observed by all as "World Goodwill Day."

The last of these suggestions is of large importance. To set aside a goodwill day each year when the entire world will seriously consider how best to promote mutual understanding among peoples is to establish an institution that is certain to grow in favor and to exert a compelling influence for better relations between the nations. Goodwill is a priceless asset. It is one of the great constructive forces. The whole structure of civilization is founded upon it.

Modern science has made communication so easy that it should be possible for remote peoples to have some understanding of each other and to develop that universal goodwill which is essential to world progress and prosperity. When the International Congress on Education meets in 1923 it should not only establish such a day, it should go further. It should create a permanent international committee to have charge of goodwill day. This committee should represent the educational associations of the entire world and should be charged with promoting the objects agreed upon by the congress until another world educational congress convenes.

cal publications for two Sundays before election.

Through notices for their bulletins and speeches at their meetings, practically every club, society, union, lodge, sokol, alliance, or verein in the city was reached by the Main Library or neighborhood branches. A special letter asking for endorsement and support was sent to the officers of these organizations and duplicate letters to the branches for follow-up purposes.

The coöperation of merchants, storekeepers, and manufacturers was asked for, in any way they could give it; customers and the general public were reached through the placing of 10,000 window placards in business houses and by many thousand leaflets and dodgers distributed from the counters, in packages, market baskets, and the like; employees, especially those in the plants and firms where there were library stations, were reached through special appeals made at the noon hour and in pay envelopes.

By an agreement with the Association of Moving-picture Managers, slides or films were shown in the general and neighborhood picture houses every night during the week before election.

Newspapers, neighborhood and school papers, house and club organs and all other Cleveland publications were furnished with copy for every issue for two weeks, and much voluntary publicity was given through the cordial coöperation of editors, reporters, and special feature writers of all the Cleveland dailies and weeklies. The foreign language newspapers, as well as churches and societies of foreign groups were followed up by a special committee headed by the librarian of the Broadway Branch, who is chairman of the American Library Association Committee on Work with the Foreign-born.

Members of the staff and occasionally one of the trustees spoke at every meeting of every organization, social, recreational, or educational which would spare from five to thirty minutes to listen. Classes in public speaking at Western Reserve University, the Y. M. C. A., and the Y. W. C. A. were furnished with a sample speech on the Library Bonds for practice work. These classes at the Cleveland Advertising Club and the University furnished volunteer speakers for many meetings. Material on the Library Bonds was also furnished to the commercial schools for dictation work.

The covering of the political meetings by staff and volunteer speakers was one

Voting Bonds Under Difficulties¹

JULIA S. HARRON

Library Editor, Public Library, Cleveland, Ohio

ON SEPTEMBER 23, 1921, after much debate, the Board of Trustees of the Cleveland Public Library decided to ask the electors to vote on November 8 on a bond issue of a supplementary \$2,000,000 to enable it to build the Main Library building, planned before this country entered the War, but not built, chiefly because the tremendous rise in prices had rendered the original financing totally inadequate.

The fact that Cleveland is dangerously near the limit of its bonded indebtedness, that it is one of the industrial cities which is feeling the effects of the financial depression very seriously, and that rigid curtailment of public expenditures was the chief talking point of several of the seven candidates for Mayor made this a decidedly doubtful time to ask for authorization of so large a bond issue.

Arrangements with the Board of Elections and other preliminaries consumed at least two weeks' time after the Board's decision, which left about a month for a publicity campaign. When the chairman of the special committee of the Board sent word to the staff to "go to it" a harnessed whirlwind of energy was released. Each individual or group was allotted a special field and thus with little duplication of effort a campaign covering the whole city was launched. The following is a summary of the activities of the thirty days preceding election.

Every branch library organized as a center of a neighborhood campaign. Each branch has an up-to-date list of every organization and institution in its district with names of officers and prominent members. These organizations were approached by personal interviews and by letters inviting their coöperation in every possible way.

Public-school authorities were asked to coöperate as far as they could and to define the limits of that coöperation for the benefit of the library campaigners. An editorial on the bond issue campaign addressed to teachers appeared in the Superintendent's Official Bulletin; articles were accepted for School Topics, the weekly teacher-and-student publication of the school system; and permission was given to address all meetings of adults in school buildings used as community centers.

A letter endorsed by the Federation of Churches was sent to all the Protestant Churches of Cleveland with the request that it be read from the pulpit. The Chancellor of the Diocese gave permission to use his name in a letter to the Catholic Churches. The Federation of Churches was addressed at a big meeting, and notices were inserted in many church bulletins, calendars, and periodicals.

¹ Readers of this article will be interested also in a recent book, *Publicity Campaigns for Better School Support*, by Carter Alexander and W. W. Theisen. World Book Company, Yonkers, N. Y. \$1.35 n.

of the interesting features of the campaign. Although, or perhaps, because the Library Bond proposal was a non-political and non-partisan issue, no question was so generally represented and discussed in the pre-election campaign. The municipal election was unusual in the number of the candidates for each office and the heated tone of their personal campaigns, and, therefore, in the number of political meetings, which ranged from groups in private houses to the impartial forum in school auditoriums and other community centers and the old-fashioned political meeting in tents or party headquarters. The Library campaign plan included the presentation of the bond issue at all classes of meetings of every candidate, and in fact over two-thirds of all the meetings held were actually covered. The result of this wholesale presentation of the Library's work and needs was to enlist active supporters in quarters hitherto for all practical purposes unaware of its existence.

Several thousand letters to individuals representing groups whose coöperation was wanted in various ways were sent out. Personal letters written by the librarian or by a trustee were sent to individual objectors not convinced by staff members. Practically all the ob-

jections to the Bond Issue encountered were based on hard times and taxes already high beyond all precedent.

To sum up some of the general publicity measures: Over 350,000 leaflets, folders, and dodgers, printed by outside firms and in the Library printery, were distributed in library books, in packages, at meetings, and to crowds boarding street cars at the Public Square and other down-town terminals. Cloth runners, sixteen feet long were placed on branch buildings and at the site of the proposed library. Window stickers were distributed for automobiles. Window exhibits centering about large cuts of the proposed Main Library or of the Main Library buildings of other large cities, and posters designed by students of the Cleveland School of Art were placed in many banks, stores, and other central places. A donated truck decorated as a float toured the city, carrying an immense book printed with slogans in giant type which he who ran might read.

Volunteers were utilized in all ways that could be devised, notably in making many valuable personal or group connections and in the house-to-house canvass carried on in many branch neighborhoods. Among the organizations giving particularly valuable volunteer aid

were the Recreation Council, the Women's Study Clubs, the Camp-Fire Girls, and the Boy Scouts.

The Library Staff endeavored to sell the idea that Cleveland must have a Main Library *now* to every man, woman, and child talked to in and out of the Library and to ask every friend of the Library to do the same. The children were not the least useful workers, especially in the house-to-house canvass in the foreign districts. The vicissitudes and humors of this canvass and of the speech-making campaign form a subject by themselves.

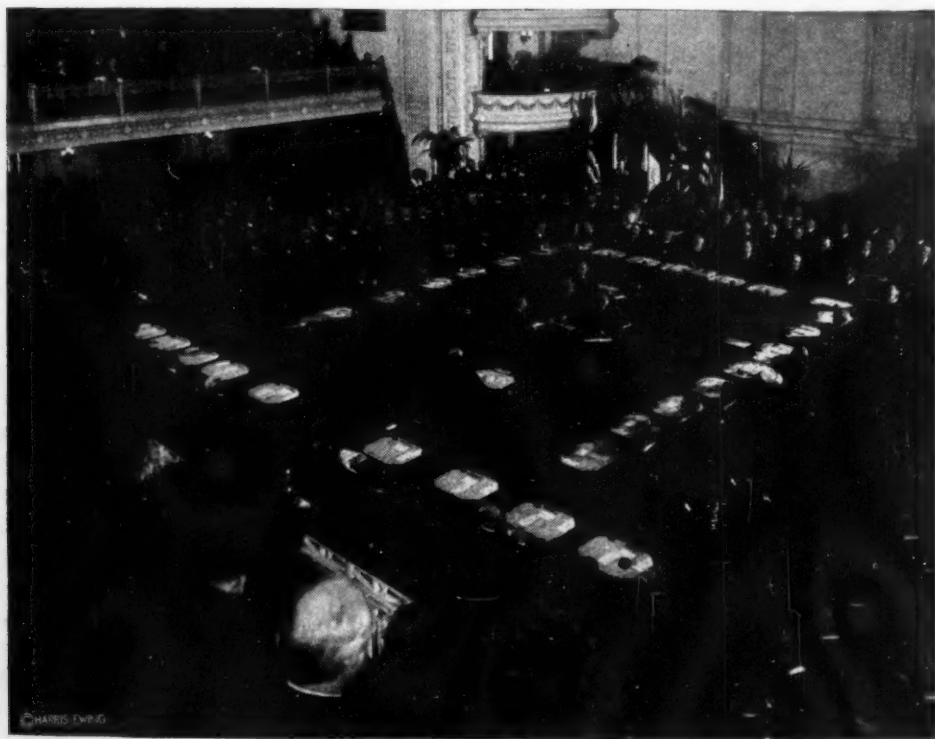
Finally on election day, the staff and volunteer helpers manned the polls during the busiest hours to speak a last word and distribute sample ballots, as the Board of Elections had provided a ballot with wording unfortunately obscure.

Election returns show 140,484 ballots cast on the Library Bond Issue; of the eight ballots voted on, this was the largest number of ballots cast, excepting that for Mayor. The Bond Issue was carried by a majority of over 20,000. The one other bond issue asked for, an additional \$2,000,000 for the Criminal Courts and Jail building, was defeated for the fourth time by an overwhelming majority. The election figures are interesting in comparison with those for the Library bond issue for the first \$2,000,000 in the spring of 1912, when the total number of votes cast was only 34,113 and the majority but 1477.

The first bonds were sold in 1916 and with the premium and the interest since accumulated, the funds in hand are now about \$2,500,000 and with the new bond issue will give a total of \$4,500,000. The Board framed the question so that any surplus may be used for branch buildings.

A sample set of circulars, letters, posters, and of newspaper and other printed publicity is being prepared by request for the office of the American Library Association.

ANY SCHOOL which lacks a library is not a real school at all. Just as a library is an integral part of a well-organized home so it is of a well-organized school. When we think of a school, we picture a library as a part of the same as desks and blackboard. And the library is even more essential than the blackboard and no teacher ought ever to claim that he has a life-size, full-grown school if a well-selected, workable library is lacking.—*Ohio Educational Monthly*.



THIS is the Conference on Limitation of Armaments in full session in Memorial Continental Hall at Washington. Around the table are seated the official delegates of the nations represented. Outside the official table are hundreds of advisers of various ranks and nationalities. Other seats and the galleries are reserved for press representatives, members of Congress, and other fortunate observers.

Education in Hawaii

BENJAMIN O. WIST

Principal of the Territorial Normal and Training School, Honolulu

A CENTURY AGO a boatload of New England missionaries came to the Hawaiian Islands, where they were welcomed with open arms. They brought with them customs and manners of Christian civilization, which found fertile soil in which to develop. The Hawaiian race, though primitive, was not without a civilization. In fact it had developed a civilized community of no mean order. Still it welcomed the new with a confidence that deserves much credit. Contact with European civilization previous to the coming of the New Englanders was not always such as to inspire the Hawaiians with respect for the white man, but the hospitality of the race precluded the possibility of not accepting the newcomer at his face value. This social instinct not only made it possible for the missionary to introduce religion and education but has made possible the Americanization and assimilation of the many races at present represented in the population of the Islands.

The first step of the missionaries toward educating the Hawaiian people was to learn their language. From the sounds of the language they organized the Hawaiian alphabet consisting of twelve letters. The next step was to print books in the language. This done, it was possible to establish schools. The enrolment in these first schools consisted entirely of adults, principally chiefs. Later, some of these first scholars became teachers, and it was not long before practically the entire adult population could read and write. By edict of the chiefs, this education was compulsory. In fact, the whole adult population was compelled to attend school. Meanwhile, schools for children—of royal blood at first—had been organized.

The first school in which the English language was used was organized in 1833. This school was known as the Oahu Charity School and was the forerunner of the present McKinley High School of Honolulu. This school was maintained for children of Hawaiian-Caucasian parentage and for children of English-speaking parents living in Honolulu. This was the first school on the Pacific where the English language was used. In fact, it received pupils from

the United States, Alaska, and Mexico. Oahu College (the present Punahou Academy) was another school organized for English-speaking children. It is said that the "forty-niners" sent their children to this school because there were no schools in California and because it was not safe to send them east across the plains or around the "Horn."

Another school of this period, organized in 1831, is Lahainaluna. This school was for a long period a seminary for the training of ministers. The first newspaper printed west of the Rocky Mountains was printed at this institution, which has had a tremendous influence on the social life in Hawaii, having trained many of its leaders. It is now a trade school. Another school, of more than local interest, organized during these early days, is the Hilo Boarding School. Its course of study was largely vocational and was used by General Armstrong as a pattern in organizing the Hampton Institute, which, in turn, became the mother of Booker T. Washington's Tuskegee Institute.

From the foregoing, it can be seen that the Hawaiian believed in education and enforced it. As early as 1845, a Department of Education was organized with its own Minister. Two years later, the position of Inspector General of Schools was established. In 1900 when Hawaii became a territory of the United States the position of Minister of Education became that of Superintendent of Public Instruction. Although changes in the school system have taken place from time to time, the large administrative unit as a whole, has remained.

All public schools in the Territory of Hawaii, with the exception of Lahainaluna, the Boys' and Girls' Industrial Schools and the University of Hawaii, are directly under the control of the Department of Public Instruction. The Department consists of six Commissioners and the Superintendent, appointed by the Governor. The Commissioners represent the different islands in the group. The Department appoints all teachers and conducts all business and other affairs pertaining to schools. Maintenance of buildings and grounds are not within their jurisdiction, these

being cared for by the various county governments. An exception to the latter obtains for the Normal School and such schools as are not under the control of the Department. These plants are maintained by special appropriations. The Commissioners serve without pay and this tends to relieve education of politics. All funds for schools are provided by Territorial appropriations and expended according to a budget prepared by the Department. No funds from the Federal Government have been available for high-school or elementary education in the Islands since 1903 when, after annexation, the customs' receipts were turned over to the Federal Government.

The Department appoints approximately two hundred new teachers yearly. About half of these are trained locally in the Territorial Normal School, the other half being imported from the mainland of the United States. The only Normal School in the Territory was organized in 1895, and although it has grown steadily has not been able to furnish enough teachers to keep pace with the rapidly increasing population. Since the Normal School trains elementary teachers only, the University has recently opened a department of education for the training of high-school teachers, all of whom had previously been imported. The University began its career in 1907 as the College of Hawaii. It began with five students and two members in the faculty and has grown into an institution of more than four hundred students. Under the Morrill and Nelson Acts, it is one of the agricultural colleges receiving financial assistance from the United States Government. The institution was made a university in 1919.

Less than eight per cent of the school population of Hawaii is in the high schools. About three fourths of the pupils are in rural schools. These schools range in size from one to thirty rooms. Teachers' cottages, furnished with ordinary necessities, are provided for the rural teachers free of charge. All teachers, city or rural, are on the same salary schedule which ranges from \$110 to \$150 a month for elementary teachers, and from \$130 to \$200 a month for high-school teachers. Principals and special teachers are on a different schedule, their salaries depending upon tenure and number of assistants. All salaries are paid for the twelve months, although the teaching year consists of ten months. Five junior high schools have

been recently organized in rural centers. These, as well as the elementary schools, are supervised by eight supervising principals whose duties correspond somewhat to those of a county superintendent.

Because of the great distance, it is extremely difficult for teachers to attend summer sessions of the mainland universities. All the Islands have their local teachers' associations and these are affiliated with the Hawaii Education Association, which, in turn, is affiliated with the National Education Association. Hawaii was able, through its Association, to send a delegate to the meeting of the National Education Association at Des Moines in 1921. This delegate was instructed to solicit the cooperation of the National organization toward two things—(1) The inclusion of Hawaii in all bills giving Federal aid to education; (2) the relief of teachers in Hawaii from payment of Federal income taxes.

Hawaii is not a possession, but an integral part of the United States, and as such, insists upon due recognition. It is solving vital problems for the United States and needs assistance to keep abreast of the times in education. With this in mind, outside help has been sought in several different ways. In 1919-20, a complete survey of education in the Territory was conducted by a commission appointed by the Federal Commissioner of Education. As a result of the report of this commission, many important changes have already taken place. National authorities on mentality tests as well as experts on physical training and play, have been called in to guide us and recommend changes. Under the auspices of the Pan-Pacific Union, two important educational conferences have been held. The first of these was the Scientific Congress in 1920; the second was the educational Congress in 1921. Each was attended by some of the most prominent educators and scientists of the many countries bordering on the Pacific. They have served as an inspiration to Hawaii and have created an interest in our local problems. The World Press Congress, also held in Hawaii in 1921, although not educational *per se*, will benefit our educational program.

Hawaii's educational problem is a complex one, due to four outstanding elements—racial, religious, linguistic, and economic. Most of the European and Asiatic races are represented in our 50,000 school children. The Hawaiian and other Pacific-Island peoples are also

here. We have the pure races and nationalities and also mixtures of every one of them. One school had thirty-seven races and race mixtures. Strange mixtures some of them were, too—Hindu-French-Hawaiian, Korean-Spanish-Porto Rican, Chinese-Corsican. The process of assimilation is an encouraging thing. It makes the phrase *melting-pot*

mean something. Still, thousands of years of civilization, as widely different as those of China and Corsica, behind an individual does not make the Americanization of him a simple matter. In proving that such diverse elements can be assimilated the Hawaiian school system is rendering a significant service to America and to humankind.

The Coöperative Education Association of Virginia¹

GEORGE W. GUY

Executive Secretary, Richmond, Virginia

BRIEF HISTORY—The Coöperative Education Association was organized in 1904 as a part of the great educational revival in the South. In 1905 it conducted the historic *May Campaign* during which time the whole State of Virginia was covered with speakers in the interest of better educational opportunities for the youth of the Old Dominion. It conducted the first two educational conferences held in Virginia, which conferences were participated in by the Department of Public Instruction and the State Teachers' Association and have now come to be the great educational gathering of the forces of education in Virginia during Thanksgiving week.

The first speeches on expert supervision of schools and compulsory education for our State were made from our platform; the demonstration farm work was brought into Virginia through its efforts as was the work under the women demonstration agents.

The Association organized the movement to interest our citizenship in public education and for this purpose it formed *School and Civic Leagues* with the schoolhouse as a center of work. These leagues have developed into *Community Leagues*—centers where is crystallized the sentiment which finds expression for better schools, better health, better highways, improved farms, and better social and moral conditions. The plan is to help and inspire the people to help themselves; the main work is to mould public sentiment, to blaze new paths and to get the unorganized com-

munities organized for self-help. The Association represents the citizens at work for improvement of their local communities. There are now 1555 Community Leagues in Virginia, with a membership of 38,419 and it is estimated that last year, under the auspices of these leagues over two hundred thousand citizens were brought together to discuss their school and civic problems.

Officers and Executive Committee—The officers and executive committee are men and women representing the State departments of Virginia, leading universities and colleges, and prominent private citizens. The State Superintendent of Public Instruction is chairman of the executive committee.

The association employs an executive secretary, an office secretary and a stenographer; the officers and people who assist in carrying on the policy and program are citizens who have the good of their State at heart and who are interested in her advancement and progress—their services are voluntary.

County and District Organization—The leagues of each county are organized into a federation of leagues with a president, vice-president for each school district, secretary and treasurer, and any committees deemed necessary, in charge of the work. These officers are elected by the leagues of the county. Their work is voluntary.

The county federations are organized into districts, with a chairman in charge, following the same plan as that used by the Virginia State Teachers' Association.

The local leagues meet once a month, the county federation at the time of the teachers' institute in the fall, and the district rally as a part of the district

¹Literature on this work will be furnished anyone desiring it. Address the Coöperative Education Association, Box 1667, Richmond, Virginia.

educational conference, usually in the spring.

State Meeting—The association is a part of the State Educational Conference and holds its annual meeting during Thanksgiving week.

Over six hundred league delegates were present at the last State meeting, in addition to hundreds of teachers who visited the exhibits of the Association and attended its sessions. Congressman Horace Mann Towner, co-author of the Towner-Sterling bill, was the principal speaker at the last meeting and addressed our delegates on *The Citizen's Interest in Education*, explaining in detail the bill for the creation of a Department of Education with a Secretary in the President's Cabinet.

Junior Community Leagues—The Association organizes the school children into junior community leagues, embracing literary work, athletic activities, school improvement, boys' and girls' club work, and other special topics that may interest the young people of the community. The principles of the junior leagues are (1) love of country and home, (2) love of school, (3) care of health, (4) self-improvement.

The Community League News—The Association publishes monthly *The Community League News* carrying to the leagues definite programs and suggestions for their work, emphasizing each month some special project necessary for the improvement of Virginia. The programs and suggestions sent the leagues are prepared at our request by the State department or organization having for its objective the particular topic used.

Office and Field Work—The executive secretary spent 105 days in the field last year, visiting 53 counties and making 93 addresses in the interest of this work. Over two hundred thousand pieces of literature covering various subjects were distributed to our workers and newspapers of the State.

Finances—Last year's budget of the association for maintaining the central office, field work, and distribution of literature was \$7373.76; the leagues raised for local improvement as reported by 679 leagues over twenty-five times that amount (or \$186,340.61).

Rural Life Conference—The association was instrumental in suggesting and helping to organize a *Rural Life Conference* which was called by Governor Westmoreland Davis for May 17 and 18, 1921, to meet in the Hall of the House of Delegates, Richmond, so that a program might be formulated for the

elevation of country-life conditions. Problems of transportation, of agricultural finance, production and distribution, of local government and social

problems, affecting home life, schools, the church, recreation, and sanitation were discussed. The conference was held in order that all the forces at work

OPPORTUNITY

John James Ingalls, 1833-1900

Master of human destinies am I!
Fame, love, and fortune on my footsteps wait.
Cities and fields I walk; I penetrate
Deserts and seas remote, and passing by
Hovel and mart and palace—soon or late
I knock unbidden once at every gate.

If sleeping wake—if feasting, rise before
I turn away. It is the hour of fate,
And they who follow me reach every state
Mortals desire, and conquer every foe
Save death; but those who doubt or hesitate,
Condemned to failure, penury, and woe,
Seek me in vain and uselessly implore.
I answer not, and I return, no more.

[From Stevenson's Home Book of Verse,
Henry Holt and Company, New York, 1918.]

OPPORTUNITY

Walter Malone, 1866-1915

They do me wrong who say I come no more
When once I knock and fail to find you in;
For every day I stand outside your door,
And bid you wake and rise to fight and win.

Wail not for precious chances passed away,
Weep not for golden ages on the wane!
Each night I burn the records of the day—
At sunrise every soul is born again.

Laugh like a boy at splendors that have sped,
To vanished joys be blind and deaf and dumb;
My judgments seal the dead past with its dead,
But never bind a moment yet to come.

Though deep in mire, wring not your hands and weep;
I lend my arm to all who say "I can."
No shamefaced outcast ever sank so deep,
But yet might rise and be again a man!

Dost thou behold thy lost youth all aghast!
Dost reel from righteous Retribution's blow?
Then turn from blotted archives of the past,
And find the future's pages white as snow.

Art thou a mourner? Rouse thee from thy spell;
Art thou a sinner? Sins may be forgiven!
Each morning gives thee wings to flee from hell,
Each night a star to guide thy feet to heaven.

[From the author's Selected Poems, John P. Morton
and Company, Louisville, Kentucky, 1919.]

for the purposes could launch a concerted action for the realization in rural Virginia of that *better farming, better business, better living which will insure a greater, happier, and more prosperous Commonwealth*. The Conference passed a resolution establishing the State Council of Rural Agencies to work out a program of "next things" for rural Virginia.

Commendation—Following is an excerpt from a letter written by the late

Honorable Franklin K. Lane, Secretary of the Interior, to Mrs. B. B. Munford, president of this association: "The thing that impresses us with the work is that it is so sensible; that you do not waste your time with the discussion of vague theories as wide as the world, but get right down to the one big job of the world, making the home and the home town and all its parts better to look at and live in and work with."

The National High-School Honor Society

J. G. MASTERS

Principal of Central High-School, Omaha, Nebraska

THE IDEA AND PLAN of having a National High School Honor Society was first suggested in the National Association of Secondary School Principals at their Chicago meeting in February, 1919. Many principals had felt and expressed from time to time the conviction that some of our high-school activities, notably football and basketball, had received what seemed to be more than the proper share of attention and energy as compared with other desirable activities.

The suggestion that the association formulate rules and plans for the organization of an honor society met with instant response from the principals present. A committee was accordingly appointed and asked to report a year later. This committee made a careful study of the various local honor societies already existing in the high schools and academies of the United States. It also read with considerable degree of care the various constitutions of Phi Beta Kappa. The committee early reached the conclusion that an entirely independent constitution and set of rules should be formulated, on the basis of scholarship on the one hand, and on the other, qualities of character, school leadership, service to the school, and general effectiveness. When this report was presented at the Cleveland meeting of the National Association of Secondary School Principals, in February, 1920, there was unanimous interest among the principals in the organization. The report was presented late in the afternoon, and the association agree-

ing that the matter should be given a more complete hearing, the whole problem was continued for another year under the same committee with more names added.

In the interim between the Cleveland and the Atlantic City meetings, a questionnaire and many letters were sent to various principals throughout the United States, asking for discussion and a vote on such problems as the number of students that should form the high-scholarship nucleus of each graduating class. A large number of principals responded with answers to the questionnaire and most helpful suggestions. This opinion was again crystallized into a constitution which was presented and adopted at the Atlantic City meeting of the National Association of Secondary School Principals, on March 1, 1921. The constitution and the association provided a National Council to have charge of further minor revisions and the approval of applications to membership in the society. The following are the steps to be taken in each high school for the selection of candidates and finally members of the honor society.

1. The students who constitute the upper quartile in scholarship of the class considered are first selected as candidates.

2. Out of this quartile, each high-school principal shall determine a method of selecting the requisite fifteen per cent of the class which the constitution says may be elected to membership.

3. In making this selection the qualities of character, initiative, school leader-

ship, and distinguished service to the school shall form the basis upon which the selection is actually made. It was felt by a large number of the principals that character is a *sine qua non*, or an absolutely necessary quality for every member who should receive the distinction of election. A number of principals had wished to base election upon scholarship alone. To a majority, however, this did not seem the proper recognition of the effective qualities which go to make up the proper type and kind of individuals needed for American citizenship. As regards the other qualities, it was not the intention of those who framed the constitution to say that all of the qualities are necessary in each individual but that the individual who ranks in the upper fourth in scholarship in his high school, who is of good moral character, and who in addition possesses the other three qualities in largest measure shall receive first consideration in the election. Among the ideals of the founders of this society are the following: (1) To make a democratic society which shall recognize those finer qualities of kindness and unselfishness which should be encouraged in all high-school students. (2) To make clear that character and the moral attitude is the very highest quality in the development of youth. (3) To recognize the effective and worth-while individual in the activities of school and life. (4) So to emphasize good scholarship that it may always stand out as a basis and foundation for distinction and achievement.

In the spring of 1921, about fifty representative high schools of the United States elected the requisite number from their graduating classes to The National High School Honor Society. It has already been so successful throughout the United States that one distinct attempt has been made to imitate the organization.

All of the high schools and academies which have been approved by such standardizing agencies as the North Central Association of Colleges and Secondary Schools are eligible to membership in this society. Copies of the constitution may be obtained from the Secretary of the National Association of Secondary School Principals, Principal H. V. Church, of the J. Sterling Morton High School, Cicero, Illinois, to whom application for membership should be made.

Good in a person is not only the absence of bad, but the presence of usefulness.—Selected.

Washington and Lincoln

HE WHO has built into the emotional fabric of his life a genuine appreciation of the ideals and the purposes of the great men who have led in the making of America has a sure foundation for the responsibilities of citizenship. If a meager life of Washington could profoundly shape the ideals of the young Lincoln, what may not be expected from keeping before the children of today the fascinating lives of these two National heroes which are now available? No brief textbook account and no single book can or should take the place of a broader familiarity with the stories of these two great leaders. By special request Miss May Massee, editor of *The Booklist* of the American Library Association, has prepared especially for THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION these lists, which contain material that has been approved by experts in book selection as suitable for school libraries and the home libraries of young people. No formal celebration of the birthdays of Washington and Lincoln can take the place of a deep sense of companionship with them which every child should acquire from wide and careful reading. The month of February is a fitting time to encourage such reading.

George Washington, 1732-1799

Washington's is the mightiest name of earth—long since mightiest in the cause of civil liberty; still mightiest in moral reformation. On that name no eulogy is expected. It cannot be. To add brightness to the sun, or glory to the name of Washington, is alike impossible. Let none attempt it. In solemn awe pronounce the name, and in its naked deathless splendor leave it shining on.—*Abraham Lincoln*.

SCUDDER, HORACE ELISHA. *George Washington* (Riverside literature series). Bost., Houghton, 1904. 60c.

Probably the best life for upper grammar grades or junior high school. A faithful and interesting picture of the man and statesman, very well written.

WISTER, OWEN. *Seven ages of Washington*. N. Y., Macmillan, 1907. illus. \$2.50.

The author concerns himself with the man, only incidentally with the soldier or states-

man, but does not neglect background or the final impress upon history. A delightful biography giving a finished portrait, broad and vigorous in treatment. For high-school age.

HILL, FREDERICK TREVOR. *On the trail of Washington*. N. Y., Appleton, 1910. illus. \$2.50.

A simple, direct entertaining biography especially interesting in following Washington through the Revolution. It stresses the human side and is based on the best authorities. Suggestive pictures in color and black and white. For upper grammar grades or high school.

BROOKS, ELBRIDGE STREETER. *True story of George Washington*. Bost., Lothrop, 1904. illus. \$2.

For middle grammar grades or to read to younger children. Tells a very human story emphasizing heroic aspects and illustrating with many pictures of home and surroundings.

IRVING, WASHINGTON. *Life of George Washington*. N. Y., Putnam, 5 v. \$8.75.

"Such charming, faithful, truthful pictures of the great hero as should carry knowledge of him, of the purity of his life, into every household."—D. G. Mitchell. Not every school can afford this five-volume edition, but every school can have *Washington and his country*: Irving's life of Washington, abridged for the use of schools, with an introduction and continuation, by John Fiske (Ginn, 92c.).

SCHAUFFLER, ROBERT HAVEN, ed. *Washington's birthday* (Our American holidays). N. Y., Moffat, 1910. \$2.50.

Prose and verse selections chosen to celebrate the hero as a great man but a very human one; there is something for children from the lowest to the highest grades with suggestions for an exercise program. Arranged in groups: The day—Early years—The general—The president—Last days—Tributes—Washington's place in history—The whole man—Anecdotes and stories—*Selections from Washington's speeches and writings*—Exercises.

FORD, PAUL LEICESTER. *The true George Washington*. Phil., Lippincott. illus. \$2.50.

Aims to make Washington "a man rather than a historical figure." Very interesting, it is frank as to Washington's faults and foibles and may be used for older high-school pupils or adults who have developed a critical faculty and some ability to judge fairly.

Abraham Lincoln, 1809-1865

The kindly-earnest, brave, far-seeing man,

Sagacious, patient, dreading praise not blame.

New birth of our new soil, the first American.—*Lowell*.

NICOLAY, HELEN. *The boy's life of Abraham Lincoln*. N. Y., Century, 1908. illus. \$1.75.

The best all-round life of Lincoln for children in the elementary or junior high school. Well written and inspiring, adapted from John G. Nicolay's *Abraham Lincoln: a short life* (Century, 1902, \$4.) which should be in every high-school library. A boy after reading this said, "Why didn't they tell us these things in school, this is the first time I have ever thought of Lincoln as a man like my father."

SCHURZ, CARL. *Abraham Lincoln*. Bost., Houghton, 1907. illus. \$1.50.

Perhaps the best sketch of the character and achievements not only because of its spirit and fidelity but because of its literary form. For high-school age. Originally published in the *Atlantic Monthly* as a review of Nicolay and Hay's *Abraham Lincoln: a history*.

ANDREWS, Mrs. MARY RAYMOND (Shipman). *The perfect tribute*. N. Y., Scribner, 1906. 75c.

A beautiful story showing the great man's simplicity and kindness and exemplifying the spirit in which he wrote the Gettysburg address.

MOORES, CHARLES W. *The life of Abraham Lincoln for boys and girls*. Bost., Houghton, 1909. illus. \$1.35.

"To give to children an understanding of his great life, an appreciation of the simplicity and purity of his literary style, and a love of the man has been the purpose of this little book. The effort has been to do this without departing from the dignity which maturer minds demand in the presentation of a personality that has won the love of us all." The author has succeeded in his aim; a good, short life for about the eighth grade.

BROOKS, ELBRIDGE S. *The true story of Abraham Lincoln*. Bost., Lothrop, 1896. illus. \$2.

For the middle grammar grades this gives a rather sentimentalized story but one which interests children and fosters a feeling of veneration. It emphasizes especially his childhood and the hardships of his early life. Many pictures.

SCHAUFFLER, ROBERT HAVEN, ed. *Lincoln's birthday* (Our American holidays). N. Y., Moffat, 1914. \$1.50.

Selections arranged under A bird's-eye view of Lincoln; Early life; Maturity; In the White House; Death of Lincoln; Tributes; The whole man; Lincoln's place in history; Lincoln yarns and sayings; *From Lincoln's speeches and writings*. A useful compilation for grade and high school.

Teaching Accident Prevention

E. GEORGE PAYNE

President, Harris Teachers College, St. Louis, Missouri

EIGHTY-FIVE thousand helpless men, women, and children are ruthlessly slaughtered each year by the carelessness of others, or meet death through their own carelessness. Among this number are fifteen thousand school children. Each month Chicago accounts for the death of enough school children to fill one schoolroom—twelve schoolrooms a year! The reader's imagination will construct the picture of what this means for the whole country.

Added to this serious loss of life there is also property loss and injuries to persons which create suffering and many dependents, amounting to a serious social loss. In the face of this situation there is a responsibility for the schools not yet fully recognized by the profession. The work of accident reduction in factories and in cities has been accomplished through education.

The question naturally arises as to what education can do to reduce accidents. Several cities have valuable data upon this point.¹ The plan of instruction to children in accident prevention involves the organization of the matter in each of the school subjects that lends itself to the realization of this social object in the reduction of accidents. Briefly stated, the plan implies that the

aim of education is social; that each subject of the curriculum affords numerous opportunities for the development of habits, knowledges, and attitudes of thrift, health, safety, and the like. The

zation each may help to develop a consciousness of dangerous situation and intensify the effectiveness of the instruction in the conventional subject matter.

For example, in oral composition nothing is more stimulating to effective work than to lead a group of upper-grade children to assume the task of acquainting the children of the first grade with dangers on the street and in the home. The situation is natural; the problem is clear; the end to be accom-



A PUPILS' COMMITTEE helping the children across the street at a congested corner. The committee is an effective feature of the no-accident program.

program outlines the situations and explains how each subject may be used to attain these objectives. Arithmetic, geography, drawing, and school organi-

plished is regarded by the children as worth-while; and the educative influence upon both those giving and receiving instruction is marked. Every subject affords opportunities for similar endeavors.

This plan of instruction in accident prevention, as operated in many cities, was worked out as an experiment in the Harris Teachers College about three years ago. Since that time, it has been adopted in cities throughout the country in a complete or modified form, so that we are now able to estimate the effects of the instruction. In the first place, the accident motive as a means of stimulating interest in the various subjects cannot be overestimated. It is safe to say that any teacher who has grasped the possibilities of its use would not relinquish it.

Furthermore, the result of instruction expresses itself in a marked way in the reduction of accidents to school children. Detroit cut in two her fatalities to children. St. Louis, with an average of fifty deaths to school children per year



A DEMONSTRATION of the necessity of using a handkerchief when sneezing in order to prevent the spread of germs. The pantomime is explained by a pupil while it is being given.

¹See Payne—*Education in Accident Prevention*, Lyons and Carnahan, Chicago and New York.

for ten years and a minimum of thirty-six, came out with a total of twenty deaths in 1920—the first year of instruction in accident prevention throughout the city. During the three years 1917-1919 there were forty deaths and one thousand accidents from public utilities in St. Louis. These deaths resulted from four simple causes: Playing in the streets, stealing rides on street cars, contact with live electric wires, and playing on railroad tracks. The awareness of the causes and the instruction resulting

reduced the number to one in 1920. Other cities have reported similar results.

Finally, the effect of accident instruction upon the community is not to be overlooked. The people are able to grasp and appreciate such concrete results of education as the reduction of accidents. The public is ready to support the kind of education that reduces insurance rates and property loss, that makes conditions safe upon the street, and that saves the lives of men, women, and children.

Minnesota's Legislative Program

C. G. SCHULZ

Secretary of the Minnesota Education Association, St. Paul, Minnesota

A SPECIAL conference on education to consider and propose a program and policies to be presented before the legislature in 1923 was held upon call of the president of the Minnesota Education Association on December 9 and 10 in Minneapolis. One hundred school leaders, representing superintendents of counties and cities, teachers, educational institutions, and school boards, were present. The reasons which led President Carlson to convene this special meeting arose from a recognition of the general sentiment existing in Minnesota for a united and forward movement by all the educational forces in favor of legislation for improved school conditions. The State Commissioner of Education, Mr. J. M. McConnell, President L. D. Coffman, of the State University, the presidents of the State teachers' colleges, and representatives of private colleges in Minnesota took part in the conference and are unanimously in favor of the movement.

Special committees to consider the following subjects were appointed: (a) sources of school support and school taxation; (b) teachers' insurance and retirement fund; (c) professional standards for teachers and means of teacher-training; (d) rural school advance; (e) compulsory attendance, part-time and continuation schools. In addition, consideration was given to teachers' tenure, library service and training of librarians, adult education, kindergarten training, and health and physical education.

The conference unanimously resolved to recommend to the State association the adoption of an educational program for Minnesota to include the following subjects:

1. That in order more equally to distribute the cost of public-school education throughout the State, a three-mill State tax as special State aid is recommended in lieu of the present biennial appropriation by the Legislature.

2. That increased financial support for the State teacher-training institutions be urged.

3. That the State-Teachers'-Insurance-and-Retirement-Fund law be revised upon an actuarial basis in such manner as to render it solvent and permanent.

4. (a) That a county board of education in each county be provided, among whose duties shall be included the appointment of a county superintendent. (b) That proper legal provision be made to provide the county superintendent's office with adequate clerical service and that coöperation between the county and the State for equitable distribution of funds required for the employment of teacher helpers be provided. (c) That further provision be made for the extension of consolidation of rural schools with State transportation of pupils and homes for teachers.

5. (a) That provision be made for an officer in the State Department of Education for the enforcement of the compulsory attendance laws. (b) That provision be made for the establishment of compulsory part-time schools and classes in cities of the first-class and that this be made permissible in other school communities.

6. That there be provided larger appropriations for library service and a university course for the training of librarians.

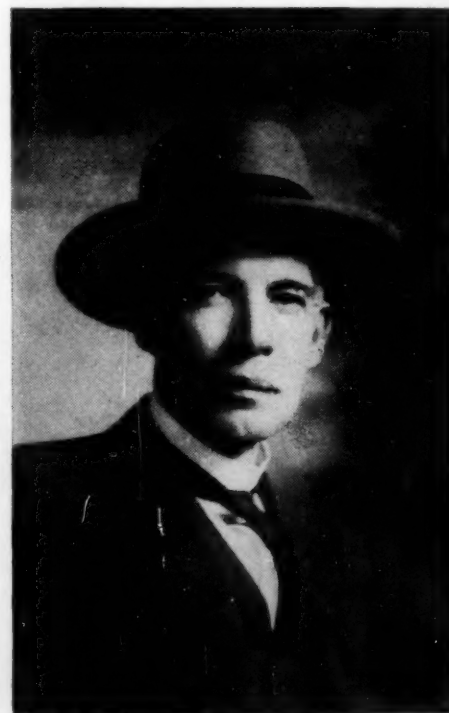
7. We favor an effective and general program of physical and health education encouraged by State aid.

8. We favor the incorporation of the kindergarten as an integral part of the public-school system.

9. Provision for adult education in connection with public schools under State support.

We call upon the teachers of the State to unite under the banner of the Minnesota Education Association in carrying forward this program of education. We urge that this program may be the common cause for which we shall all work unitedly until the recommendations made are endorsed by the people of the State and enacted into laws by the people's representatives in our State legislature.

PERHAPS THE MOST fundamentally wasteful feature of our educational institutions is the lack of a higher standard of intellectual attainment. We are educating more students up to a fair average than any country in the world, but we are wastefully allowing the capacity of the average to prevent us from bringing the best up to the standards they could reach. Our most important task at the present is to check this waste.—From the inaugural address of President Frank Aydelotte, of Swarthmore College, October 22, 1921.



GEORGE M. FORD, who, on March 4, 1921, became State superintendent of Free Schools of West Virginia, for a period of four years. Mr. Ford served overseas in the recent War.

The Historical Education of an American Citizen

EDWARD O. SISSON

Portland, Oregon

*If you can look into the seeds of time,
And say which grain will grow, and which will not,
Speak then to me.—Macbeth, I. iii.*

I HAVE just finished searching through four school histories of the United States and one four-volume popular treatise by two distinguished authors for an account of the Rush-Bagot Agreement between Great Britain and the United States. All are silent concerning it except the latest of the school histories, which devotes just one page out of its six hundred and thirty-seven to this topic. Even John Fiske, sitting down to cull from his vast wealth of lore in American history, the choicest and most cultural essence for the minds of young Americans has not a word for that great international agreement. In the index where Bagot might have stood are Nathaniel Bacon, N. P. Banks, John Bell, the Earl of Bellamont, Henry Boquet, Braxton Bragg, John Breckinridge, Sir Philip Broke, John Brown, Robert Brown, D. C. Buell. The gross aggregate significance of these men is an inconsequential fraction of that of the envoy sent by Great Britain for the express purpose of securing the first disarmament agreement ever attempted in history, and that one hundred and four years before the great international conference now sitting in our National capital.

When one looks in the index of Fiske's history for Canada one finds two items: "conquered by English; invaded by Americans." Rush is not mentioned at all. I have to confess my own ignorance concerning his real importance, having been largely limited to school histories and general treatises for my information. Sir Walter Raleigh gets into four pages and his portrait occupies a quarter of a page; Jean Ribault and John Rolfe are mentioned each twice, and Roberval, James Robertson, John Robinson and Rochambeau once each.

"This competition in building war ships," says Guitteau's school history, "was likely to prove a constant menace to cordial relations between the United States and its neighbor. Accordingly a

wiser course was adopted. Great Britain sent Charles Bagot to Washington, with positive instructions to promote cordial relations with the United States. In 1817, the two governments signed the Rush-Bagot agreement, by which they bound themselves to maintain no warships on the lakes." Who did this noble and far-seeing deed? What are the names, worthy to be revered forever, of those men in the older country who first saw the vision of this "wiser course"—a course which today after more than a century, the whole world demands to be taken for all nations? Who were the men in the councils of the United States who were wise enough and strong enough to join hands with their recent enemies in so magnanimous and at the same time so practical an action? Alas, they have no monument either in marble or in the conscious gratitude of the millions who today in Canada and the United States live in stable and happy concord because of their wiser course in 1817.

It is a happy omen that Canadians and Americans have recently united in erecting a memorial arch on the international border near the town of Blaine in Washington, to commemorate the centennial of peace based upon the Rush-Bagot agreement. May it be but the first of many memorials!

It is a significant fact that the one school history which mentions the agreement was written after the Great War; and that the Peace Arch of Blaine was undertaken during that war. The Prussian gibe about the "scrap of paper" challenged the minds of men everywhere to hold and defend a nobler conception of treaties and here was actual historical proof—here were two neighboring States which had kept faith through a hundred years. Only thus did even the historians awake to the true significance of that too-long-ignored act of diplomacy. Indeed one is not yet sure that it was the historians who

awoke. Well may the educator, and the statesman alike, turn with eager and insistent appeal to the historian: "If you can look into the seeds of time, And say which grain will grow and which will not, Speak then to me!"

William James in one of his most brilliant flashes of insight describes the type of memory which he calls "total recall," and vividly shows how this kind of memory, if indulged, kills interest and ruins intelligence. Nowhere is this more perilous than in history. Even a fairly complete account of any single battle in any single war would grow to a mass beyond the historical grasp of ordinary education and would crowd out of the curriculum everything else in history. The imperative task for the writer of history for educational ends is *selection and elimination*: he must start by freeing his mind of the false idea that a fact is important because it happened. It is manifest that an absolute edict of oblivion must govern the vast mass of all events. The professional historian himself is subject to this rigorous law, and the educator and his pupil far more so. A generous willingness to sacrifice and abandon must be the first mental attitude. The second and positive attitude must be a principle of selection, and this is largely involved in Banquo's challenge to the mystic spirits in the play—it is the task of looking into the seeds of time to discern which of them will grow. *The actions of history which are to grow into the future are the substance of educational history.*

Bulk and noise have too much determined the selection. Most notorious has been the tyranny of war in all the pages of history. Xerxes and Alexander and Caesar and Napoleon ramp through the record and their raucous clamor drowns the feebler tones of far more pregnant elements which even today quite outshine these martian figures. Most striking of all is the case of Jesus of Nazareth. He was himself the "grain of mustard seed" of his own parable, hidden in the ground, obscure for centuries, and now after nearly two milleniums branching into the whole world and present in the thought and action of every fully modern man or woman, quite regardless of nominal religion. The captains and the kings are departing with astonishing rapidity. The latest act of this drama makes all past examples pale and commonplace. Not even the golden age of autocracy can show a more arrogant figure than

the German Kaiser of 1914. Only Milton's pen can do justice to his fall:

Him the Almighty Power
Hurled headlong flaming from the ethereal
sky
With hideous ruin and combustion, down
To bottomless perdition—
Oh how fallen! How changed
From him who in the happy realms of light,
Clothed with transcendent brightness, didst
outshine
Myriads, though bright!
Into what pit thou seest
From what height fallen.

This is the acme of the evolutionary process *versus* brute force and tyranny, as the history of Jesus is the acme of the evolutionary stamp of approval upon the supremacy of humanism.

Through like errors of selection our histories grossly neglect the most vital personal elements. Year after year the pupils in our schools "take" history of the United States. At the end they emerge ignorant of the most essential facts concerning our National heroes and the deepest significance of their lives and actions. The two greatest in our own history, Washington and Lincoln, are to the vast majority of our people mere names, linked with a few trivial and often erroneous incidents and attributes. Washington's Farewell Address is barely mentioned in our school histories. It should be intimately known to every pupil, at least as early as the first year in high school. In fact, it is unknown to the vast majority of those who have had the maximum of schooling including a college course. I have personally quizzed hundreds of well-educated Americans about it, and testify that the majority cannot give a hint of its contents and not a few are quite open to the suggestion that there is no such document! I confess that even after many saddening observations on this subject I am startled to find no reference whatever to this great document in Fiske's school history. The 418 pages of text are silent on it, and even the appendices, from A to Z, cannot find a place for it! Yet Abraham Lincoln in 1862, in the dark and ominous National crisis, called upon the country to observe Washington's birthday, and to include in the observance the reading of "that immortal document, Washington's Farewell Address." That document is not immortal but dead, so far as Washington's countrymen today are concerned. It may be a question whether our un wisdom or our discourtesy is greater in this fault.

Of the other three school histories at hand, one gives a quarter and one, a half

of a page to the address. The third is a book of unique plan, in that although written for use in the lower schools, it is made up mainly of source material. It contains over four hundred separate transcripts of original documents of the most varied sorts, all the way from the most learned works to chance fragments from diaries and letters. The Farewell Address is allotted *one half page*. One

DEEPER THAN CONFERENCES, deeper than national policies of friendly intercourse, deeper than individual genius can reach or collective effort accomplish, lies the talisman that will abolish war. It is education—the abolition of ignorance. Until humanity is really educated it will not be free from plague, famine, slavery, or war. Ignorance is protean in its shapes and devilish in its unexpected appearances. It acts through all the base passions and lusts. There would be no war if ignorance were supplanted by education, for selfishness would be eliminated, prejudice and hatred diminished, and it would be perceived that no war, however materially successful, is profitable. The winners of the late war are as unfortunate as the losers. It is not true to assert that "there never was a good war or a bad peace," because a war for liberty is blessed, and a peace that accepts brutal violation of natural right is shameful. But it is true that war is an indictment of the intelligence of man and conclusive proof of his ignorance.—The Washington Post.

hardly knows whether to praise or blame the compiler for giving another half page to an extract from Washington's personal journal, beginning, "After breakfast,—I viewed the Woollen Manufactory at this place," and ending "The principal exports (of another place) are Rice, Indigo, and Tobacco."

This is the respect shown even by the educators of the United States to the last great advice of the Father of our Country—a message which he begins thus:

"Here perhaps, I ought to stop. But a solicitude for your welfare, which can-

not end but with my life, and the apprehension of danger, natural to that solicitude, urge me, on an occasion like the present, to offer to your solemn contemplation, and to recommend to your frequent review some sentiments, which are the result of much reflection, of no inconsiderable observation, and which appear to me all-important to the permanency of your felicity as a People." Then follow the parting counsels of the great first President, on some eight main topics, each set forth with admirable clearness and force, yet with a modesty most touching; the whole occupies the space of ten or fifteen pages of ordinary print: might it not all find hospitable entertainment in the four-hundred pages of any school book on American history?

What of the actual place of this unique address in the life of our country? It is from time to time misquoted and misapplied by those who wrest it to their own selfish or partisan ends. One of his most urgent appeals is never mentioned:

"I have already intimated to you the danger of parties in the state, . . . Let me now . . . warn you in the most solemn manner against the baneful effects of party spirit."

Those who are most accustomed to misuse other parts of the address would least desire the people of the United States to listen to this advice.

The early growth of partisanship which aroused the apprehensions of Washington has continued through our whole National history, until today the evil he dimly foresaw has become rooted and branched in our whole political system. The warning he uttered so solemnly more than a century ago is far more appropriate today than in his time: it too should be one of the seeds of time to grow.

No less significant are his closing words, likewise pregnant for our present and our future national welfare:

"I dare not hope that (these counsels) will make the strong and lasting impression I could wish:—But, if I may even flatter myself, that they may be productive of some partial benefit, some occasional good; that they may now and then recur to moderate the fury of party spirit, to warn against the mischief of foreign intrigue, to guard against the impostures of pretended patriotism; this hope will be a full recompense for the solicitude for your welfare, by which they have been dictated."

After many years of close contact with the content of schools, as pupil and as

teacher, I am bold to say that we might better throw into the discard half of the present curriculum than omit one single line of this incomparable utterance.

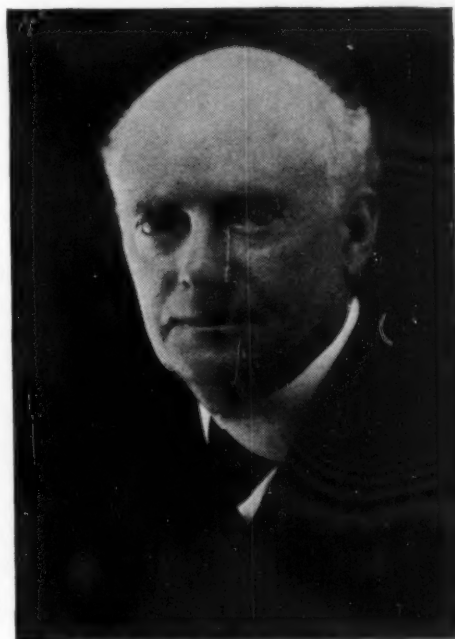
In the heart of the great world of human men and women, of all races and colors, next to the Man of Nazareth, Abraham Lincoln is praised and loved. To have bred him and to have chosen him its leader in its most perilous days, is one of the most precious experiences of this people. Yet it is true that an American may pass through the twelve years of public-school instruction, graduate from an American university, and spend years in post-graduate study, be a teacher for years, and share in the common social culture, and yet be grossly ignorant of the real Abraham Lincoln, and utterly unable to answer intelligently a question as to his greatness: for example why Lowell calls him "The First American." For about twenty years I have been struggling to remedy the defect of my education in this respect as well as proving over and over by reliable inquiry that the overwhelming majority of my fellow-citizens, schooled and unschooled, are no better off than I was.

Most of those who read these lines will not be able to answer with assurance such questions as these: Was Lincoln ever in Congress? What were the "Spot Resolutions"? What notable question did Lincoln ask of Douglas in the Freeport debate? When and how did Lincoln make his first striking public protest against slavery? What specific incidents manifest Lincoln's principles with respect to receiving money for services? What was Lincoln's attitude toward the abolitionists, and theirs toward him? This list might be continued indefinitely—not to make it harder, but to make it easier—for credit on the examination might safely be offered to any who could answer with even moderate clearness and accuracy any ten such questions: or, let us say, any three of the above six.

Really far more cogent than such a catalogue of ignorance, and literally more dramatic, is a fact open to all eyes: sixty years after the death of Lincoln, when no American had apparently thought of doing it, an Englishman wrote the first Lincoln play, which not only fascinated the minds of the English people for whom it was written, but completely captivated Lincoln's own people. And this foreign playwright, as I understand, drew the inspiration and the matter for his immortal play

from an Englishman's life of Lincoln, with no other source to draw from. Can we ever atone for the shame or recoup the loss of this ineptitude? Not at least by our present educational procedure.

The future of America may almost be defined as the gradual perfecting of the great dominant concept of democracy: of which one might say as was said of Christianity, that it is not a failure for the simple reason that it has not yet been genuinely tried. How many of those who glibly utter the cant phrases of praise for Lincoln know his definition of this thing for which America stands,—



FEREMIAH E. BURKE was recently selected by the board of education as superintendent of the Boston schools to succeed the late Frank V. Thompson. Superintendent Burke was formerly assistant superintendent of the Boston schools.

"As I would not be a slave, so I would not be a master. That is my idea of democracy. What differs from this, by the extent of that difference, is not democracy."¹

Let every man who assumes or aspires to the rank of American, one hundred per cent, or whatever he may claim, set himself to apply this incisive definition to his business, his politics, his life. He will find it cuts deep into the tissue of thought and action. If he cannot assent to it, let him cease to praise Lincoln, and understand that he is not the

Lincoln type of American: for this is no chance utterance, but rather the most concentrated expression of the very principles of the great President.

These are good enough tests of our education in Americanism. They are merely specimens, perhaps the most striking and possibly among the most important. They are both symptomatic and intrinsically vital. They point the way to a revision of our school curricula and of the stream of National intelligence. In education, and most of all in education for National ends, we shall reap what we sow and not something finer and better.

Happily in these matters the heart of America is better than its head: our love of Washington and Lincoln is sincere and our solid National response in crises has shown itself over and over to be in accord with their principles and examples. All this is no excuse for our educational blindness and neglect: it only helps to guarantee an eager interest in a wiser selection of history and rich results in the enhancing of our National culture and wisdom. The dominant question for American citizens is something like this: "What is America? What does it mean in the home affairs of the nation and in the field of international relations?" In Washington and Lincoln we have stressed one phase of the basis upon which men and women can be bred and nurtured to solve this question truly and with decisive vigor. The education of an American must go farther than this. New occasions bring new duties, and our own day has its prophets no less than the eighteenth and nineteenth centuries. Yet we shall hear and understand these newer voices better by grace of a vital sense of the principles and personalities of our former great and true. In this aspect the duty of citizenship and of statesmanship and of education is powerfully expressed in Lincoln's own words when he was laboring to induce the Congress of his day to look up from the narrow and partisan selfishness of their own particular situation to a nobler and more truly American view and action:

"The dogmas of a quiet past are inadequate for the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. We must think anew and act anew. First we must disenthral ourselves, and then we shall save the Republic."

Today it seems that the task of every nation, and most of all of our own, is to save not only itself but also humanity.

¹Charnwood, Abraham Lincoln, last paragraph.

Growth of Education Associations

This table shows the remarkable growth of professional organization and indicates the standing of each of the States in the contest for the banners which will be awarded at the Boston meeting to the States having the largest percentage of teachers in State and National Associations. The total membership, including foreign, in the National Education Association was 83,524 on January 1, 1922, as compared with 48,814 on January 1, 1921.

States and other units	Population of State 1920 census	Membership in National Association				Membership in State Associations					
		Jan. 1, 1921	Jan. 1, 1922	Members per 10,000 population Jan. 1, 1922	Relative rank on Jan. 1, 1922	Dec. 15, 1918	Dec. 15, 1919	Dec. 15, 1920	Dec. 15, 1921*	Members per 10,000 population Dec. 15, '21	Relative rank on Dec. 15, 1921
	1	2	3	4	5	6	7	8	9	10	11
Alabama.....	2,348,174	188	539	2.29	42				7,000 ¹	29.8	39
Arizona.....	334,162	493	852	25.49	5	200E	150E	1,900E	1,340	40.1	27
Arkansas.....	1,752,204	70	92	0.52	52	2,500	2,650	4,400	8,750	49.0	13
California.....	3,426,861	3,218	7,352	21.45	7				14,500 ²	42.3	24
Colorado.....	939,629	1,414	2,981	31.72	3	2,249	5,140	5,767	6,140	65.3	2
Connecticut.....	1,380,631	438	586	4.24	34				7,040 ¹	50.8	10
Delaware.....	223,003	204	340	15.24	13		192	427	842	37.7	30
District of Columbia.....	437,571	336	458	10.46	17						
Florida.....	968,470	45	143	1.47	44				500 ²	5.1	48
Georgia.....	2,895,832	157	178	0.61	51				1,200 ¹	41.4	25
Idaho.....	431,866	386	441	10.21	19		2,941	3,802	2,462E	57.0	8
Illinois.....	6,485,280	5,750	8,270	12.75	15	17,240	18,644	23,932	26,522	40.8	26
Indiana.....	2,930,390	996	2,476	8.45	24	10,011	12,160	14,228	13,981	47.7	16
Iowa.....	2,404,021	1,011	5,586	23.23	6	10,977	14,803	16,395	15,103	62.8	4
Kansas.....	1,769,257	618	1,022	5.77	28	6,200E	13,000E	12,591	13,301	75.1	1
Kentucky.....	2,416,630	272	336	1.39	46				5,000 ¹	20.6	40
Louisiana.....	1,798,509	390	827	4.59	33	1,200E			2,613	14.5	42
Maine.....	768,014	801	1,213	15.79	11		4,005	3,662	4,827	62.8	3
Maryland.....	1,449,661	302	442	3.04	37	825	2,580	515	2,000E	13.7	43
Massachusetts.....	3,852,356	1,306	1,809	4.69	31	12,000E	13,000E	14,000E	15,000E	38.9	28
Michigan.....	3,668,412	1,945	5,341	14.55	14	2,803	11,285	11,711	13,930	37.9	29
Minnesota.....	2,387,125	1,005	1,738	7.28	25	5,500E	6,000E	8,400E	10,540	44.1	22
Mississippi.....	1,790,618	58	130	0.72	49	672	829	1,548	5,629	31.4	36
Missouri.....	3,404,055	1,574	2,923	8.52	23				15,233 ²	44.7	20
Montana.....	548,889	400	390	7.10	27				2,700 ²	49.1	12
Nebraska.....	1,296,372	833	1,987	15.32	12		4,787	4,700E	6,571	50.6	11
Nevada.....	77,407	193	321	41.46	2				246 ²	31.7	35
New Hampshire.....	443,083	239	318	7.17	26				1,983 ²	44.7	21
New Jersey.....	3,155,900	1,790	2,797	8.86	22				15,200 ²	48.1	15
New Mexico.....	360,350	252	334	9.26	21	2,000	2,100	2,200	1,350	37.4	31
New York.....	10,385,227	1,953	3,484	3.35	36				15,200 ²	14.6	41
North Carolina.....	2,559,123	162	243	0.94	47		1,325	8,050	8,786	34.3	33
North Dakota.....	646,872	238	364	5.62	29	1,143	1,073	3,020	4,000E	61.8	5
Ohio.....	5,759,394	5,043	6,874	11.93	16	7,500	14,300	16,600	17,600	30.5	37
Oklahoma.....	2,028,283	402	584	2.87	38	3,000	5,000	9,000	12,065	59.4	7
Oregon.....	783,389	416	625	2.87	39	3,300E	4,300E	5,200E	4,700E	59.9	6
Pennsylvania.....	8,720,017	2,030	4,043	4.63	32	18,326	28,958	34,477	40,000E	45.8	19
Rhode Island.....	604,397	80	91	1.50	43				2,672 ²	46.3	18
South Carolina.....	1,683,724	52	59	0.35	55				1,200 ¹	7.1	47
South Dakota.....	636,547	510	657	10.32	18		3,653	3,251	3,434	53.9	9
Tennessee.....	2,337,885	442	562	2.43	41				3,200 ²	13.6	44
Texas.....	4,663,228	259	656	1.40	45	2,940	6,926	8,455	14,000E	30.0	38
Utah.....	449,396	2,737	2,750	61.19	1				3,331 ²	7.4	46
Vermont.....	352,428	100	197	5.58	30				1,640 ²	46.5	17
Virginia.....	2,309,187	655	932	4.03	35	8,000E	8,000E	9,038	10,000E	43.3	23
Washington.....	1,356,621	2,295	2,770	20.41	8	3,117	5,983	6,477	6,554	48.3	14
West Virginia.....	1,463,701	496	413	2.82	40	4,000E	4,500E	5,388	5,351	36.5	32
Wisconsin.....	2,632,067	4,097	4,242	16.11	10		6,281	7,700	8,500E	32.2	34
Wyoming.....	194,402	163	554	28.49	4	1,900E	2,150	2,300E	2,500E	12.8	45
Alaska.....	55,036		54	9.63	20						
Hawaii.....	255,912		453	17.70	9						
Canal Zone.....	22,858		2	0.87	48						
Philippine Islands.....	10,350,640		493	0.47	53						
Porto Rico.....	1,299,809		87	0.67	50						
Virgin Islands.....	26,051		1	0.38	54						

*Figures not marked with a superior one (1) or two (2) are based on special reports from the secretaries of State Associations as of December 15, 1921. The letter "E" indicates that the figure given is an estimate. Figures marked with superior one (1) are taken from the table of figures published in the January Journal, which were corrected as of November 15, 1921. Figures marked with a superior two (2) are taken from statements of membership used at the Des Moines meeting and subsequently published in the November Journal. These figures are probably considerably lower than the present membership of the various associations. The total membership in State associations as given in column nine is 386,236.

STATE DIRECTORS OF THE NATIONAL EDUCATION ASSOCIATION



Alabama—P. W. Hodges, State Department of Education, Montgomery.



Colorado—H. B. Smith, Secretary Colorado Education Ass'n, Denver.



Delaware—H. E. Stahl, Director of Research, State Department, Dover.



D. C.—Harry English, Head of Mathematics in High Schools, Washington.



Georgia—K. T. Alfriend, President of Military College, Milledgeville.



Illinois—Sarah L. Thomas, Teacher of English, High School, Rockford.



Indiana—H. L. Smith, Dean of Education, Indiana University, Bloomington.



Louisiana—J. M. Gwinn, Superintendent of Schools, New Orleans.



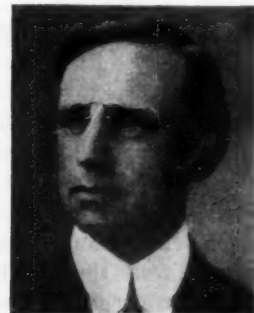
Kentucky—J. V. Chapman, State Supt. of Rural Schools, Frankfort.



Maine—H. A. Allan, State Agent for Rural Education, Augusta.



Michigan—T. E. Johnson, State Supt. of Public Instruction, Lansing.



Minnesota—J. C. Brown, President of State Teachers' College, St. Cloud.



Missouri—L. McCartney, Supt. of Schools, Hannibal.



Montana—D. S. Williams, Supt. of Schools, Glasgow.



Nebraska—A. H. Staley, Supt. of Schools, Hastings.



New Jersey—Thomas Agnew, Principal of Horace Mann School, Bayonne.



New York—Ambrose Cort, Principal of W. J. Morrison School, Brooklyn.



North Dakota—Nelson Sauvain, Supt. of Schools, Devils Lake.



Ohio—W. W. McIntire, Dean of Normal College, Ohio University, Athens.



Oklahoma—E. E. Oberholzer, Supt. of Schools, Tulsa.



South Carolina—G. H. Webber, Supt. of Schools, Beaufort.



Texas—Mamie S. Bastian, Pres. of Houston Teachers' Ass'n, Houston.



Virginia—Nannie W. Thompson, Classroom Teacher, Richmond.



West Virginia—Florence J. Parker, Principal of High School, New Haven.



Wisconsin—J. F. Sims, Pres. of State Normal School, Stevens Point.

The Journal of the National Education Association

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

President, Charl Ormond Williams

Secretary, J. W. Crabtree

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

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

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

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

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

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

Editor-in-Chief, William C. Bagley

Publication Staff

Joy Elmer Morgan
Managing Editor

R. S. Erlandson
Business Manager

EXECUTIVE AND EDITORIAL OFFICES:
1201 Sixteenth Street N. W., Washington, D. C.

Shall Salaries be Increased?

IF THE QUESTION of increasing the salaries of teachers were put to a public thoroughly aware of the facts in the case the decision would be overwhelmingly favorable. Let us get clearly in mind these facts.

Education is frankly recognized by thinking people everywhere as the basis of successful democratic government. Numerous problems are now testing democratic governments as they have never been tested before. Therefore education now and in the future needs to be supported and developed as never before. Otherwise the whole structure of civilization is threatened with disaster. Education is at once insurance against danger and the key investment that makes possible greater development in the future.

At the heart of the whole scheme of education stands the teacher. If he is wise and strong and influential, sound educational practice will exercise a controlling influence upon the youth of the Nation and the foundations in good citizenship will be sure. Great buildings and large classes are futile except as they are vitalized by well-trained, conscientious, and capable teachers. To obtain such teachers it is necessary to have candidates who are strong and fit—the best is none too good for the Nation's children. It is necessary that these candidates be trained to deal with the dif-

ficult problems of education. Such training is costly and strong men and women must have some inducement to spend the years and the money that it requires.

What inducement shall be offered the prospective teacher—the teacher who is to prepare today's children for citizenship in the greater Nation of tomorrow? There are two great inducements—the privilege of service and reasonable opportunity to enjoy the things that go with economic independence. The privilege of service is a great appeal. It is a dominating influence in the lives of the best teachers. However, in the organization of modern society there are attractive opportunities for service in business and many other fields outside of teaching. Society cannot and should not rely entirely upon the appeal of service to maintain its system of education. Modern society is abundantly able to afford adequate education. It should be willing to pay the price.

What, then, should be done with teachers' salaries? Again let us recall the facts. Before the war, teaching had become notorious as a makeshift occupation. The war drew attention to the appalling situation and after a vigorous campaign by the National Education Association and other agencies salaries were advanced somewhat. In only a few cases were they advanced to levels which would insure a permanent supply of mature well-trained teachers. The great majority of American communities must face squarely and frankly the problem of still further increasing the salaries of their educational workers. This will require recognition of the primary importance of education. It may require a new emphasis on values. It will require careful study and reorganization of methods of revenue-raising. It will require State aid and Federal aid, but it must be done. Democracy in its great hour of trial cannot afford to undermine the source of its strength and security—the school. It cannot afford not to pay salaries that will insure to every child in the Nation a competent and well-trained teacher.

Recruiting for Education

THE ANNUAL TURNOVER in the teaching personnel of the United States is enormous. While efforts are being made through higher salaries, better tenure, pensions, and improved working conditions generally to secure a

longer period of service for teachers, the serious necessity of attracting highly promising young people into the profession must not be overlooked. There is no better way to spend the Nation's choicest talent than in the training of its youth for citizenship. To this great task should be dedicated the finest and strongest lives that are produced in locality, State, and Nation. No government can afford to send its second best to fight its battles on the frontiers of citizenship.

Professional organizations have a large and direct interest in the problem of recruiting for education. Men and women who are mature and well-trained are quick to recognize the advantages of team-work and contribute gladly to the realization of the ideals of their profession. On the other hand, a profession which through effective organization is able conspicuously to promote the general welfare, makes a powerful appeal to young people at the period when life purposes are being formed and careers chosen. A high degree of professional consciousness and an active program of recruiting go hand in hand.

Educational administration influences recruiting by the kind of men and women it demands, by the training it requires of candidates for positions, and by the rewards which it obtains from the public for educational workers. Upon educational administration therefore rests the important responsibility of encouraging the entrance of the right kind of persons into the profession. Let every county, city, and State superintendent have a program for obtaining an adequate supply of teachers who have met accepted standards of preparation. Let him know how many of his teachers meet these standards and how many fall below them. Let him lead the public to appreciate the necessity of having all teachers meet high standards. Let him each year fix in the minds of the people of county, or city, or State the number of recruits that will be required to fill its quota in the teaching ranks. Let there be aroused in every community a feeling of patriotic pride in having sent its share of men and women into the educational army which must defend society from the foes within. This is primarily an opportunity of the administrator.

The teacher-training institution also recognizes a heavy obligation for recruiting. Officers of such institutions endeavor to make their courses and the atmosphere of their campuses worthy the consideration of strong young men and women. They do much more than

that. They establish and maintain vital contacts with the parenthood and the leadership of the regions which they serve in an effort to obtain students fit for the responsibilities of teaching. Through the education of public opinion and the maintenance of other contacts they help to see that worthy positions await their graduates after the felicities of commencement are passed.

The obligation to recruit for the educational service rests finally upon the men and women who as teachers are in daily contact with boys and girls. The attitude that teachers have toward their work, the place that they earn in the life of the community, and the ideals of service that they impress upon the minds of pupils can more than any other influence guarantee that society shall recruit its best talent for the educational army.

Democratic Education in England

AN INTERESTING SUMMARY of the recently published English Report on Education appears in the January number of the *Atlantic Monthly*. It is written by Miss Caroline Spurgeon of the University of London, a member of the Government Commission which, after two and a half years of careful investigation, issued the report. The conclusions while formulated with the English situation primarily in view will be of vital significance for democratic education everywhere. Elementary education receives the largest emphasis, and it is a clear recognition of the integrative function of universal elementary education that must be made the cornerstone of the new English system. "A liberal education, based on the English language and literature, for every child in England, would be the greatest benefit that could be conferred on him, and . . . 'the common right to it, the common discipline and enjoyment of it, the common possession of the tastes and associations connected with it, would form a most important new element of national unity, linking together the mental life of all classes.'"

English education heretofore, Miss Spurgeon goes on to show, "has been a powerful element of division." "Much of our social discord, suspicion, and bitterness, of our industrial warfare and unrest, is owing to this gulf between classes, between industry and culture, emphasized by the gulf between educated and uneducated speech." The

notion all too common even in America that the liberal education is only for the "white-collared" occupations and that what the "masses" need primarily is vocational education is strongly condemned. "This is the educational 'lie in the soul,' and the whole Report is a protest against it."

Closely in harmony with current tendencies in America is the position taken by the Report on equivalent training and rewards for all of the so-called "levels" of teaching. "It is good to hear that no teacher—be his work elementary or advanced—can be too highly gifted or too highly trained; that all our force must first be applied to him if we are to raise the mass; and that, therefore, it is a vital necessity and preliminary that the teacher should be properly trained at a university, properly equipped with libraries and other intellectual opportunities, and properly paid."

Finally there is the suggestion that the same educational forces that make for national unity can also be made to promote international harmony and goodwill. "This recognition of the undoubtedly unifying national effects of a common education, thought out on a national basis, is an interesting foreshadowing of a recognition, which will come later, of the equally undoubted unifying international effect which can be got only through a common education, thought out on an international basis." Here truly is a text for that International Educational Conference the convening of which we hope will not be long delayed.

Idaho's Legislative Program

THE DAY WHEN the primary and chief activity of a State association was to hold an annual meeting is fast passing. Annual meetings have not become less important, but the other activities of education associations have become more important. State associations are rapidly becoming policy-determining agencies in education. They employ full-time paid secretaries charged with representing all the educational interests in the State. They publish journals as a means of living contact with teachers, school-board members, and other school officers. Most important of all, they adopt programs and assemble the facts necessary to secure for these programs the approval of the people and of the legislatures.

A significant example of such a program is the one unanimously adopted by

the Idaho State Teachers' Association at its meeting in Boise last November. This program is now in the hands of a legislative committee of which Superintendent W. R. Siders, of Pocatello, is chairman. It proposes the revision of the teachers' retirement law, the creation of the position of State high-school inspector, the adoption of a suitable plan for permissive consolidation of school districts within the county, and the establishment of a State school tax. Idaho educators are now studying these problems and are bringing their findings before the taxpayers who ultimately must determine the welfare of the schools.

This is a commendable program. It is typical of the work which State associations at their best are now doing. It is evidence that teachers are taking seriously the task of elevating the standards of public education. It is the kind of activity that has given the public confidence in the work of professional associations of teachers. When every State has an active association with a constructive program of patriotic work on behalf of education the future of democracy will be assured.

Service, the Keynote

THE KEYNOTE is the fundamental tone—the one that determines the spirit of the piece. In professional organization the keynote is service. There must be salaries upon which teachers can live as respected citizens of the community. There must be social recognition. There must be reasonable tenure whether secured by law or by high regard for professional ethics and obligations. Awakened professional consciousness insists that teachers shall have these things not for any selfish end but because there is no other way to obtain justice for the children in the schools.

How shall professional organization render this service? It must first enlist the teaching profession. It must have members. In a democracy public opinion rules. In proportion as an association enlists all the teachers it becomes forceful and respected. Even now the administration at Washington listens when the National Education Association speaks. What may not be the influence of this organization when its membership includes half a million teachers as it should within the next decade! Half a million trained, thinking, representative American citizens enlisted in the cause of better government, molding the young life that tomorrow will be

the government—this is an ideal worth working for!

In the second place professional organization will render great service by keeping its work on a high plane. It must purge itself of all selfish and narrow elements. It must keep a clear perspective and refuse to be exploited in the interest of fantastic or ephemeral proposals. There must be that high-minded and far-seeing devotion to the public good that inspires public confidence and popular support.

In the third place professional organization must maintain constant contact with its members through work in the field, through professional journals, and through a stream of spirited correspondence—all designed to keep its members informed, inspired, and active.

Enlistment, devotion to the public good, maintained intelligence—these are the foundations upon which will be erected the greater professional organizations of tomorrow. Let every act, every plan, and every policy be subjected to the test of ultimate service to childhood. Will it genuinely serve—now, next year, ten years from now? Service is the keynote.

Federal Recognition of Education

THE CONSTITUTION of the United States commits the control of education to the respective States. The National Education Association believes that the control of education should remain in the States and that the Federal Government should discharge its educational responsibilities by conducting researches in the various fields of education and by financial coöperation with the States in certain fundamentals which are essential to good citizenship in both State and Nation.

The scant support which the Bureau of Education has received at the hands of the Federal Government is a disgrace to the Nation. Men and women of proved educational ability have been paid salaries that would be too low even for mere clerks. In many cases the Government has been unable to obtain the services of recognized experts for the salaries provided. Important investigations have been left unmade or have been taken up by agencies less well fitted than the Government to make them. Whole departments of educational activity have lacked that stimulus which would come from a careful study of the facts. The gravity of the situation is well set forth

in the report of the Commissioner of Education, Honorable John J. Tigert, for the year ending June 30, 1921, in which he says:

"I am of the opinion that the Department should seriously consider the question as to the advisability of continuing the Bureau of Education on the present basis of wholly inadequate support. The

SECRETARY WALLACE

of the Department of Agriculture recently declared in a public address that unless the farmers of the country are assured of satisfactory returns on their investments and for their labor, agriculture will decline, there will be a shortage of food supply, and the Nation will be brought face to face with impending disaster. No one will question the truth of this statement.

It is equally true—and if we had a Secretary of Education he would proclaim it—that unless the teachers and prospective teachers of our country are assured of satisfactory returns on their investments in education and for their services, the teaching profession will decline, there will be a still greater shortage of competent teachers, and the Nation will suffer an irreparable loss from the decadence of its educational systems.

It is of supreme importance that the agricultural and industrial life of our Nation be maintained on a high standard. It is of no less importance to National welfare that the highest possible standards in education be maintained, for nations, like men, live not by bread alone.

need for a National governmental agency to perform the functions expected of this bureau is imperative and unquestioned. The efforts to meet the need, however, are largely nullified by the legislative restrictions and financial limitations by which the Bureau is at present handicapped. In my judgment, it would be better for the Federal Government to withdraw from this field of activity entirely unless provision is to be made for it on a more liberal basis, and the

policy definitely adopted of attempting to render in an effective and authoritative way the kinds of constructive service which the people and the educators themselves demand. It is futile to continue this organization on the present penurious basis and to expect returns that justify the outlay."

The National High-School Honor Society

THE AMERICAN high school will come more and more to be looked to as a source of the ideals that make for good citizenship. In a most real sense it is the people's university. The best educational thought demands that every American boy and girl shall have an opportunity to enjoy its benefits. It is highly fortunate, therefore, that there has been created an organization which will emphasize scholarship and social effectiveness in the high schools. Public opinion is at no time more controlling than at the high-school age. Those who have worked with high-school students have often felt the enormous pressure of the ideal of fair play as it has been enforced in the field of athletics; they have witnessed the idealization of the athlete as the attention of the group is focused on his activities.

High-school leaders have long felt the need of machinery which would likewise focus public attention on scholarship and general social effectiveness within the school—on character and the ideals of citizenship which high schools exist to perpetuate. These leaders will welcome The National High-School Honor Society, an account of which appears elsewhere in this number. Its connection with the National Association of Secondary School Principals is a guarantee that its work will be kept upon a high plane.

The Gratitude of Republics

THE WAR was over. Peace had come. Men forgot the services of the army and thought only of their own poverty and the great sum to be wrung from them as a reward for their deliverers. It was all they could do, they declared, to pay the taxes now laid upon them. The new levy would take the houses from over their heads and the clothes from off their backs before it was paid. The plain duty of Government was to cut down, not to increase, expenditures."

This quotation is from McMaster's *History of the People of the United States*. The war referred to is the American Revolution; the time, three years after the cessation of hostilities. The "Commutation Bill"—the analogue of our present soldiers' bonus measure—had aroused in the new nation a storm of protest that seemed thoroughly to justify the cynical epigram, "Republics are ungrateful."

We have an abiding faith in the ideal of progress. Human nature may not change—probably does not change essentially through long centuries. But standards of conduct control human

nature—and these change. We are sure that ingratitude as a collective sin can no longer be charged against the American people. Teachers are not usually regarded as heavy taxpayers, yet as public employes they have a very human interest in claims that are made upon the public purse. Much as they may desire generous allowances for the cause that they represent, they desire justice and more than justice for the soldiers. To the oncoming generation of American citizens they would like to say, "This is the way in which our Republic today honors and rewards those who have sacrificed and suffered in its service."

ENROLMENT and AFFILIATION

Complete Enrolment

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 January JOURNAL:

ALAMEDA, CALIF., *Longfellow School*, Alice Orne Hunt, Principal.

AMERICUS, GA., *Americus Public Schools*, J. E. Mathis, Superintendent; *Americus High School*, C. M. Hale, Principal; *Americus Teachers' Council*, Elizabeth McLendon, Secretary; *East Americus School*, Susie Taylor, Principal; *Furlow Grammar School*, Sarah P. Cobb, Principal; *McKay Hill School*, Rev. A. S. Staley, Principal; *Prospect Heights School*, Elizabeth Belcher, Principal.

ANDERSON, IND., *Anderson Public Schools*, W. A. Denny, Superintendent; *Central Avenue School*, Ranna Creson, Principal; *Child Garden*, Helen Wesp, Supervisor; *Columbia School*, Estella M. Tarney, Principal; *Hazelwood School*, Anna M. Conway, Principal; *Junior High School*, E. H. Fishback, Principal; *Lincoln School*, Helen Huffman, Principal; *Main Street School*, Mattie B. Fry, Principal; *Park Place School*, Ida M. Dickey, Principal; *Riley School*, Reba Arbogast, Principal; *Senior High School*, R. R. Cromwell, Principal; *Seventh Street School*, Anna M. Ellis, Principal; *Shadeland School*, Mary E. Spice, Principal; *Substitute Teachers*; *Washington School*, H. M. Gullette, Principal.

ANN ARBOR, MICH., *Patrick Donovan School*; *Elisha Jones School*.

ASBURY PARK, N. J., *Bangs Avenue South School*, Thomas H. Murray, Principal.

BAYONNE, N. J., *Horace Mann School*, Thomas Agnew, Principal.

BELLEFONTAINE, OHIO, *Central School*, Nellie Huston, Principal.

BELMONT, MASS., *Belmont Public School*, G. P. Armstrong, Superintendent; *Daniel Butler School*, Alice Farrar, Principal; *Homer School*, Vivian A. Dingley, Principal; *Payson Park School*, J. P. Whitney, Principal.

BINGHAM CANYON, UTAH, *Bingham High School*, L. W. Nielsen, Principal; *Highland Boy School*, Holger W. Jorgenson, Principal; *Upper Bingham School*, Nanna Swenson, Principal.

BOISE, IDAHO, *Longfellow School*, Mirbell Reel, Principal.

BOSTON, MASS., *George Putnam Intermediate District School*, Herbert L. Morse, Master.

BRIDGETON, N. J., *Academy High School*, Mark Brenner, Principal; *Bank Street School*, Chester Robbins, Principal.

BROOKFIELD, ILL., *Brookfield Public Schools*, E. N. Cassidy, Superintendent.

BURNS, WYO., *Burns School*, F. C. Hemphill, Superintendent.

CARPINTERIA, CALIF., *Carpinteria Union Schools*, Emil Lange, Principal.

CHARLESTON, ARK., *Charleston Public Schools*, Emmett S. Walden, Superintendent.

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

CHEYENNE, WYO., *Cheyenne Public Schools*, A. S. Jessup, Superintendent; *Central School*, Lulu McCormick, Principal; *Converse School*, Mabel Fincher, Principal; *District Number Seven*, Clayte Hume, District Superintendent; *Gibson-Clark School*, Irene Hinkston, Principal; *High School*, B. H. McIntosh, Principal; *Laramie County High School*, L. D. Christy, Principal; *Rural School*; *Supervisors and Special Teachers*.

DENVER, COLO., *Twenty-fourth Street School*, Lila M. O'Boyle, Principal.

DRAPER, UTAH, *Draper School*, Reid Beck, Principal.

EAST CHICAGO, IND., *East Chicago Teachers' Association*, A. T. Elliott, President.

EAST CLEVELAND, OHIO, *Mayfair School Building*, J. E. Pettit, Principal.

EUCLID, OHIO, *Shore High School*, D. E. Metts, Principal.

FAIRBURY, ILL., *Fairbury Public Schools*, E. W. Powers, Superintendent; *Edison Grade School*, Nelle Carrithers, Principal; *Fairbury Township High School*, E. W. Powers, Principal; *Isaac Walton Grade School*, Ruth Bradshaw, Principal.

GREELEY, COLO., *Greeley Public Schools*, Charles A. Jenks, Superintendent; *East Ward School*, Inez Beardsley, Principal; *High School*, Andrew Fletcher Ogle, Principal; *Junior High School*, Carrie Fashbaugh, Principal; *North Ward School*,

Jesse Alice Fink, Principal; *South Ward School*, Luna I. Smith, Principal; *West Ward School*, Mabel Cochran, Principal.

HOLLAND, MICH., *Froebel School*, Clara McClellan, Principal; *Junior High School*, Minnie K. Smith, Principal; *Lincoln School*, Anna Brown, Principal; *Van Raalte School*, Blanche Cathcart, Principal.

INGRAM, PA., *Ingram Public School*, M. A. Stein, Principal.

IRONWOOD, MICH., *Ironwood Public Schools*, D. F. R. Rice, Superintendent; *Ashland School*, Edna Erickson, Principal; *Aurora School*, Olive Gill, Principal; *Froebel Kindergarten*, Anna Hedin, Principal; *North Side School*, Helen Sobolewski, Principal; *Oliver School*, Edna Johnson, Principal; *Polish School*, Ethel Holmberg, Principal; *Special Teachers*; *Supervisors of Ironwood Public Schools*; *Luther L. Wright High School*, John Rufi, Principal.

ISHPEMING, MICH., *Ishpeeming Public Schools*, C. L. Phelps, Superintendent; *Central School*, Ada McDowell, Principal; *Cleveland School*, Beatrice Sedgwick, Principal; *Grammar School*, Walter F. Gries, Principal; *High School*, W. E. Trebilcock, Principal; *High Street School*, Nora Casey, Principal; *Ridge Street School*, Nellie Kellgren, Principal; *Salisbury School*, Nellie Wood, Principal.

JACKSONVILLE, ILL., *Jacksonville Public Schools*, H. Ambrose Perrin, Superintendent; *Franklin School*, Agnes S. Lusk, Principal; *High School*, Benjamin F. Shafer, Principal; *Jefferson School*, Clara C. Cobb, Principal; *Junior High School*, Laura C. White, Principal; *Lafayette School*; *Josephine Milligan School*, Mrs. Kathryn Hamilton, Principal; *Morton School*, Gusse R. Luffner, Principal; *Washington School*, Anna Hopper, Principal.

LARAMIE, WYO., *East Side School*, Lottie Stanton, Principal; *North Side School*, Jennie L. Ennis, Principal.

LARK, UTAH, *Lark School*, C. M. Tietjen, Principal.

LYNCHBURG, VA., *Miller Park School*, Jeanette W. Snead, Principal.

MASSILLON, OHIO, *Lorin Andrews School*, E. G. Bowers, Principal; *Franklin School*, J. C. Tannehill, Principal; *Edmund A. Jones School*, J. C. Tannehill, Principal; *Horace Mann School*, Manley S. Clark, Principal; *Whittier School*, Manley S. Clark, Principal.

MAYWOOD, ILL., *Proviso Township High School*, J. L. Thalman, Principal.

MILWAUKEE, WIS., *Brown Street School*, Sarah J. Carroll, Principal; *Jefferson Street School*, Evelyn Calmerton, Principal; *Cass Street School*, Thos. W. Boyce, Principal.

MINNEAPOLIS, MINN., *Hamilton School*.

NEW ORLEANS, LA., *Jackson School*, Ellen W. Gardner, Principal; *J. A. Maybin School*, Josie B. Soares, Principal; *McDonogh Memorial School*, Mary H. Howe, Principal; *McDonogh Number Seventeen School*, J. C. Christian, Principal.

OAKLAND, CALIF., *Santa Fe School*, Anna M. Richardson, Principal.

OCEAN GROVE, N. J., *Neptune Township Schools*, Paul Y. Eckert, Supervising Principal; *Bradley Park School*; *Neptune Grammar School*; *Neptune High School*; *Summerfield School*; *Whitesville School*.

PHILADELPHIA, PA., *Mary Channing Wister Public School*, Anna A. Wilkinson, Principal.

PHOENIX, ARIZ., *Phoenix Public Schools*, John D. Loper, Superintendent; *Adams School*, Grace Court, Principal; *Capitol School*, Bertha E. Lyall, Principal; *Douglas School*, P. Landry, Principal; *Emerson School*, Harry Eagan, Principal; *Fillmore School*, Dollie C. Oglesby, Principal; *Garfield School*, Martha Garnett, Principal; *Grand*

Avenue School, Grace Connolly; *Grant School*, Marguerite K. Williams, Principal; *Jackson School*, Alta E. Holmes, Principal; *Jefferson School*, Mrs. Laura E. Wells; *Kenilworth School*, Lulu Smith, Principal; *Lincoln School*, Lou Marlar, Principal; *Longfellow School*, William Hirschy, Principal; *McKinley School*, Mrs. Lina K. Sheldon, Principal; *Monroe School*, A. H. Rummel, Principal; *Ninth Avenue School*, Mrs. Cora M. Jones; *Washington School*, Marie La Chance, Principal.

PINEBLUFF, WYO., *Pinebluff Grade School*, H. Clyde Hixenbaugh, Principal; *Pinebluff High School*, Mrs. G. R. Kirkpatrick, Principal.

PONTIAC, ILL., *Pontiac Public Schools*, G. J. Koons, Superintendent.

PORTLAND, MAINE, *Butler School*, W. W. Andrews, Principal.

PRESOTT, ARIZ., *Lincoln School*, Verle Beaver, Principal.

QUINCY, ILL., *Emerson School*, Sara Louise Derrick, Principal; *Special School*, Anna M. Kordsiemon, Supervisor.

RIVERTON, UTAH, *Bluffdale School*, Joseph S. Fish, Principal; *Herriman School*, E. L. Crawford, Principal; *Riverton School*, S. F. Stephenson, Principal.

ROCK ISLAND, ILL., *Audubon School*, Jane L. Wilcox, Principal; *Edison School*, Mabel Levey, Principal; *Eugene Field School*, Ellen S. Freed, Principal; *Franklin School*, Winifred Huntoon, Principal; *Irving School*, Lenora Witherspoon, Principal; *Longfellow School*, Mrs. Ida W. Lundy, Principal; *Horace Mann School*, Natalie Mirfield, Principal; *Washington School*, Owen B. Wright, Principal; *Frances Willard School*, Lizzie Crawford, Principal.

ST. JOSEPH, MO., *Ernst School*, Abbie C. Barnes, Principal; *Field School*, Lillie B. Polk, Principal; *Florence School*, Belle Ashbrook, Principal; *Green Valley School*, H. Bear, Principal; *Hyde School*, Minnie Nelson, Principal; *Longfellow School*, Nora Thompson, Principal; *Musser School*, Mamie Miles, Principal; *Noyes School*, Cecil Crawford, Principal; *Owen School*, Webster School, Fannie Brennan, Principal; *Whittier School*, Lulu Bell Garrett, Principal.

SALEM, W. VA., *Salem High School*, Fred M. Cottrill, Principal.

SANDY, UTAH, *Butler School*, Benjamin F. Lofgren, Principal; *Crescent School*, W. R. Edgel, Principal; *Granite School*, J. A. Smith, Principal; *Jordan High School*, E. W. Robinson, Principal; *Midvale School*, E. E. Greenwood, Principal; *Sandy School*, A. E. Peterson, Principal; *South Jordan School*, A. R. King, Principal; *Union School*, H. W. Burgon, Principal; *West Jordan School*, W. W. Malmstrom, Principal.

SANFORD, MAINE, *Longfellow School*, Ruth T. Perkins, Principal; *Sanford High School*, John A. Partridge, Principal.

SAN FRANCISCO, CALIF., *Adams School*, Helen F. McFarland, Principal; *Argonne School*, Mary McLeran, Principal; *Balboa School*, Lucy F. Adams, Principal; *Patrick Henry School*, Frances R. Lewis, Principal; *Andrew Jackson School*, Mrs. F. P. Bronson, Principal; *Lafayette School*, Ida Kervan, Principal; *Le Conte School*, Mrs. Elizabeth Scott, Principal; *Jesse W. Lillenthal School*, Annette M. Levy, Principal; *Lincoln School*, Madison School, Emma G. Howard, Principal; *Parkside School*, Mrs. Rose Stolz, Principal; *Portola School*, Mrs. Ida E. Mills, Principal; *Rochambeau School*, Mrs. T. F. Spencer, Principal; *Irving M. Scott School*, Albert Lyser, Principal; *Winfield Scott School*, Mary E. Thomas, Principal; *Sherman School*, Eliza D. Keith, Principal; *Commodore Sloat School*, E. L. Berard,

Principal; *Ungraded Primary School*, Louise Lombard, Principal.

SEATTLE, WASH., *Horace Mann School*, Dio Richardson, Principal.

SEDALIA, MO., *Sedalia Public Schools*, C. A. Greene, Superintendent; *Community Teachers' Association*, Nina K. Slater, Secretary; *Eugene Field School*; *Prospect School*.

SUMMIT, ILL., *Summit Public Schools*, D. L. O'Sullivan, Superintendent.

TAKOMA, WASH., *Bryant School*; *Edison School*; *Jefferson School*, Mrs. Jennie M. French, Principal; *Lincoln Grammar School*; *Lowell School*; *Madison School*; *Park Avenue School*; *Point Defiance School*, Jennie M. French, Principal; *Washington School*, E. H. Butler, Principal; *Sherman School*; *Whitman School*, F. B. Kepner, Principal.

IF EDUCATION is to discharge its rightful function of leadership it must clarify its guiding ideals. The present is full of opportunity. Education has assumed a magnitude and importance that it never had before. The position of leadership has been thrust upon it. It has become in an emphatic sense the guardian of the future, and there is no way by which it can measure up to its responsibility and opportunity except through the cultivation and propagation of an attitude or spirit that will make men more human and life more rich and beautiful.—B. H. Bode in *The Fundamentals of Education*.

TUCSON, ARIZ., *Drachman School*, Julia Keen, Principal; *Paul Lawrence Dunbar School*, C. C. Simmons, Principal; *Nelson A. Miles School*, Mrs. A. B. Lineweaver, Principal; *Ochoa School*, Mrs. Nellie Wood, Principal; *Roosevelt School*, Salome Townsend, Principal.

WAUKEGON, ILL., *High School*, Paul G. W. Keller, Principal.

WELDONA, COLO., *Weldona High School*, J. G. Damon, Superintendent.

WEST PARK, OHIO, *Lennox Park School*, S. Grace Diggins, Principal; *Longmead School*, Hazel T. Harman, Principal; *Settlement School*, Mrs. Nellie M. Goldrick, Principal; *West School*, Dr. Ira L. Parker, Principal.

WILLIAMSON, W. VA., *Williamson Public Schools*, A. C. Davis, Superintendent.

WILLIAMSPORT, PA., *Transeau School*, H. E. Stabler, Principal.

WILMINGTON, DEL., *Public School Number Twenty-four*, Sallie R. Shaw, Principal.

WINNETKA, ILL., *Greeley School*; *Horace Mann School*; *Hubbard Woods School*.

Affiliated State and Local Associations

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

ATCHISON, KANS., *Atchison Educational Association*, Alsie Lasele French, President.

ATLANTIC CITY, N. J., *Brighton Avenue School*, Glenn C. Heller, Principal; *Monte-rey School Teachers' Association*, Ida Stilson, Secretary.

ASBURY PARK, N. J., *Asbury Park Teachers' Association*, Mary Lois Smith, President.

BATTLE CREEK, MICH., *Battle Creek Teachers' Club*, Lena Seas, Secretary.

BEAUFORT, S. C., *Beaufort High School Teachers' Council*, Beulah Davidson, Secretary.

BEREA, OHIO, *West Park, Ohio Teachers' Association*, W. S. Ogilvy, Secretary.

CHICAGO, ILL., *Chicago Teachers' Federation*. EAST HARTFORD, CONN., *East Hartford Teachers' Association*, P. S. Barnes, Superintendent.

EMPORIA, KANS., *Faculty Club of Emporia High School*, Minta Queen, Secretary.

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

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

HANNIBAL, MO., *Hannibal Community Teachers' Association*, Eleanore Wisner, Secretary.

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

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

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

LOGAN, OHIO, *Southeastern Ohio Teachers' Association*, Minnie Moore, Secretary.

LOS ANGELES, CALIF., *High School Teachers' Association*.

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

MAXFIELD, KY., *First District Teachers' Association*, B. H. Hester, Secretary.

MAYWOOD, ILL., *Proviso Township High School*, J. L. Thalman, Principal.

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

MOOREHEAD, MINN., *Northwest Central Minnesota Education Association*, Katharine Leonard, Secretary.

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

OAK PARK, ILL., *Chicago Public School Kindergarten Association*, Belle Booth, Secretary.

RAWLINS, WYO., *Carbon County Teachers' Association*, Helen A. Irving, Secretary.

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

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

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

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

SAN FRANCISCO, CALIF., *San Francisco Principals' Association*, Susie A. Ward, Secretary.

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

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

VANCOUVER, B. C., CAN., *Vancouver Schools Principals' Association*, William G. Gourlie, Secretary.

WELLSVILLE, N. Y., *Wellsville Teachers' Association*, Bernice E. Giguee, Secretary.

WESTMINSTER, MD., *Western Maryland College Library*, Dorothy S. McDaniel, Librarian.

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

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

GUIDE TO NEW BOOKS¹

Atlas of reconstruction for schools.
Chic., Rand, 1921. 80 p. \$1.

"A brief history of the world war, an outline of new Europe, statistics of the war, racial frontiers of Europe and the Near East, and the terms of the peace treaties. Illustrated by twenty-eight maps and graphs." (Title page.) Excellence of the maps, reference value of the text and low price make it a very desirable purchase for small libraries."—*Wisconsin*.

The best plays of 1920-21, and the year book of the drama in America; ed. by Burns Mantle. Bost., Small, 1921. 471 p. \$2.

The ten selected are Deburau—The first year—Enter madame—The green goddess—Liliom—Mary Rose—Nice people—The bad man—The Emperor Jones—The skin game. Excerpts long enough to give a fairly clear idea of the play are followed by short sketches of the play and the author, statistical summary of the New York season, casts and synopses of plays produced in New York the past year, plays that have run over five hundred performances on Broadway, birth places and dates of prominent players, and necrology. Index of plays and casts.

BRAWLEY, BENJAMIN GRIFFITH. A short history of the English drama. N. Y., Harcourt, 1921. 260 p. \$2.

Successful in its purpose to present briefly the main facts for an elementary course in the English drama for those who have had one course in English literature. Discussion of technique is omitted. A bibliography (to p.) makes the book valuable reference to more advanced students.

EARLE, EDWARD MEAD. An outline of modern history. N. Y., Macmillan, 1921. 166 p. \$1.60.

Based on a syllabus used in a beginning course on modern history outside of school. It is practical for the student with small library facilities since its readings are based largely on C. J. H. Hayes' *A political and social history of modern Europe* (Booklist, 13:346, My 17). Has appendixes on "Studying and note-taking," "Map studies," "Book reviews," and "Historical essays."

McCLURE, HAVEN. The contents of the New Testament. N. Y., Macmillan, 1921. 219 p. \$1.50.

Unusual in being the result of a number of years of teaching the New Testament as

an elective course in a public high school. As such the book proceeds to explain the make-up, source, and obscure meanings in the New Testament. Not the kind of text to which sectarian prejudice can object, since it does not go into "higher criticism."

MATTHEWS, BRANDER. Essays on English. N. Y., Scribner, 1921. 284 p. \$2.

Is the English language degenerating? Is pure English synonymous with purism? What does America, as compared to Great Britain, speak? What are the uses or disadvantages of innovations, dialects, newspaper forms, advertisers' inventions? What of a world language? These questions are discussed with clarity and scholarliness. Teachers, students, and all those whose work interests them in words will use.

MOSES, MONTROSE JONAS, ed. A treasury of plays for children. Bost., Little, 1921. 550 p. illus. \$3.

Well named. Contents: The little princess—The silver thread—The testing of Sir Gawayne—Pinkie and the fairies—Punch and Judy—The three wishes—The toy-maker of Nuremberg—Six who pass while the lentils boil—Master Skylark—Alice in Wonderland—The travelling man—The months: a pageant—The forest ring—The seven old ladies of Lavender town. Amusing pictures by Tony Sarg, a very nice introduction for grown-ups in the appendix where it should be. Reading list (3 p.).

PANUNZIO, CONSTANTINE M. The soul of an immigrant. N. Y., Macmillan, 1921. 329 p. \$2.

An absorbing story of the adventures of an Italian boy in a foreign country, exploited by street contractors, in lumber camps, and on a New England farm, his struggle for an education, and rise to the professorship of social science in an American university. As a complete presentation of the possible transformation of our future citizens, when given the opportunity and right environment, it is most illuminating. Very well written with a shining sincerity. Interesting to high-school age and adults.

PAXSON, FREDERIC LOGAN. Recent history of the United States. Bost., Houghton, 1921. 603 p. illus. maps. \$5.

"The age of Roosevelt" (1877 to 1921) is here described showing sources of important reforms, new governmental issues and, in a well-rounded out way, the motives and conduct of the World war. Readable and well arranged for study text. Index and chapter bibliographies.

PENCE, RAYMOND WOODBURY. A manual of the mechanics of writing. N. Y., Macmillan, 1921. 211 p. \$1.25.

"A 'clean' writer—that is, one who shows the same regard for good taste in punctua-

tion, capitalization, and the preparation of a manuscript that he shows in matters of dress and deportment—is almost invariably a clean thinker," is the author's striking argument for the brief, clean-cut rules of punctuation, abbreviation, spelling, letter writing, manuscript preparation, copy editing, and bibliographical details which because of their simple form and index make it possible for the writer to have at least the appearance of clear thinking. Very useful on any desk.

PRESCOTT, D. R. A day in a colonial home; ed. by John Cotton Dana. Bost., M. Jones, 1921. 70 p. illus. \$1.25; school ed., 60c.

A day in the lives of colonial children, their work and pleasures, illustrated with pictures of the familiar things that made their home environment. This story came into existence through the building of a colonial kitchen in the Newark library, under the directorship of John Cotton Dana; students from the normal school, dressed in colonial clothes, explained the use of the kitchen utensils to school children. Explanatory notes and instructions for building a similar kitchen are added for the information of teachers and librarians.

SMITH, ELVA SOPHRONIA, ed. Heroines of history and legend. Bost., Lothrop, 1921. 308 p. illus. \$2.

Heroines of history and legend; stories and poems. A carefully selected collection telling of the love, self-sacrifice, patriotism, daring, and loyalty of women of all races and times from the Hindu princess of far-off tradition to Edith Cavell, who was put to death in the late war. For girls from twelve to fifteen and upward. Of especial value to Girl Scouts and Camp Fire girls. Notes giving source of poems and stories are appended.

SOLAR, FRANK I. Hand craft projects for school and home shops. Bk. 1. Milwaukee, Bruce, 1921. 157 p. illus. 14½ x 20 cm. \$1.25.

Very attractive in its straightforward discussions with boys of the purpose of shop work, equipment, tools, and drawings, and its complete picturing and description of toys and other small projects of value about the home and of interest to a young worker. This book is one of a projected series. Another edition is issued on cards but is for that reason useful to schools rather than libraries.

TAFT, LINWOOD. The technique of pageantry. N. Y., Barnes, 1921. 168 p. \$2.

The pageant as a community project is thoroughly analyzed, showing how the director may assist in coordinating the ideas of committees in the writing of the pageant text, the selection of characters, the arrangement of orchestration, and the rehearsal. In this book the pageant director subordinates literary or dramatic ideas of his own to community expression. The discussion of technique is followed by a nine-episode pageant descriptive of thanksgivings of people of different cultures and a "Historic festival and pageant" of Savannah, Georgia.

¹Titles and notes selected from *The Booklist of the American Library Association*, 78 East Washington Street, Chicago, Illinois, by the senior class of the Library School of the University of Wisconsin, Madison, Wisconsin, under the direction of Miss Mary K. Reely, chief of the book-selection department of the Wisconsin Free Library Commission.

TYLER, ANNA COGSWELL. Twenty-four unusual stories for boys and girls. N. Y., Harcourt, 1921. 328 p. \$2.

These have all been tested by years of story telling and have all proved favorites. The pictures by the Petershams have an instant appeal that grows with the reading of the tales. Children will like the book and story-tellers will use it constantly.

YEOMANS, EDWARD. Shackled youth. Bost., Atlantic Monthly, 1921. 138 p. \$1.60.

A layman presents his ideas for a school and teaching utopia with occasional caustic comment on present methods that will rouse the wrath of complacent educators and delight the rebels. Shows evidences of wide reading and broad education himself which give his words authority. For parents and other educators. Appeared in the *Atlantic Monthly*.

Dr. Kendall and Dr. Thompson

IT IS FITTING in this number of *THE JOURNAL*, which is largely devoted to the forthcoming meeting of the Department of Superintendence, to record the passing of two men whose lives of service earned prominence as leaders in the field of superintendence.

DR. CALVIN N. KENDALL as president of the Department of Superintendence only a year ago was planning its Atlantic City meeting. Although unable to be present at the meeting, he sent words of wisdom that will be long remembered by those who heard them read from the platform. Dr. Kendall was born at Augusta, New York, February 9, 1858, and died at Princeton, New Jersey, September 2, 1921.

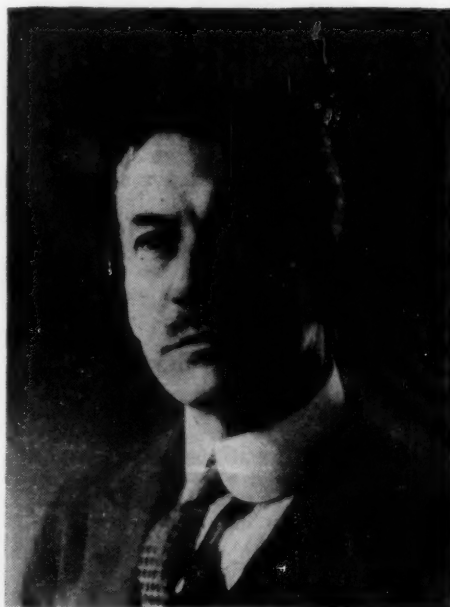
The following statements selected from an address made by Superintendent David B. Corson, of the Newark Schools, at a meeting of the New Jersey Council of Education, are a just description of Dr. Kendall's service to education:

"As a teacher of youth—After leaving college, Dr. Kendall taught for two years in the schools of New York. There he learned the needs and the possibilities and the great function of schools of this type and acquired a lifelong interest which manifested itself in his advocacy of better rural schools. The State of New Jersey owes him a tremendous debt of gratitude for the improvement of her rural schools. After serving at a teacher in rural schools, he became principal of the high school at Jackson, Michigan, where he remained a year.

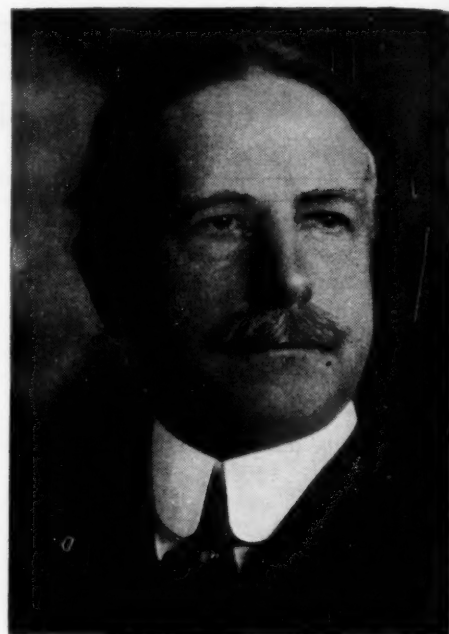
"As an instructor of teachers—Dr. Kendall did a great service as a lecturer in Yale, in Columbia, and in Chicago universities. Here he caught the spirit and learned the ideals that actuate the great privately endowed universities of the country. He taught also in the State universities of Indiana, Illinois, Wis-

consin, Iowa, and California, where he caught the democratic spirit and felt the pulse of the great movements in higher education which these institutions represent. He was also an instructor of teachers through the books he published on methods of teaching history, on methods of teaching the fundamental subjects, and on methods of teaching special subjects.

"As a born leader of teachers—Dr. Kendall was president of the Connecticut State Teachers' Association and of the Connecticut Council of Education. He was president of the Southern Indiana Teachers' Association and of the Indiana State Teachers' Association and a member of the Indiana State Board of Education. He was president of the New Jersey State Sanitary Association and president of the New Jersey State Council of Education. He was a member of the National Council of Educa-



FRANK V. THOMPSON, who at the time of his death was superintendent of the Boston public schools and a recognized authority on commercial education.



CALVIN N. KENDALL, whose long service to education won him recognition as a great teacher, leader, administrator, and author. Dr. Kendall was president of the Department of Superintendence during the year 1920-21.

tion and president of the Department of Superintendence of the National Education Association.

"As an administrator of schools—Dr. Kendall is best remembered as a great administrator of schools. He was superintendent of schools in Jackson, Michigan, for five years; superintendent for two years of the schools of Saginaw in the same State; and superintendent for five years at New Haven, Connecticut. From New Haven he went to Indianapolis where he served for ten years. It was at Indianapolis that he achieved a National reputation as a school executive. So marked was his success as an administrator that when ex-President Wilson, then governor of New Jersey, sought an executive for the reorganization and stimulation of the New Jersey schools, his selection of Calvin N. Kendall met with universal approval. The ten years he served as head of the New Jersey schools placed them in the front rank of the schools of the country. He wrought with skill, using great tact and professional acumen in his leadership. He consolidated the professional opinion of the State, magnified his office as a professional leader, and did a great service in increasing the efficiency of the schools.

"Dr. Kendall not only appreciated his associates in a professional way, but his relation with them was personal and

friendly. He was a friend—our friend—one whom we admired and whom we now sincerely mourn.”

DR. FRANK V. THOMPSON, superintendent of the public schools of Boston, Massachusetts, was busy much of the time during the last weeks of his life helping with plans for the great meeting in Boston in July, 1922. Dr. Thompson was born at Batesville, Arkansas, July 28, 1874, and died suddenly at his home in Boston, October 23, 1921, as a result of ptomaine poison-

ing. Superintendent Frank W. Ballou of the Washington (D. C.) schools, who was formerly associated with Dr. Thompson in the Boston schools, prepared the following statement for *THE JOURNAL*:

“Dr. Thompson’s rise in the profession was rapid. For two years he was principal of the North Walpole, New Hampshire, Grammar School. He then became instructor in mathematics in the high school at Lawrence, Massachusetts, and later became head master of an elementary school in that city. He came to

Boston in 1901 as sub-master. Subsequently he was made junior master in the South Boston High School, where he served until 1906. In 1906 he was sent to Europe to study the systems of commercial education in Italy, Switzerland, Austria, Germany, Belgium, and France. As a result of his report, the School Board of Boston established the High School of Commerce, of which Dr. Thompson was made the first head master. From that time he was considered an authority on Commercial Education. In 1910 he became Assistant Superintendent of Schools, and was given charge of commercial and industrial education in Boston. The Boston Continuation School was largely his creation. In 1911-12 he served as a member of the Committee on School Inquiry in New York City, investigating Commercial Education. In 1918 Dr. Thompson was elected Superintendent of Schools to succeed Dr. F. B. Dyer, who retired.

“Dr. Thompson was a member of the Advisory Committee of the Council of National Defense, and also a member of the Massachusetts Committee on Public Safety. He was a director in the Boston City Club, of which he was a charter member. He was also a member of the Harvard Teachers’ Association, Sons of the American Revolution, Knights of Columbus, Twentieth Century Club, American Civic Association, National Education Association, and the Association for the Advancement of Industrial Education.

“The outstanding characteristic of the life of Dr. Frank V. Thompson is service. He studied systematically, both in private and in institutions, in order the better to fit himself to serve. He entertained no thought of personal advantage for himself, but always looked forward to larger opportunities to render educational service. By his untimely passing the educational profession has lost a brilliant leader who had not reached the climax of his possibilities. His educational record is one of unusual achievement. His brief life of personal sacrifice in order to prepare for a life of professional service is an inspiration. Boston, the Commonwealth of Massachusetts, and indeed, the Nation have lost a most promising educational leader. Many outstanding features of the Boston school system are monuments to the educational philosophy and vision of Superintendent Thompson.”



BUNKER HILL MONUMENT in Charleston recalls a famous battle for freedom as well as Webster’s speech at the laying of the cornerstone. No section of the country is richer than New England in historic shrines. Many teachers now plan to spend a period following the Boston meeting next summer visiting historic places and gathering inspiration for the teaching of history and literature.

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 later.

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>								
Tuscaloosa.....	Northport.....	Grade.....	400	26,400	7/14/21	7/14/21	P. B. Traweek.....	C. M. Ayres
Tuscaloosa.....	Holt.....	Grade.....	500	48,750	10/31/21	—/—/21	D. L. Smith.....	D. O. Whilldin
<i>Arizona</i>								
Coconino.....	Flagstaff.....	Jr. & Sr. High.....	500	275,000	8/—/20	—/—/—	J. Q. Thomas.....	Norman E. Marsh
Maricopa.....	Peoria.....	High.....	350	175,000	3/—/20	9/28/21	A. E. Haage.....	Leshar, Kibbey & Mahoney
<i>California</i>								
Mendocino.....	Boonville.....	High.....	60	10,000	6/25/21	10/ 1/21	B. Gowan.....	N. R. Coulter
Mendocino.....	H. S. Bragg Dist.....	Elementary.....	900	80,000	9/—/21	10/ 1/21	Mrs. O. Clark.....	N. R. Coulter
Mendocino.....	Hopland.....	High.....	50	25,000	6/22/21	—/—/21	J. D. Metzeler.....	N. R. Coulter
<i>Connecticut</i>								
New London.....	Norwich.....	Grade.....	700	200,000	4/—/21	7/—/21	B. P. Bishop.....	W. T. Towner
<i>Florida</i>								
Volusia.....	Daytona.....	Grade.....	400	60,000	6/14/21	—/—/21	C. R. M. Sheppard.....	J. A. Rogers
<i>Georgia</i>								
Madison.....	Wesley Chapel.....	Five room.....	200	7,000	9/—/21	—/—/—	W. W. Howington.....	.....
Wayne.....	Screven.....	Six room.....	240	20,000	5/—/20	12/—/21	L. W. Herrington.....	Alexander Blair
Polk.....	Cedartown.....	Grade.....	400	50,000	11/ 8/21	—/—/—	W. W. Mundy.....	Edwards & Sayward
<i>Idaho</i>								
Boundary.....	Bonniers Ferry.....	High.....	300	88,000	6/19/20	—/—/—	A. J. Kent.....	.....
<i>Illinois</i>								
Crawford.....	Mt. Pleasant.....	Rural.....	50	5,000	—/—/21	—/—/21	Mary A. Adams.....	L. McConnel
Henderson.....	Terre Haute Twp.....	High.....	75	60,000	—/—/18	5/—/21	R. T. Painter.....	A. F. Pillsbury
Henderson.....	Grove Hill Dist.....	Grade.....	50	10,000	—/—/21	5/—/21	John Gridley.....	Aldrich & Aldrich
Henderson.....	Decorro.....	Grade.....	50	8,500	—/—/21	5/—/21	John Peasley.....	Aldrich & Aldrich
La Salle.....	Seneca.....	Community High.....	150	60,000	—/—/21	—/—/21	W. A. Graves.....	J. Hannifin
<i>Indiana</i>								
Brown.....	V. B. Township.....	High addition.....	40	3,500	—/—/21	—/—/21	A. Hedrick.....	J. L. Nichols
Dearborn.....	Guilford.....	Grade & High.....	180	37,000	—/—/21	2/—/22	A. J. Woods.....	Nich. Volgelsong
Dearborn.....	Dillsboro.....	Grade & High.....	150	30,000	—/—/21	2/ 1/22	W. Meyers.....	James Bailey
Hancock.....	Brandywine Twp.....	Grade.....	110	45,000	3/—/21	—/—/21	C. A. Anderson.....	Garner
St. Joseph.....	South Bend.....	Jr. High & Grade.....	1600	760,000	9/—/20	10/—/20	W. W. Borden.....	E. R. Austin
St. Joseph.....	South Bend.....	Grade.....	640	150,000	12/—/20	5/—/21	W. W. Borden.....	W. W. Schneider
<i>Iowa</i>								
Clinton.....	Clinton.....	High & Grade.....	1200	600,000	—/—/20	—/—/21	F. W. Hicks.....	Miller, Fullenwider & Dowling
Linn.....	Central City.....	Consolidated.....	400	60,000	—/—/20	.....	W. J. Yourd.....	Mayberry
Linn.....	Viola.....	Consolidated.....	250	50,000	—/—/21	—/—/21	T. A. Kearns.....	Mayberry
Tama.....	Dinsdale.....	High & Grade.....	850	125,000	3/17/20	4/24/20	C. H. Petty.....	Howard Burr
<i>Kansas</i>								
Cheyenne.....	Bird City.....	Rural High.....	650	60,000	4/ 1/20	4/—/21	C. A. Templer.....	T. W. Williamson
Labette.....	Oswego.....	County High.....	.....	4,000	10/ 3/21	.....	D. L. Katterjohn.....	Elder & Son
<i>Louisiana</i>								
East Feliciana.....	Ethel.....	High.....	150	20,000	—/—/21	1/—/22	E. R. Waller.....	J. T. Nolan
<i>Maine</i>								
Aroostock.....	Presque Isle.....	Normal.....	240	150,000	6/—/20	7/15/20	S. L. Merriman.....	G. L. Mansur
<i>Massachusetts</i>								
Hampden.....	Long Meadow.....	Junior High.....	250	175,000	12/—/20	6/—/21	R. C. Munroe.....	Frank I. Cooper
Middlesex.....	Littleton.....	Junior High.....	200	50,000	—/—/21	3/—/22	H. B. Conant.....	Edw. Clarke
Middlesex.....	Westford.....	Elementary.....	70	30,000	—/—/21	1/—/22	W. R. Taylor.....	H. B. Prescott
Worcester.....	Holden.....	Addition to Grammar.....	175	30,000	—/—/21	8/—/21	J. R. Childs.....	Clemence
<i>Michigan</i>								
Chippewa.....	Rudyard.....	Grade.....	200	50,000	7/—/21	.....	W. De Witt.....	State plans
Dickinson.....	Channing.....	Grade.....	600	75,000	—/—/21	8/—/21	W. Tobin.....	G. Parmallee
<i>Mississippi</i>								
Winston.....	Ellison.....	Rural.....	200	6,000	8/28/20	8/ 1/21	E. G. Smith.....	Emmett Hull
Winston.....	Bond.....	Rural.....	200	6,000	8/28/20	8/ 1/21	B. W. Parker.....	Emmett Hull
<i>Missouri</i>								
Bates.....	Hume.....	Consolidated.....	300	22,000	4/—/21	8/—/21	G. C. Coleman.....	.....
New Madrid.....	New Madrid.....	High & Elementary.....	500	30,000	—/—/21	4/—/22	J. F. Gordon.....	.....
New Madrid.....	Marston.....	High & Elementary.....	500	30,000	—/—/21	6/—/21	Chas. Latimer.....	Clymer Arct. Co.
New Madrid.....	Canalou.....	High & Elementary.....	400	20,000	—/—/21	—/—/22	J. F. Sexton.....	Lindsay Arct. Co.
<i>Montana</i>								
Meagher.....	White Sulphur Springs.....	Grade.....	250	75,000	6/ 6/20	9/26/21	T. A. Bruner.....	Arnold & Van House
<i>Nevada</i>								
Ormsby.....	Carson City.....	High.....	300	30,000	—/—/21	12/ 3/21	F. E. Meder.....	Ferris & Son
<i>New Jersey</i>								
Atlantic.....	Hammonton.....	Grammar.....	144	29,000	7/22/21	9/14/21	C. I. Littlefield.....	H. A. Hill
Somerset.....	Somerville.....	High.....	700	250,000	11/22/21	—/—/21	T. Latimer Brooks.....	.....
<i>New York</i>								
Oswego.....	Oswego.....	High.....	1200	500,000	9/10/20	7/12/21	Frederick Leighton	J. A. Randall
Steuben.....	Corning.....	Jr. & Sr. High.....	800	500,000	5/ 8/20	.....	Frederick Carder.....	F. H. Dewey & Co., Howard Greenley

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

PLANS for the Department of Superintendence and other meetings to be held at Chicago have gone forward rapidly during the past month. President Jones and Secretary Shankland of the Department made a special trip to Washington in the interests of the program. They report excellent prospects for strong speakers.

The general plan of this program 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—Elizabethan 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

Gold Room, Congress Hotel

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.

Other Meetings

National Council of Education—Tiger Room, Hotel Sherman.

Department of Rural Education—Florentine Room, Congress Hotel.

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



ROBINSON GODFREY JONES,
President of the Department of Superintendence, 1921-22, whose program appears herewith.

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

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

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

Council of Primary Education—Elizabethan Room, Congress Hotel.

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

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 Council of Education—Tiger Room, Hotel Sherman.

Department of Rural Education—Florentine Room, Congress Hotel.

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

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

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

Department of Elementary School Principals—Cameo 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.

Department of Vocational Education—Crystal Room, Hotel Sherman.

Tuesday Evening

February 28, 1922

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

National Council of Education—Tiger Room, Hotel Sherman.

Department of Rural Education—Florentine Room, Congress Hotel.

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

Wednesday Morning

March 1, 1922

Department of Superintendence

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



L EONARD POWER, who was elected president of the National Association of Elementary School Principals when it was organized at Atlantic City in February, 1921, and continued as president of the organization when in July, 1921, it became the Department of Elementary School Principals of the National Education Association. Mr. Power's program appears on another page.

Wednesday Noon

March 1, 1922

Department of Superintendence
Elizabethan Room, Congress Hotel

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

Wednesday Afternoon

March 1, 1922

National Council of Education—Tiger Room, Hotel Sherman.
Department of Rural Education—Florentine Room, Congress Hotel.
National Association of Secondary School Principals—Ball Room, La Salle Hotel.
National Society of College Teachers of Education—Ball Room, Auditorium Hotel.
National Council of State Departments of Education—Pine Room, Stratford Hotel.
Department of Elementary School Principals—Cameo 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.
Department of Vocational Education—Crystal Room, Hotel Sherman.

Wednesday Evening

March 1, 1922

Department of Superintendence

This evening will be given over to the regular college dinners. An informal inter-collegiate dinner will be given at the Hotel La Salle under the management of Mr. Frank Cody, Superintendent of Schools, Detroit, Michigan. Tables will be arranged for all colleges not holding dinners of their own. A program of especial interest is under preparation.

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

Round Tables and Meetings

Superintendents of Cities under 25,000—Red Room, Hotel La Salle. Leader, Theodore Saam, Superintendent of Schools, Council Bluffs, Iowa.
Superintendents of Cities 25,000 to 100,000—Ball Room, Auditorium Hotel. Leader, E. A. Smith, Superintendent of Schools, Evanston, Illinois.
Superintendents of Cities 100,000 to 250,000—Hotel Sherman. Leader, Z. E. Scott, Superintendent of Schools, Louisville, Kentucky.
Superintendents of Cities 250,000 to 450,000—Pine Room, Stratford Hotel. Leader, Jesse H. Newlon, Superintendent of Schools, Denver, Colorado.
Superintendents of Cities over 450,000—Green Room, Congress Hotel. Leader, William L. Ettinger, Superintendent of Schools, New York City.
County Superintendents—Florentine Room, Congress Hotel. Leader, Edwin J. Tobin, Superintendent of Schools, Cook County, Illinois.
Department of Rural Education—Florentine Room, Congress Hotel.
National Association of Secondary School Principals—Ball Room, Hotel La Salle.
Department of Elementary School Principals—Cameo Room, Morrison Hotel.
National Association of Directors of Educational Research—Gold 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 OFFICERS of the Department of Superintendence are: president, R. G. Jones, superintendent of schools, Cleveland, Ohio; vice-president, Will C. Wood, State commissioner of education, Sacramento,

Calif.; second vice-president, E. C. Broome, superintendent of schools, Philadelphia, Pa.; treasurer, Ira B. Bush, superintendent of schools, Erie, Pa.; secretary, S. D. Shankland, Willoughby, Ohio; executive committee—Jesse H. Newlon, superintendent of schools, Denver, Colo.; Frank Cody, superintendent of schools, Detroit, Mich.; Randall J. Condon, superintendent of schools, Cincinnati, Ohio; J. H. Beveridge, superintendent of schools, Omaha, Nebr.

THE NATIONAL COUNCIL OF EDUCATION of the National Education Association will meet in the Tiger Room of the Hotel Sherman, Chicago, February 27, 28, and March 1, 1922. At the first session, on Monday afternoon, February 27, at 2:00 P.M., Dr. H. H. Seerley, Cedar Falls, Iowa, will give an address of ten minutes on The Elimination of Educational Waste. Mrs. Josephine Corliss Preston will speak on The Inverted Torch. After the secretary's report and roll call, Dr. J. J. Tigert, U. S. commissioner of education, will talk on Recent Educational Progress in the United States. Miss Charl Ormond Williams, president of the National Education Association, Memphis, Tennessee, will speak on The Hope and the Result of American Education. Mr. John F. Sims, chairman, Stevens Point, Wisconsin, will give the semi-final report of the Committee on Rural Education; Mr. C. P. Gary, chairman, Madison, Wisconsin, will give the final report of the Committee on State Administration of Schools; and Mr. Charles McKenny, Ypsilanti, Michigan, will give the preliminary report of the Committee on American Teachers' Colleges. A short business session will follow.

At the second session, Tuesday afternoon, February 28, Mr. R. G. Jones, president of the Department of Superintendence, will give a twenty-minute address on Great Educational Accomplishments. Mr. Charles H. Judd, chairman, Chicago, Illinois, will give a sub-committee report on Reorganization of Seventh, Eighth, and Ninth Grades; Mr. James Glass, State Department, Harrisburg, Pennsylvania, will speak on The Junior High School Program of Studies, and Mr. J. H. Bentley, Duluth, Minnesota, will talk on Junior High School Buildings. Miss Katherine D. Blake, chairman, New York City, will give the semi-final report on Changes Needed in the Elementary School Courses, and Mr. Harlan Updegraff, chairman, Philadelphia, Pennsylvania, on Participation of Teachers in School Management.

At the third session, February 28, at 8 P.M., a short business meeting will be held. Following this, Dr. Thomas D. Wood, chairman, New York City, will speak on Health Problems in Education, and Dr. A. Duncan Yocum, chairman, Philadelphia, Pennsylvania, will talk on The Teaching of Democracy.

At the fourth session, Wednesday afternoon, March 1, after a business meeting, reports of progress of committees of fifteen minutes each will be given by the following: Miss Adelaide Steele Baylor, Washington, D. C., on Vocational Education; Miss Cora Wilson Stewart, Frankfort, Kentucky, on Adult Illiteracy; Mr. J. W. Carr, Frankfort, Kentucky, on Teacher Welfare; Mr. A. J. Matthews, Tempe, Arizona, on State Levies and Other State Funds; Dr. A. E. Winship, Boston, Massachusetts, on Educational Surveys; Mr. Walter A. Jessup, Iowa City, Iowa, on Graduate Education; Mr. Milton Bennion, Salt Lake City, Utah, on Character Education; and Mr. J. M. Gwinn, New Orleans, Louisiana, on The Continuity of Education.

The officers are: president, Dr. Homer H. Seerley, Cedar Falls, Iowa; vice-president, Mrs. Josephine Corliss Preston, Olympia, Washington; secretary, Miss Adelaide Steele Baylor, Washington, D. C.

THE NATIONAL COUNCIL of State Departments of Education will hold two sessions in the Pine Room of the Stratford Hotel, at Chicago, February 27 and March 1, 1922. The general topic at the Monday afternoon meeting, at 2 P.M. will be *Organization and Control*. Mr. George M. Ford, State superintendent of public instruction in West Virginia, will speak on The Function and Composition of a State Board of Education. The discussion will be led



ERNEST BURNHAM is president of the Department of Rural Education for 1921-22. Dr. Burnham is Director of Rural Education in the State Normal School, Kalamazoo, Mich.

by Miss Catherine L. Craig, Denver, Colorado. Mr. Thomas Johnson, State superintendent of public instruction in Michigan, will give The Methods of Selecting and Qualifications for County Superintendents. The discussion will be led by Miss Katherine Morton, Cheyenne, Wyoming. Miss Annie Webb Blanton, State superintendent of public instruction in Texas, will speak on What Can a State Department of Education do to Acquaint the Public with the Conditions and Needs of the Schools? The discussion will be led by Mr. John V. Conway, Santa Fe, New Mexico. Dr. J. J. Tigert, U. S. Commissioner of Education, will give an address. At the roll call following, each State superintendent may talk on any educational matter he chooses.

Organization and Control will be the general topic at the Wednesday afternoon session, March 1, at 2 P.M. in the Pine Room of the Stratford Hotel. Miss Charl O. Williams, president of the National Education Association, will give an address. Mr. Will C. Wood, State superintendent of California, will speak on The Powers and Duties of Chief State Educational Officers. A discussion will follow, led by Dr. A. O. Thomas, State superintendent of Maine. Mr. Ernest W. Butterfield, State superintendent for New Hampshire, will talk on The State Superintendent and His Relation to Vocational Education. The discussion will be led by Mrs. Josephine Corliss Preston, State superintendent of Washington. Dr. Frank P. Graves, State commissioner of education in New York, will speak on Balance and Control in Educational Affairs Between State and Local Communities. The discussion will be led by Miss Minnie J. Nielson, State superintendent of North Dakota. Roll call will follow.

The officers are: president, P. E. McClenahan, State superintendent of public instruction, Des Moines, Iowa; secretary, G. H. Reavis, dean of the school of education, University of Pittsburgh, Pittsburgh, Pennsylvania.

THE DEPARTMENT OF RURAL EDUCATION of the National Education Association will meet in Chicago, February 27 to March 2, 1922. Except as otherwise indicated meetings will be in the Florentine Room of the Congress Hotel.

Leadership and Achievement in Rural Education will be the topic on Monday afternoon, February 27, at 2 P.M. President Ernest Burnham, director of rural education, Normal School, Kalamazoo, Michigan, will talk on Resources in Rural Education. Mr. E. C. Lindeman, State College, Greensboro, North Carolina, will discuss Contributions of the American Country Life Association to Rural Education. Miss Charl O. Williams, superintendent of Shelby County schools, Memphis, Tennessee, and president of the National Education Association, will speak on Leadership of the County Superin-



HORACE A. HOLLISTER, president of the National Association of High School Inspectors and Supervisors, is high school visitor and professor of education in the University of Illinois, Urbana, Illinois.

tendent in Rural Education and Country Life. Following announcements and preliminary business a general reception will be had from 4:30 to 5:30.

The Rural High School will be the topic on Tuesday afternoon, February 28, at 2 P.M. Mr. Thomas H. Briggs, department of secondary education, Teachers' College, Columbia University, New York City, will talk on The Objectives of Public Education in America. Mr. Clyde M. Hill, State Teachers' College, Springfield, Missouri, will discuss The Junior High School in Rural Communities. Mr. E. M. Phillips, inspector of high schools and director of vocational education, St. Paul, Minnesota, will speak on The Small Community High School. Mr. F. P. O'Brien, University of Kansas, Lawrence, Kansas, will talk on Problems and Methods in the Organization of Rural Community High Schools.

The Rural School of Tomorrow will be the topic on Tuesday evening, February 28, at 8 P.M. All members of the Association are invited to attend. Each number will be illustrated with moving pictures. Mr. C. G. Sargent, College of Agriculture, Fort Collins, Colorado, will speak on Consolidated Schools of the Mountains, Valleys, and Plains of Colorado. Miss Mary E. Sabin, principal The Chazy Consolidated School, Chazy, New York, will describe The Chazy Rural Education Palace. Dr. A. O. Thomas, State superintendent of schools, Augusta, Maine, will talk on A Rural Teachers' Plattsburg.

Five section meetings will be held Wednesday afternoon, March 1, at 2 P.M. At

Section I, State Supervisors and Inspectors of Rural Schools, the following program will be given: The Improvement of Teachers in Service (a) Through Teachers' Institutes—Miss Georgina Lommen, University of Minnesota, Minneapolis, Minnesota; (b) Through Supervision—May Trumper, State superintendent of schools, Helena, Montana; County Educational Campaigns—Josie Henderson, extension division, University of Kansas; A Constructive Yearly Program for the State Rural Supervisor—John M. Foote, department of education, Baton Rouge, Louisiana.

At Section II, County Superintendents and Rural School Supervisors, Mr. L. J. Bennett, superintendent of schools of Miami County, Ohio, will discuss The Use of Tests and Measurements in Rural Schools. Mr. J. S. Hoffman, superintendent of schools, Hunterdon County, New Jersey, will speak on Real Supervision for Rural Schools; Miss Ellen B. McDonald, Oconto, Wisconsin, The Curse and Cure of the County Superintendency; Mr. A. F. Harman, superintendent of Montgomery County schools, Montgomery, Alabama, The County Unit Plan of High-School Consolidation; Miss Fannie W. Dunn, Teachers College, Columbia University, New York City, Report of the Section Committee. A business meeting will follow.

At Section III, Rural Normal Directors, Mr. Charles E. Benson, State Teachers' College, Cape Girardeau, Missouri, will speak on The Output of Normal School Graduates Entering the Field of Rural Teaching. The report of the Section Committee on the Preparation of Rural Teachers will be given by the chairman or a member of the committee. Mr. W. C. Bagley, Teachers College, New York City, will discuss the Findings and Recommendations of the New York Rural School Survey on the Status and Preparation of Rural Teachers. Mr. Harold W. Foght, Normal School, Aberdeen, South Dakota, will speak on Content and Character of the Course in Rural Sociology for Rural Normal Students. A business meeting will follow.

At the meeting of Section IV, Vocational Directors and Rural Extension Workers, there will be a report of progress from the Committee on the Coöperation of Smith-Hughes and Smith-Lever Forces. Mr. E. G. Kelly, State Agricultural College, Manhattan, Kansas, will talk on Insect Control Teams for Rural Communities. Junior Extension Work as developed through the public schools, independent of them, and by the Federal Government will be discussed by three speakers. A business meeting will follow.

At the meeting of Section V, Village and Consolidated School Principals, a program designed to deal chiefly with the organization and possibilities of the consolidated school located in a small town or village will be carried out.

The closing session of the Department on Thursday afternoon, March 2, 2 P.M., will

be held in conjunction with the County Superintendent's Section of the Department of Superintendence under the direction of Superintendent E. J. Tobin, Chicago, Illinois. Commissioner Frank P. Graves, of New York, will give an address on The New York State Rural School Survey. This address will be followed by questions and discussion. At 3:30 P.M. a general business meeting of the Department and election of officers will be held.

The officers of the Department are: President, Ernest Burnham, 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.



ELLA VICTORIA DOBBS, president of the National Council of Primary Education, is a member of the faculty of the University of Missouri, Columbia, Missouri.

DEPARTMENT OF VOCATIONAL EDUCATION and Practical Arts will hold meetings Tuesday and Wednesday afternoons, February 28 and March 1, 1:30 P.M., in the Crystal Room, Hotel Sherman, Chicago. At the Tuesday afternoon session, Dr. C. A. Prosser, of Dunwoody Institute, Minneapolis, Minnesota, and Mrs. Susan M. Dorsey, superintendent of schools, Los Angeles, California, will speak on Part-Time Education. A general discussion will follow. Mr. T. E. Johnson, State superintendent of public instruction, Lansing, Michigan, and Mr. I. I. Cammack, superintendent of schools, Kansas City, Missouri, will speak on Differentiation between Vocational Industrial Education and General Manual Training or Industrial Arts. A general discussion will follow.

On Wednesday afternoon, March 1, Miss Anna E. Richardson, chief home economics

education service, Federal Board for Vocational Education, Washington, D. C., and Miss Wylle B. McNeal, State supervisor of home economics, St. Paul, Minnesota, will talk on Fundamental Problems in Vocational Home Making in the High School. General discussion. Mr. J. H. Beveridge, superintendent of schools, Omaha, Nebraska, and Mr. E. C. Hartwell, superintendent of schools, Buffalo, New York, will speak on Is Expenditure of City Funds for Evening Adult Vocational Education Justifiable? General discussion.

The officers are: president, Mr. W. H. Bender, director of vocational education, Des Moines, Iowa; secretary, Miss Alma Merwin, State supervisor home economics, Des Moines, Iowa.

NATIONAL COUNCIL OF PRIMARY EDUCATION will meet Monday afternoon, February 27, at 2 P.M. in the Elizabethan Room of the Congress Hotel, Chicago. The topic for discussion will be Comparison of Promotion Requirements in Various First Grades. The report of the Committee on Subject Matter and Method will be followed by a general discussion. This report will cover the result of a preferential ballot on typical programs and the findings on promotion requirements as shown in U. S. Bureau of Education questionnaire.

Luncheon will be served at noon preceding the meeting and will be participated in by members of the International Kindergarten Union and the National Council of Primary Education together with their friends. A cordial invitation is extended to all who are interested.

The officers are: president, Miss Ella V. Dobbs, associate professor of industrial education, University of Missouri, Columbia, Missouri; secretary, Miss Marion S. Hanc- kel, supervisor of kindergarten and first grades, Richmond, Virginia.

THE NATIONAL ASSOCIATION OF HIGH SCHOOL INSPECTORS AND SUPERVISORS will hold sessions in the Banquet Room, Auditorium Hotel, Chicago, Illinois, Tuesday, February 28, and Wednesday, March 1. *The Determination of High School Levels by Means of Intelligence Tests and Tests of Achievement* will be the general topic. After a preliminary statement of the proposed constructive program by the president of the association, Mr. J. B. Edmonson, University of Michigan, will speak on Similarities and Differences in Standards of Accrediting. Dean M. E. Haggerty, University of Minnesota, will give a discussion of the present situation as to standardizing tests for high schools and suggestions as to a program of procedure. Mr. Harold L. Camp, assistant high school visitor, University of Illinois, will report on Some Results now Available in Different States. A general discussion will follow.

At the second session, Wednesday afternoon, March 1, 2 P.M., Mr. Clarence D. Kingsley, supervisor of secondary education in Massachusetts, will present *The Problem of High-School Buildings*. The roundtable discussion will be led by Professor Thomas Lloyd Jones, University of Wisconsin. A business meeting will follow.

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

THE SOCIETY OF COLLEGE TEACHERS OF EDUCATION will hold meetings on Monday, Tuesday, and Wednesday afternoons, February 27-28; and March 1, in the Ball Room of the Auditorium Hotel. *Progress and Present Status in the Scientific Study of Education* is the general topic for the Monday afternoon session. Dr. S. S. Colvin, of Brown University, will discuss *Mental Tests*. The discussion will be led by Dr. F. N. Freeman, Chicago University. Dr. H. O. Rugg, Columbia University, will talk on *Statistical Method*; Dr. B. R. Buckingham, Ohio State University, on *Subject Tests*; and Dr. W. C. Bagley, Columbia University, on *Educational Determinism*.

College Instruction in Education will be the topic of the second session February 28, 2:30 P.M. Dr. W. H. Kilpatrick, Columbia University, will discuss *The Place of the Project Method in College Courses in Education*. Dr. L. O. Cummings, Harvard University, will present *The Case for the Case Method*. The discussion will be led by Mr. Harlan Updegraff, University of Pennsylvania. Dr. Raymond W. Sies, University of Kentucky, will speak on *The Needs of the Educational Practitioner*. A business meeting will follow.

The Organization of College Departments of Education will be the topic of the third session, Wednesday, March 1, at 2:30 P.M. Dr. J. W. Withers, New York University, will speak on *The Distribution of Functions of College Departments of Education and of Normal and Training Schools*. The discussion will be led by Dr. Livingston C. Lord, Charleston, Illinois. Dr. M. E. Haggerty, University of Minnesota, will speak on *The Relations of Departments of Education to Other Departments of the College or University*. Dr. W. S. Gray, University of Chicago, will speak on *Standards for Professional Approval*. Dr. George D. Strayer, Columbia University, will talk on *The Relations of College Departments of Education to State and City School Systems*.

The officers are: president, Dr. Alexander Inglis, Harvard University, Cambridge, Massachusetts; secretary, Dr. Florence E. Bamberger, Johns Hopkins University, Baltimore, Maryland.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION will hold two sessions Saturday evening, February 25 and Tuesday evening, February 28, in

the Elizabethan Room, Congress Hotel. At the Saturday evening meeting Dr. S. S. Colvin, Brown University, will speak on *The Nature and Uses of Mental Tests of the Linguistic Type*; Dr. H. O. Rugg, Lincoln School of Teachers' College, Columbia University, on *The Statistical Aspect of Testing*; Dr. B. R. Buckingham, Ohio State University, on *The Functions of Bureaus of Educational Measurements*. A business meeting will follow.

Joint meeting with Department of Superintendence in the Auditorium Theater, Tuesday evening, February 28, Dean H. W. Holmes, Harvard University, will speak on *The Promotion of Gifted Children*. Dr. C. S.



THIS MONUMENT to the memory of George Washington is a fitting expression of the appreciation of a grateful people. Reaching far above the city, it is a landmark that visitors to the National capital come quickly to rely upon. *THE JOURNAL* publishes this etching through the courtesy of the artist, Ruel P. Tolman, of the Smithsonian Institution.

Berry, University of Michigan, will talk on *The Classification of 10,000 First Grade Detroit Children by Mental Tests*. Miss Bessie L. Gambrill, State Normal School, Trenton, New Jersey, will speak on *Intelligence Tests of Normal School Students*. Miss Agnes Rogers, Goucher College, Baltimore, Maryland, will talk on *Intelligence Tests in Women's Colleges*.

The officers are: president, Dr. F. J. Kelly, University of Kansas, Lawrence, Kansas; secretary, Dr. Guy M. Whipple, University of Michigan, Ann Arbor, Michigan.

THE AMERICAN HOME ECONOMICS ASSOCIATION will hold two sessions in Chicago on February 28 and March 1,

1922, in the Red Room, Hotel La Salle, and a third session, March 2, at the University of Chicago. At the Tuesday morning session, at 10:00 A.M., *Nutrition of Children* will be the topic. Miss Amy L. Daniels, University of Iowa, will speak on *The Feeding and Physiology of Children*, followed by questions and discussions from the floor. Miss Lydia J. Roberts, University of Chicago, will speak on *Nutrition Work with Elementary and Secondary School Pupils*, followed by five-minute reports of classroom work in nutrition.

Tuesday afternoon, trips will be made to industrial establishments, clinics, penny lunches, and other special activities, and an inspection of exhibits of public-school work will be made.

On Wednesday, March 1, 10:00 A.M., an open meeting will be held under the auspices of the Teaching Section, with Miss Jenny H. Snow, supervisor of household arts, Chicago, presiding. *A Basis for Forming Home Economics Courses* is the general topic. Miss Stella Vincent will speak on *A Psychologist's Viewpoint*. Miss Emma Conley, Department of Education, New York State, Anna Richardson, Federal board for vocational education, Mrs. Helen T. Wooley, Merrill-Palmer School, Detroit, Miss Mabel T. Wellman, Indiana University, will lead in the discussion.

Wednesday afternoon, there will be trips and inspection of exhibits and Wednesday evening, dinner at The Chicago College Club.

At the third session, Thursday, March 2, Miss Minna C. Denton, assistant chief of home economics, U. S. Department of Agriculture, will speak on *What the Office of Home Economics is Doing for Secondary Schools*. A presentation of clothing tests with practical demonstrations with elementary and high-school pupils will be given by Miss Mabel Trilling, of the University of Chicago, Miss Florence Williams, supervisor in Richmond, Indiana, and Miss Adah Hess, acting State supervisor of home economics education in Illinois. A like presentation of food tests will be given by Helen Goodspeed, State supervisor of vocational home economics in Wisconsin.

The officers are: president, Mary E. Sweeny, University of Kentucky, Lexington, Kentucky; secretary, Alice F. Blood, Simmons College, Boston, Massachusetts.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS will hold two meetings in the Cameo Room, Morrison Hotel, Chicago, on February 28 and March 1. *The Professional Status of the Elementary School Principalship* is the general topic of the first session, Tuesday afternoon, February 28. President Leonard Power, Port Arthur, Texas, will speak on *Some Objectives of the Department of Elementary School Principals*. Dr. David B. Corson, superintendent of schools, Newark, N. J., will

discuss The Elementary School Principalship from the Viewpoint of the Superintendent. Mr. Fred H. Hunter, superintendent of schools, Oakland, California, Dr. William M. Davidson, superintendent of schools, Pittsburgh, Pennsylvania, and Mr. Edward N. Stitt, district superintendent, New York City, will take part in the discussion to follow.

The Elementary School in its Social Setting will be the theme of the second session, Wednesday afternoon, March 1. Ide G. Sargeant, principal of School No. 10, Paterson, N. J., will talk on Developing the School as a Social Unit. William Wade Walters, principal of the Ashland School, St. Louis, Mo., will speak on The Socialized Recitation as a Problem in the Elementary School. Elizabeth Dolan, principal of the Mark Twain School, Kansas City, Mo., will speak on The Relation of the Public Library to the Public Elementary School. Olive M. Jones, principal of the Probationary School No. 120, New York City, will discuss Juvenile Delinquency as a Social Problem of the Elementary School. Thomas Agnew, Jr., principal of the Horace Mann School, Bayonne, N. J., will talk on Socializing the Elementary School Course of Study. Thomas Alexander will speak on Social Forces Within the Elementary School.

The officers are: president, Leonard Power, principal of the Franklin School, Port Arthur, Texas; corresponding secretary, John L. Bracken, principal U. S. Grant School, Duluth, Minn.

CITY TRAINING SCHOOL SECTION will hold two meetings in the East Room, Hotel La Salle, on Monday and Tuesday afternoons, February 27 and 28. A strong program has been prepared. The officers are: chairman, Ambrose L. Suhrie, dean of school of education, Cleveland, Ohio; secretary, Mr. Edward E. Hill, head of department of Social Science, Chicago Normal College, Chicago, Illinois.

NATIONAL ASSOCIATION OF DIRECTORS of Educational Research will hold meetings in the Gold Room, Congress Hotel, Chicago, afternoons of February 28, March 1 and 2, and in the Florentine Room, Congress Hotel, Thursday evening, March 2. Interesting programs have been prepared. The officers are: president, Dr. Harold O. Rugg, Teachers College, Columbia University, New York, N. Y.; secretary, Dr. E. J. Ashbaugh, University of Iowa, Iowa City, Iowa.

NATIONAL ASSOCIATION OF SECONDARY School Principals will hold sessions in the Red Room of Hotel La Salle, Chicago, the afternoons of February 27 and 28 and March 1 and 2.

The subjects for consideration will be: 1. Fundamental Responsibilities of a Principal, 2. Democratized Procedure, 3. What Next in Secondary Education? 4. Round Ta-

ble 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: president, 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.

NOTES and ANNOUNCEMENTS

MEETINGS AT CHICAGO— All State Directors in attendance at the Chicago meeting will have a conference to discuss plans for the Boston meeting. The time and place will be announced in the official program.

ALL OFFICERS of departments of the Association in attendance at Chicago will meet to consider the programs for the departments and the general sessions of the Boston meeting. Time and place will be given in the official program.

THE TIME AND PLACE of the meeting of the Executive Committee of the Association will be announced in the official program of the Department of Superintendence.

RAILROAD ARRANGEMENTS—The railroads of the country are granting a special round-trip rate for the meetings of the Department of Superintendence and allied associations at Chicago. Round-trip tickets will be sold at the rate of one and a half fares. To obtain this special rate members must present Identification Certificates to the ticket agent.

Obtain these Identification Certificates from the State Directors of the Association, from Mr. S. D. Shankland, secretary of the Department of Superintendence, Andrews Institute for Girls, Wiloughby, Ohio; or from the Secretary of the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. Identification Certificates must be signed in the presence of the ticket agent.

It will be possible to purchase round-trip tickets from every point in the

THE HARVARD DINNER will be held Wednesday, March 1, at 6 P.M. Place to be announced later. Reservations may be made by addressing Dr. Henry W. Holmes, Dean of the Graduate School of Education, Harvard University, Cambridge, Massachusetts.

THE ALUMNI of Indiana University will hold their annual dinner in the Congress Hotel February 28, 1922. President W. L. Bryan will be the principal speaker. Reservations should be sent to Frank H. Levell, Alumni Secretary, Bloomington, Indiana, enclosing \$2.50 per plate.

United States. The tickets will be on sale giving ample time to reach Chicago in time for the opening of the program. It may be well to speak to the ticket agent a week or ten days before date of purchase, so that if he is not already supplied with round-trip tickets, he can make the necessary arrangements for them.

OTHER ANNOUNCEMENTS— Registration Headquarters will be in the Congress Hotel.

MAIL SENT TO MEMBERS in attendance during the Chicago meetings should be addressed, Care N. E. A. Postoffice, Headquarters Department of Superintendence, Chicago, Illinois.

A CLEARING-HOUSE for tickets to breakfasts, luncheons, dinners, and other special occasions will be maintained at Registration Headquarters.

THE METHOD of nominating officers for the Department of Superintendence will be explained in the official program.

HOTEL RESERVATIONS should be made through Mr. M. G. Hogge, chairman of the Housing Committee, 650 South Clark Street, Chicago, Illinois.

THE EDUCATIONAL RESEARCH COMMITTEE of the Commonwealth Fund announces that there should be more appeals for financial aid in promoting important research projects. Persons having in mind definite projects for which they can submit a well-considered budget should write Dr. Samuel P. Capen, Director, 818 Connecticut Avenue, Washington, D. C.

IN THE FIELD

COLORADO is conducting a campaign for one-hundred per cent enrolment in the National Education Association. State Director, H. B. Smith, is confident of success.

THE STATE OF WYOMING reports a lively campaign for the enrolment of all the teachers of the State in the National Education Association. Superintendent A. A. Slade, of Casper, is State Director.

THE OFFICERS of the Cincinnati Association of Public School Teachers are:

Anna Lockwood Peterson, president; M. B. Wooten, first vice-president; Clara Dauman, second vice-president; Augusta E. Benninger, third vice-president; Essie Arey, secretary; May S. Connor, corresponding secretary; and H. G. Richter, treasurer.

THE PARENT-TEACHER ASSOCIATION of the State of Washington has assumed the responsibility for initiating a measure requiring thirty dollars State aid per census child to which will be added ten dollars from county funds.

PRESIDENT FRANK AYDELOTTE, of Swarthmore College, has been elected a member of the Board of trustees of the Carnegie Foundation for the Advancement of Teaching. He succeeds Arthur Thwing Hadley, former president of Yale, resigned.

THE WASHINGTON EDUCATION ASSOCIATION has pledged its support to the "thirty-ten" plan of school support, to a State board of education charged with electing the State superintendent, to the county-unit system, and to just tenure and retirement laws.

A REVISION OF THE SCHOOL HISTORIES of the United States and Canada with a view to promoting mutual goodwill is proposed in a resolution submitted by Supt. Frank B. Cooper, of Seattle, and adopted by the Representative Assembly of the Washington Education Association.

THE NATIONAL KINDERGARTEN ASSOCIATION at its meeting in December reelected the following officers: president, Major Bradley Martin; treasurer, Mr. Julian M. Gerard; corresponding secretary, Miss Bessie Locke. The association's headquarters are at 8 West 40th Street, New York City.

LOWER PRICES, rather than diminished quantities, are responsible for the three billion dollars decline in the value of American foreign trade in the last fiscal year, as compared with the immediately preceding year is the opinion of Dr. Julius Klein in his first annual report as Director of the Bureau of Foreign and Domestic Commerce of the Department of Commerce.

COLUMBIA UNIVERSITY has planned a building program which will require an expenditure of several million dollars. Work is to begin at once on a faculty house to cost a quarter of a million.

A CHEST CLINIC was conducted at the meeting of the Wisconsin State Teachers' Association by the State Anti-tuberculosis Association as a means of demonstrating the importance of physical examination for teachers and children.

JAMES NOBLE RULE, National Director of the Junior American Red Cross for the past two years, resigned recently to become director of science in the public schools of Pennsylvania. Arthur W. Dunn, formerly assistant director, succeeded Mr. Rule as director on November 16.

THE OMAHA (NEBRASKA) SCHOOL FORUM, which is affiliated with the National Education Association, publishes an attractive quarterly.

THE NOVEMBER-DECEMBER number of *School Music*, a magazine for music teachers, published at Keokuk, Iowa, contains a full report of the Des Moines meeting of the Music Department of the National Education Association.

MANUAL TRAINING MAGAZINE, published monthly by the Manual Arts Press, Peoria, Illinois, at \$1.50 per year, contains practical suggestions for teachers of manual training.

MISS LUCIA R. BRIGGS was inaugurated president of Milwaukee-Downer College on September 28, 1921.

RADCLIFFE AND VASSAR colleges have each begun campaigns to raise \$3,000,000.

THE NATIONAL GEOGRAPHIC SOCIETY announces that it will continue its weekly Geographic News Bulletins, charging a fee of twenty-five cents per school year. This service was started during the war, the bulletins being printed by the National Geographic Society and franked out by the Bureau of Education. Restrictions on the franking privilege make it necessary for the Society to pay postage on the bulletins.

DR. R. B. VON KLEINSMID has resigned the presidency of the University of Arizona to become president of the University of Southern California.

THE AMERICAN ASSOCIATION OF COLLEGES met in Chicago January 12 to 14, 1921.

THE NATIONAL CONVOCATION of Universities and Colleges on Disarmament, which met in Chicago the week of November 13, 1921, affected a permanent organization for obtaining student and faculty expression on problems of international relations. Dr. Robert L. Kelley, secretary of the Council of Church Boards of Education, was selected as the head of this permanent organization.

WORKERS for consolidated schools will be interested in a new book, *Rural*

The Supreme Task

By HENRY LOUIS SMITH, President

Washington and Lee University, Lexington, Va.

THE RIGHT training of all its future citizens is the supreme task of a Christian democracy, the test and measure of its civilization, the highest and most fruitful of all its manifold activities—its most complex and difficult problem, its most inspiring and limitless opportunity.

Let but one single generation of American boys and girls be rightly trained in body, mind, and spirit, in knowledge and love and unselfishness, and all the knotty problems of our American life, social, economic and political, would be far on the road toward complete solution. Let the training of but one generation be wholly neglected, and our civilization, losing its art, science, literature, and religion, would be far on the road to primeval savagery.

The right training of the young is the spiritual reproduction of the race, the flower of a nation's civilization, the supreme test and most accurate measure of its wisdom and culture, the highest and most fruitful form of all human activity.—From an address before the South Carolina Teachers' Convention.

Community Organization, by Dr. Augustus W. Hayes, assistant professor of Sociology in Tulane University. Copies may be had postpaid for \$1.60 from the Chicago University Press, Chicago, Ill.

Most of the three hundred sixty-five teachers in the public schools of greater New York, who were married during the last summer vacation, are continuing to teach.

THE EDUCATIONAL ASSOCIATION of Western Pennsylvania has elected as its first woman president Miss Carmalt, of the faculty of the University of Pittsburgh.

THE CITIZENS EDUCATIONAL ASSOCIATION of South Carolina was recently organized at Spartanburg, with the slogan, "South Carolina wants the best there is, and can pay for it."

OWING to the low prices of farm products taxes are in arrears in several sections of the country. In the absence of funds, school boards are paying teachers in warrants, which in some cases must be cashed at a discount.

MR. H. E. STAHL, State Director for the National Education Association in Delaware, formerly superintendent of schools, Seaford, Delaware, began work as Director of Research in Education in the office of the State Board of Education at Dover, Delaware, on January 3, 1922.

MORE THAN 8,000,000 children in the United States attend one- and two-teacher rural schools, located in 210,000 buildings, mostly of the box-car type.

THE ALABAMA EDUCATION ASSOCIATION is now working on a program to be presented to the State legislature in 1923.

THE COST of educating a child in the United States ranges from \$85 in Mississippi to \$1156 in Montana, making an average cost for the country of \$359, based on 1918 statistics.

A RESOLUTION adopted at the recent meeting of the Missouri State Teachers' Association calls for a State school library inspector in the State Department of Public Instruction.

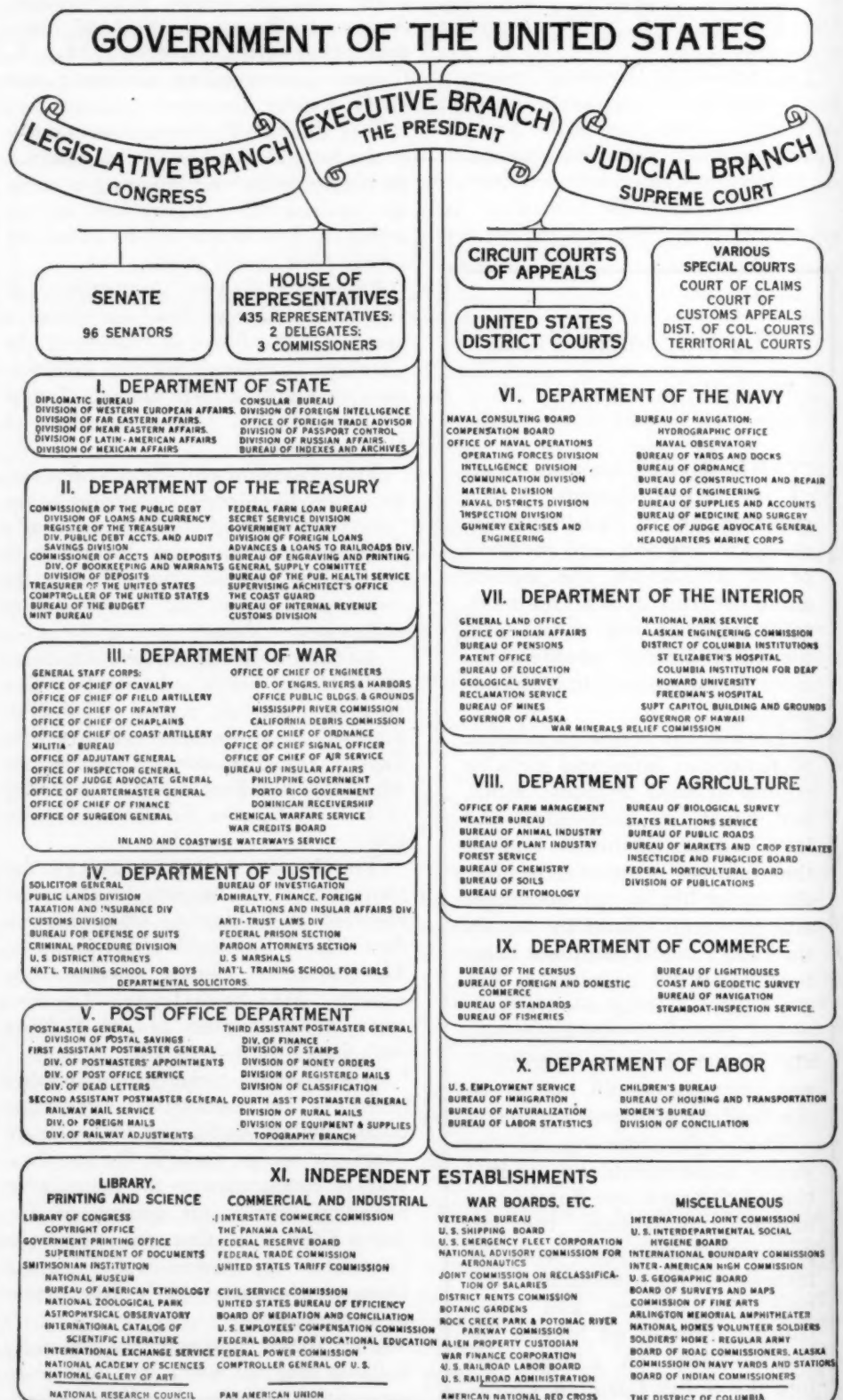
SCHOOL ADMINISTRATION in city school systems ranging in size from 5000 to 30,000 is discussed in *City School Circular No. 5*, which may be had from the Bureau of Education, Washington, D. C.

THE PENNSYLVANIA STATE LEGISLATURE in 1919 passed a law providing free scholarships—at least one scholarship to each county—to graduates of secondary schools who desire a college education. Each scholarship amounts to \$400. The State Board of Education

appoints the candidates by competitive examination. As a result of the examination held in May, 1921, 78 State scholarships have been awarded.

EDUCATION SERVICE, Chamber of Commerce of the United States, Washington, D. C., has for its program five pamphlets under the general title, *The Schools of Your City*: 1. The General

Situation (already distributed); 2. Buildings and Equipment (just issued); 3. Health and Physical Education; 4. The Teacher; 5. Laws and Administration. A pamphlet on rural schools will also be issued. A valuable chart accompanies the pamphlet Buildings and Equipment. Address John Ihlder, Manager, Civic Development Department.



THIS CHART, drawn by Mr. W. I. Swanton, of the Reclamation Service, shows the arrangement of Government activities in October, 1921.

HARVARD UNIVERSITY is trying a novel method of enabling students to fix historical data in their minds, by having them sing songs which were popular at the period under consideration. For example, when the class reaches the subject of the Boston tea party, airs that were popular at that time will be sung.

JOSEPH SWAIN, former president of Swarthmore College, has been appointed a member of the State Council of Education of Pennsylvania by Governor William C. Sproul to succeed Edward W. Bok, resigned.

STUDENTS may enter the University of California from high school with music as a major subject, according to arrangements that have been made between the State Board of Education and the university.

TEACHERS' rest rooms will be provided in all new public school buildings of New York City.

A DRIVE for membership in the National Education Association is under way in New Jersey. Thomas Agnew, principal of the Horace Mann School, Bayonne, is State Director.

ABRAHAM LINCOLN, John Drinkwater's play, has had a continuous run of 800 nights in a London theater.

THE DECEMBER number of *The Mississippi Educational Advance* is a special legislative number. It contains a list of all State officers, including members of the legislature and pictures of Governor Russell and other leaders in the State government.

MARRIED WOMEN AS TEACHERS, by Mrs. Mary D. Bradford, is the subject of the leading article in the *Journal of Education* for December 22, 1921.

THE FINANCIAL CAMPAIGN of Washington and Lee University, Lexington, Va., reports a total of unconditional subscribers amounting to \$748,394, of which \$282,273 is actually paid in. Washington and Lee University is planning a School of Journalism to be named for Robert E. Lee. The campaign for \$250,000 was launched on General Lee's birthday, January, 1922.

DR. W. N. HAILMANN, of Pasadena, California, who joined the Association in 1879, passed away at his home, May 13, 1920, in his eighty-third year, having been in educational work until five weeks before his death. Dr. Hailmann was one of the first to introduce Froebel kindergarten ideals in the United States.

THE APPOINTMENT of State and county superintendents by lay boards is called for in a resolution of the Texas State Teachers' Association.

A UNIQUE METHOD of fixing the salary of the State superintendent is urged in a resolution of the Texas State Teachers' Association, which proposes that the salary be fixed each year at a sum not lower than the average paid city superintendents in the five largest cities of the State.

THE MONTANA STATE TEACHERS' ASSOCIATION has adopted a new constitution which puts the association on a representative basis and provides for the employment of a full-time secretary. This constitution goes into effect September 1, 1922.

IN THE DEATH of Mr. Volney Underhill, of the Chicago Public Schools, on

August 30, 1921, the Association lost one of its long-time members, Mr. Underhill having joined in 1893.

MRS. SALOME CUTLER FAIRCHILD, an early leader in the movement for the professional training of librarians and wife of Dr. Milton Fairchild, director of the National Institution for Moral Instruction, died in Washington late in December.

STATE MAINTENANCE FOR TEACHERS IN TRAINING is the comprehensive statement of this important phase of teacher-training by Walter Scott Herzog. The book is published by Warwick and York, Baltimore, Md. \$1.60.

Recruiting Men for Education

WITHOUT ANY LACK of appreciation for the indispensable service of women in the practice of the profession of education, there is properly a feeling that the failure of the profession to recruit a larger number of men should be taken into account and carefully studied. This feeling was vigorously expressed by the members of Phi Delta Kappa—a fraternity devoted to the promotion of research, service, and leadership in the field of education—in response to a questionnaire sent out by its executive committee asking for suggested problems for investigation. Accordingly, three questions were sent to seventeen hundred representative members. The first of these questions sought the reasons why more of the most capable young men who graduate from high school do not prepare for life careers in education. The other two questions sought to discover what the fraternity and its members might do to promote enlistment in the professional army. The following article is an analysis of several hundred replies to the first question. The answers were tabulated by Dr. William S. Gray, dean of college of education of the University of Chicago, and Guy M. Hoyt, a graduate student. They were first published in the Phi Delta Kappan and are here reprinted by the courteous permission of the editor.

WHAT IN YOUR JUDGMENT are the Important Reasons Why More of the Most Capable Young Men Who Graduate From High Schools Do Not Prepare for Life Careers in Education?—The an-

swers which were received differed widely, as was expected. It was possible, however, to group the answers under ten headings. These general answers, together with their frequencies, appear in the table which follows:

Inadequate salaries.....	184
Lack of respect for education as a profession	163
Peculiarities and defects in the profession	102
High-school pupils not informed.....	77
Lack of permanence of position.....	69
Defects of those in the profession.....	52
Defects in attitudes and qualities of high-school students.....	38
Lack of respect for those in the profession	19
High-school students misinformed.....	13
Pressure of immediate economic demand	10

The full significance of the statements contained in the table can be secured only through an analysis of the answers which were submitted. In the discussions which follow an attempt is made to present a detailed summary of the answers relating to each explanation. Because of the varied character of the answers it seemed advisable to present the summary for each of the first three statements in tabular form, showing the number of persons who emphasized each of the various points.

Inadequate Salaries—In view of the present economic situation it was in harmony with natural expectation to find inadequate salaries mentioned most frequently. An analysis of the answers which were submitted resulted in the following list of explanatory statements:

Salaries paid not commensurate with ability and preparation required.....	121
Business and professional careers more attractive financially.....	22
Current emphasis in society on large financial success.....	19

Inadequate increase with length and efficiency of service to provide the standards of living demanded by aggressive men.....	7
Initial and terminal salaries too low....	6
Instability of salaries.....	3
Power and influence accompanying wealth lacking.....	2
People in the profession are unable to accumulate.....	2
Little or no opportunity to become independent financially.....	2

The explanatory statements concerning inadequate salaries make it clear that careers are much more attractive financially in other fields than in education. It is also evident that one of two steps must be taken: either the salaries paid in education must be commensurate with the ability and preparation required or equally strong motives of another character must be found for inducing young men to enter education.

Lack of Respect for Education—The criticism contained in this statement is very serious. An analysis of the answers which were submitted revealed some of the reasons for the current critical attitude toward education as a profession:

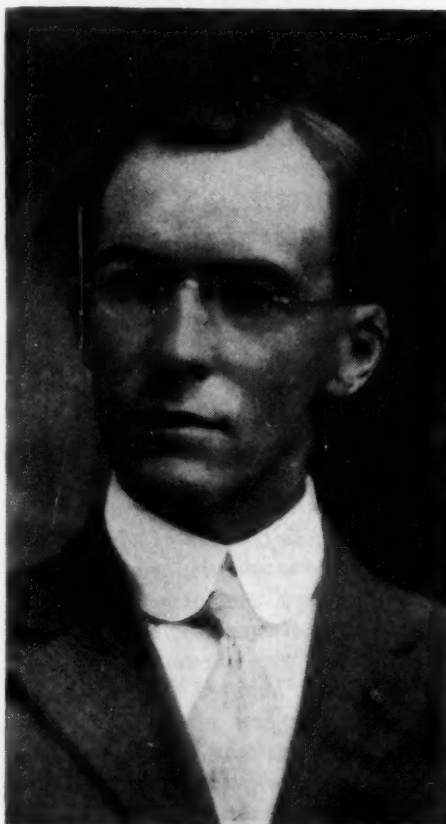
Considered a woman's job.....	83
Lacks respect and dignity of other professions.....	28
Public does not respect leadership in education.....	21
Not yet recognized as a profession.....	16
Considered merely as a stepping stone....	6
Critical attitude of many communities toward schools.....	6
Futility of older educational ideals and inadequate foundation in science of the newer technique.....	1

The explanations which are listed may be summarized in two significant statements: First, education is considered as a woman's job and does not make a strong appeal to capable, ambitious young men. The remedy for this situation lies in the development of vigorous leadership in education of a type which will appeal to the most ambitious youth. Secondly, education is not recognized as a highly respected science. The remedy for this difficulty lies in thoroughly scientific work both in the field and in the laboratory which will command the genuine respect of men in all fields.

Peculiarities and Defects in the Profession—Closely associated with lack of respect for education as a profession are numerous statements of peculiarities and defects in the profession. The following are typical and indicate some of the lines along which constructive effort is very necessary:

Opportunities for social and political activities limited.....	28
Failure to rate teachers on the basis of preparation.....	9

Inadequate standards of admission.....	6
Job does not require or challenge strong men in many cases.....	6
Not strongly enough organized to attract	5
Inadequate standards of preparation and inadequate recognition given to training	5
Poor teaching.....	5
Administration imposes restrictions on freedom of thought and activity.....	5
Frequently too difficult and exacting....	5
Not a full-time job.....	4
Positions depend too much on politics....	4
Not enough men in profession to attract young men.....	4
Petty annoyances.....	4
Indefiniteness and wordiness in education courses.....	3
Failure to promote on basis of merit.....	3
Ethics of profession restricts individual freedom of action.....	1



RADFORD TERRELL ELLIS, full-time secretary of the Texas State Teachers' Association since November, 1916, is also editor of the *Texas Outlook*.

Remoteness from industrial and commercial activities.....	1
Too few large jobs at the top.....	1
Too much petty supervision.....	1
Lacks opportunity for self-display and fame.....	1

Defects of Those in the Profession—

A surprisingly large number of answers contained critical statements concerning those in the profession. Some of these statements are quoted at this point in the order of their frequency. Teachers fail to show disposition and character which attract; teachers are theoretical rather than practical; teachers lack well-

developed professional spirit; teachers frequently fail to measure up to the ideals of young people who are ambitious; too few thoroughly trained men in teaching positions; many teachers fail to recognize the importance of the profession and do not recruit capable men into it. It is apparent that remedial steps for these conditions must include a more deliberate selection of teachers in the future and a personal effort on the part of each one in the profession to overcome relevant defects and peculiarities.

High-School Pupils Not Informed—

Seventy-seven members of the fraternity stated in one form or another that high-school pupils are not adequately informed in regard to the opportunities for careers in education. Some of the statements which were included follow: Lack of information and adequate publicity concerning the profession (33); teachers give evidence of dissatisfaction and even discourage young men from selecting teaching as a profession (19); opportunities for social service not emphasized (7); education never discussed as a field of heroic service (6); teachers seldom urge young men to enter the profession (7); young men are not informed of better salaried positions (4); teaching seldom described to high-school students as a man's job (1). It is apparent that some of the difficulties emphasized in these statements can be eliminated through concerted effort on the part of high-school principals.

Lack of Permanence—Sixty-nine members of the fraternity emphasized lack of permanence as an explanation for the selection of teaching as a profession by so few capable young men. Of this number forty-six referred to the insecurity of teaching positions under present conditions. Other explanations which were suggested: At the mercy of politicians; frequent change of residence necessary; unable to establish a permanent home; no promising outlook; no future after forty years of age; few tenure laws. In attempting to make the profession more attractive it is apparent that problems relating to tenure must be seriously considered.

Defects in Qualities and Attitudes of High-School Pupils—We would not be justified in expecting all capable high-school pupils to possess the qualities and attitudes essential to success in teaching. Most of the explanations which were offered, however, emphasize defects which can be overcome largely through

CONFERENCE ON TOWNER-STERLING BILL

A MOST ENCOURAGING GROWTH in lay support of the Towner-Sterling bill was reported to the Legislative Commission of the Association at a conference in Washington on January 7th. Congressman Towner stated that the prospects of success were never so bright as they are now. Public sentiment is crystallizing throughout the country. One of the recent petitions to Congress for the passage of the bill was signed by 38,000 citizens. A lay organization of National scope has appropriated \$125,000 to be used in publicity for the measure during the present year and an annual appropriation of the same amount will be made until the provisions of the bill have been enacted into law. Another organization has launched on a National scale a "Minute-Man" campaign for the measure. The representatives of other lay organizations present at the Washington conference pledged continued and aggressive support and urged immediate effort to bring the bill to a vote.

The delay in having the Towner-Sterling bill reported out of Committee, which the enemies of the bill have attempted to interpret as a sign of failure, was clearly explained by Judge Towner. The reorganization of all Federal departments has been a part of President Harding's program. It would obviously have been discourteous to the administration to press a vote on the Towner-Sterling bill creating a Department of Education while Congress was expecting a report from the Joint Committee on the Reorganization of the Executive Departments, which would necessarily include a recommendation regarding the position education should occupy in the executive branch of the Government.

In the meantime, however, the friends of the Towner-Sterling bill have taken steps to protect the interests of education whatever may be the report of the Reorganization Committee. The strength of public sentiment in support of the highest recognition of education is clearly evidenced by the effective Nation-wide protest against the submergence of educational interests in any Executive Department. If the Reorganization Committee is to report at all during this session of Congress, it may be expected to do so within a short time. Action by this Committee would be a signal for the rallying of the friends of the Towner-Sterling bill to secure its enactment with such acceptable modifications as may be required to adapt it to the general plans recommended by the Reorganization Committee. Friends of education need have no fear that the plain intent of the bill will be sacrificed or compromised.

If the Reorganization Committee should fail to make a report, the Towner-Sterling bill will be pressed for passage in its original form. It was the unanimous opinion of the members of the Legislative Commission that the legislative program which has been repeatedly endorsed by the National Education Association and by the Department of Superintendence should be vigorously and loyally supported in coöperation with the other great National groups which are unitedly back of it. If satisfactory action is not secured during this session of Congress, efforts will be made to determine the attitude of every Senator and Congressman on the bill and the friends of the measure will carry the campaign for its support into the Congressional election next fall.

appropriate instruction. Ten explanatory statements in the order of their frequency follow: Lack of vision and spirit of service; see no thrilling experiences in teaching; dislike working with children; do not care to assume responsibilities involved; fail to see the importance of a life career; few are temperamentally fitted; dislike prospect of dealing with poor students; lack confidence in ability to handle a teaching position successfully; attitude warped by low level of teaching encountered; teaching not their idea of success.

High-School Students Misinformed—Closely associated with the defects in the qualities and attitudes of high-school pupils is the fact that they are frequently misinformed. Several sources of misinformation follow: The business world depreciates the value and status of teachers; teachers advise students to select *anything* else; newspapers emphasize the unattractive; exceptionally unattractive cases discourage many; apologetic attitude of teachers creates wrong impressions of the profession. To counterbalance such influences leaders in the profession must give publicity to the attractive phases of careers in education.

Lack of Respect for Those in the Profession—It has been mentioned frequently throughout the earlier discussions that there is lack of respect in many quarters for those in the teaching profession. Teachers are frequently considered unworthy examples for young people to imitate. The social status of teachers is very low in many communities. School men are frequently not credited with good business sense. Many parents are extremely critical of the character and work of teachers. All of these conditions do much to discourage ambitious, capable young men from entering the profession.

Pressure of Economic Demands—In some cases young men who might otherwise select teaching find it impossible to make the necessary preparation on account of the pressure of immediate economic demands. It is evident that we are confronted with a peculiar situation. In order to attain a position of leadership in education a great deal of money and time are necessary. Those who are so fortunate as to have these usually find more interesting and attractive opportunities in other fields. If we retain high standards of preparation we must make the salaries commensurate with the ability and preparation required.

(Concluded on page 81)

Illiteracy in the United States

This report of the Bureau of Census shows that the illiterate population of the United States, ten years of age or over, numbered 4,931,905 in 1920 as against 5,516,163 in 1910. These figures are somewhat smaller than those revealed when during the war statements made by candidates were confirmed by tests. In 1900 there were 6,180,069 illiterates; in 1890, 6,324,702; and in 1880, 6,239,958.

"Illiterate," as used by the Census Bureau, signifies inability to write any language.

Division and State	Population 10 years of age and over					
	1920			1910		
	Total	Illiterate		Total	Illiterate	
		Number	Per cent		Number	Per cent
United States	82,739,315	4,931,905	6.0	71,580,270	5,516,163	7.7
Geographic Divisions						
New England	5,945,989	289,700	4.9	5,330,914	280,806	5.3
Middle Atlantic	17,666,354	865,382	4.9	15,446,515	873,812	5.7
East North Central	17,130,786	495,470	2.9	14,568,949	491,850	3.4
West North Central	9,889,740	193,221	2.0	9,097,311	263,138	2.9
South Atlantic	10,513,447	1,212,942	11.5	9,012,826	1,444,294	16.0
East South Central	6,677,229	845,459	12.7	6,178,578	1,072,100	17.4
West South Central	7,739,536	773,637	10.0	6,394,043	845,604	13.2
Mountain Central	2,564,463	132,659	5.2	2,054,249	140,737	6.9
Pacific	4,611,771	123,435	2.7	3,496,885	103,822	3.0
New England						
Mine	621,233	20,240	3.3	603,893	24,554	4.1
New Hampshire	361,930	15,788	4.4	354,118	16,386	4.6
Vermont	284,472	8,488	3.0	289,128	10,806	3.7
Massachusetts	3,106,769	146,607	4.7	2,742,684	141,541	5.2
Rhode Island	483,788	31,312	6.5	440,065	33,854	7.7
Connecticut	1,087,797	67,265	6.2	901,026	53,665	6.0
Middle Atlantic						
New York	8,402,786	425,022	5.1	7,410,819	406,020	5.5
New Jersey	2,494,246	127,661	5.1	2,027,946	113,502	5.6
Pennsylvania	6,769,322	312,699	4.6	6,007,750	354,290	5.9
East North Central						
Ohio	4,624,456	131,006	2.8	3,848,747	124,774	3.2
Indiana	2,356,214	52,034	2.2	2,160,405	66,213	3.1
Illinois	5,184,943	173,987	3.4	4,493,734	168,294	3.7
Michigan	2,895,606	88,046	3.0	2,236,252	74,800	3.3
Wisconsin	2,069,567	50,397	2.4	1,829,811	57,769	3.2
West North Central						
Minnesota	1,877,132	34,487	1.8	1,628,635	49,336	3.0
Iowa	1,913,155	20,680	1.1	1,760,286	29,889	1.7
Missouri	2,737,771	83,403	3.0	2,594,600	111,116	4.3
North Dakota	470,210	9,937	2.1	424,730	13,070	3.1
South Dakota	482,195	8,109	1.7	443,466	12,750	2.9
Nebraska	1,012,552	13,784	1.4	924,032	18,009	1.9
Kansas	1,396,725	22,821	1.6	1,321,562	28,968	2.2
South Atlantic						
Delaware	178,930	10,508	5.9	163,080	13,240	8.1
Maryland	1,158,953	64,434	5.6	1,023,950	73,397	7.2
District of Columbia	377,295	10,509	2.8	279,088	13,812	4.9
Virginia	1,748,868	195,159	11.2	1,536,297	232,911	15.2
West Virginia	1,083,395	69,413	6.4	903,822	74,866	8.3
North Carolina	1,844,673	241,603	13.1	1,578,595	291,497	18.5
South Carolina	1,219,316	220,667	18.1	1,078,161	276,980	25.7
Georgia	2,150,230	328,838	15.3	1,885,111	389,775	20.7
Florida	751,787	71,811	9.6	564,722	77,816	13.8
East South Central						
Kentucky	1,837,434	155,014	8.4	1,722,644	208,084	12.1
Tennessee	1,770,762	182,629	10.3	1,621,179	221,071	13.6
Alabama	1,730,421	278,082	16.1	1,541,575	352,710	22.9
Mississippi	1,338,612	229,734	17.2	1,293,180	290,235	22.4
West South Central						
Arkansas	1,302,905	121,837	9.4	1,134,087	142,954	12.6
Louisiana	1,366,066	299,092	21.9	1,213,576	352,179	29.0
Oklahoma	1,513,951	56,864	3.8	1,197,476	67,567	5.6
Texas	3,556,614	295,844	8.3	2,848,904	282,904	9.9
Mountain						
Montana	421,443	9,544	2.3	303,551	14,457	4.8
Idaho	326,051	4,924	1.5	249,018	5,453	2.2
Wyoming	150,993	3,149	2.1	117,585	3,874	3.3
Colorado	747,485	24,208	3.2	640,846	23,780	3.7
New Mexico	267,595	41,637	15.6	240,990	48,697	20.2
Arizona	255,461	39,131	15.3	157,659	32,953	20.9
Utah	331,530	6,264	1.9	274,778	6,821	2.5
Nevada	63,905	3,802	5.9	69,822	4,702	6.7
Pacific						
Washington	1,101,929	18,526	1.7	933,556	18,416	2.0
Oregon	638,987	9,317	1.5	555,631	10,504	1.9
California	2,870,855	95,592	3.3	2,007,698	74,902	3.7

(Continued from page 79)

Summary—In concluding this section of the report the reasons why a larger number of capable young men do not prepare for careers in education are presented in four groups:

Group I—Relating to the profession itself	265
Lack of respect for education as a profession	163
Peculiarities and defects in the profession	102
Group II—Relating to salaries and tenure	253
Inadequate salaries	184
Lack of permanence	69
Group III—Relating to high-school students	138
Not informed	77
Defects in qualities and attitudes	38
Misinformed	13
Immediate economic demands	10
Group IV—Relating to those in the profession	71

Defects of those in the profession	52
Lack of respect for those in the profession	19

The summary indicates clearly that constructive steps must be organized along four general lines: The profession itself must be brought to a higher level of efficiency and respectability; salaries and tenure must be adjusted so as to secure permanency and compensation appropriate to the ability and preparation required; high-school students must be fully informed in regard to the opportunities for attractive careers in education; and those in the profession must take steps to overcome individual peculiarities, must take keener interest in their work and must become more scientific and effective in professional activities.

racy and must be maintained.—Editorial in *The Nebraska Teacher*.

THE LOGIC of the situation seems perfectly clear. The world is being tried as with fire. Society is in revolution. Our civilization is not only under indictment, it is fighting for very existence. Solution is not to be reached by local adjustment. Acceptance of international responsibility is unavoidable. Dogmatism and intolerance, whether National or individual, will be fatal. An informed citizenship—a citizenship imbued with the ideals of true democracy and that spirit and habit of service without which democracy cannot stand, is indispensable. It is a long struggle in which we are engaged. It is to the rising generation that the world must turn for help. It is to a youth trained to see clearly, to view broadly, to judge fairly, and to act fearlessly that we must look for better things.—From the inaugural address of President Livingston Farrand, of Cornell University, in *School and Society*.

EDUCATIONAL OPINION

COLLEGE TEACHING which does not set the student on fire intellectually fails to reach the first goal of higher education. To make college students intellectually keen about something worth while must always remain the chief obligation of the college. This obligation can be met only by having inspiring teaching in the classroom. College authorities charged with the responsibility of selecting instructors should place the value of teachers who have the enlarged elevating spirit in combination with the power to inspire in their students intellectual enthusiasm above all other considerations in college administration.—Editorial in *American Education*.

THERE MUST BE increasing professional activity on the part of teachers generally. The public has recognized to some degree the needs of the profession and will demand more from the teachers in the way of increased effectiveness resulting from increased preparation and wide experience. The more recent salary changes throughout the country recognize and reflect this feeling. These rewards are based upon preparation and merit.

The most potent factor after the organization has been perfected and the policies adopted and developed is the bringing of these facts to the attention of the public in compelling fashion. The

success of education in Detroit, in Michigan, and in the United States depends upon our ability to reach and convince the people of education's accomplishments and needs. This publicity will fall into disrepute with the people and fail in its purpose unless it is educational in nature, dignified in form, based upon solid fact, and free from self-interest.—Frank Cody, in *Detroit Educational Bulletin*.

MONEY FOR WAR OR FOR SCHOOLS—Professor Bogart, of the University of Illinois, has compiled figures to show that the direct cost of the world war was \$186,333,637,097, a figure too large for mortal man to grasp. The *New York Herald* has figured that the United States Government has from 150,000 to 200,000 superfluous employees on its payrolls. The cost of these employees to the taxpayers, at an average salary of \$150 a month, is about a million dollars a day.

It is true the schools are expensive; they take a lot of tax money. But there is hope that the schools will make wars impossible and waste in government expense less colossal. When the politicians in your community demand that the cost of the schools be reduced, just suggest that the costs of war and government be cut first. War and waste are in a large measure unnecessary. The schools are the foundation of our democ-

CONSOLIDATED SCHOOLS—One of the great problems with which the educationist in all countries has to contend is the inferiority of the educational opportunities afforded the boy or girl in the country, compared with those afforded the boy or girl in the towns. Under the system still most general this is, of course, inevitable. In large centers of population, where provision has to be made for educating considerable numbers of children, well-equipped school-houses and competent staffs can be provided. But, in a country district, where one room is ample accommodation for all the scholars who can attend, and one teacher constitutes the staff, the education must necessarily be of a very inferior kind.

In the United States, to an ever-increasing extent, this problem is being most satisfactorily solved with the help of the motor vehicle and the consolidated school. The modern rural school, as it appears today, in the middle western States, is a large, well-equipped building, surrounded by land sufficient to allow the laying out of football fields and baseball fields, with accommodation for other outdoor sports. The school building itself is capable of providing for all grammar grades and also a high school course, and it draws its attendance from a country district often as great as one hundred square miles. The children

are conveyed to and from school by means of motor busses, in less time than it used to take the country boys and girls to walk to their district schools. They are taught by a staff of teachers equal in training and general efficiency to those occupying similar positions in the towns, and they have the advantages of chemical laboratories, manual training rooms, gymnasiums, and all the features of modern education.

Very often the school is out in the open country, some distance from the nearest village, but well situated as regards roads, so as to be as accessible as possible to all parts of the districts which it serves. The rapidity with which the movement is spreading may be gauged from the fact that Indiana has already over 1000 consolidated schools, Iowa over 400, Ohio more than 900, while Minnesota, Colorado, and other adjacent States have several hundreds each. Indeed, throughout the Middle West, it is estimated that one consolidated school is being opened for each school day in the year.

One of the many advantages of the system is that it tends to prevent that steady drift to the towns, as characteristic of social development in the United States as in many other countries. The boy or girl with a desire for higher education is no longer obliged to go to the town in order to satisfy it, whilst the school house itself, with its ample accommodation for all manner of functions, tends to become a most welcome community center. The ubiquitous automobile makes it possible for farmers and their families, within a wide radius, to come to the school for lectures and all manner of social gatherings. Libraries are started and musical classes, and, very often, there is something practical or entertaining, or both, going on at the school house every night in the week. As one consolidated school will often take the place of twelve or more district schools, the cost of maintenance under the new scheme is no more than under the old.—*Christian Science Monitor*.

NOTHING IS SO important to all teachers as the maintenance at high pressure of the National Education Association.—Dr. A. E. Winship.

AT THE PRESENT TIME it would be difficult to name a single man who has come to high position in state, in church, or in any form of our public life—commercial, industrial, fi-

nancial, professional—who did not begin at or near the lowest rung of the economic and social ladder.—Nicholas Murray Butler, in *American Education*.

THE END and object of your existence should be work, or the legitimate employment of all your faculties—work for God, work for man, work in

the state of life in which it has pleased God to place you, for Him, for yourselves, for your fellow-men. Follow this as a first principle, and you will find how wonderfully, how satisfyingly, all pleasures will group themselves healthfully and helpfully about work.—*H. R. Haweis*.

SERVICE OF CITY AND NATION



Benjamin Franklin entering Philadelphia in 1723, penniless.

Instead of saying, "Something ought to be done," he said, "What can I do?"

Thus he became
"The most useful and industrious citizen that Philadelphia or America has ever known."

MAKERS OF AMERICAN IDEALS

Copyrighted National Child Welfare Association, 70 Fifth Avenue, New York City.

THIS is one of a series of twenty colored charts, each of which presents a man or woman who has made a significant contribution to American ideals.

Cantilever Stores

Cut this out for reference

Akron—11 Orpheum Arcade
 Albany—Hewitt's Silk Shop—15 N. Pearl St.
 Altoona—Bendheim's, 1302-11th Ave.
 Asheville—Anthony Bros.
 Atlanta—Carlton Shoe & Clo. Co.
 Austin—Carl H. Muelle
 Baltimore—325 N. Charles St.
 Battle Creek—Bahman'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.
 Cedar Rapids—The Killian Co.
 Charleston—J. F. Condon & Sons
 Charlotte—221 Piedmont Bldg.
 Chicago—30 E. Randolph St. (Room 502)
 Chicago—4750 Sheridan Rd. (Room 214)
 Cincinnati—The McAlpin Co.
 Cleveland—Granger-Powers, 1274 Euclid Av.
 Col. Springs—McEntire's, 10 N. Tejon St.
 Columbia, S. C.—Watson Shoe Co.
 Columbus, O.—The Union
 Dallas—Leon Kahn Shoe Co.
 Davenport—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 Ave.
 Easton—H. Mayer, 427 Northampton St.
 Elizabeth—Gigi'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
 Fall River—D. F. Sullivan
 Fitchburg—Wm. C. Goodwin
 Fort Dodge—Schill & Habenicht
 Galveston—Fellman's
 Grand Rapids—Herpolsheimer Co.
 Harrisburg—Orner'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 Ave.
 Johnstown, Pa.—Zang's
 Kansas City, Kan.—Nelson Shoe Co.
 Kansas City, Mo.—300 Altman Bldg.
 Knoxville—Spence Shoe Co.
 Lancaster, Pa.—Frey's, 3 E. King St.
 Lansing—F. N. Arbaugh Co.
 Lawrence, Mass.—G. H. Woodman
 Little Rock—Poe Shoe Co., 302 Main St.
 Los Angeles—505 N. Pantages Bldg.
 Louisville—Boston Shoe Co.
 Lowell—The Bon Marche
 McKeesport—Wm. F. Sullivan
 Meridian—Winner, Klein & Co.
 Milwaukee—Brouwer Shoe Co.
 Minneapolis—21 Eighth St., South
 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—897 Broad St. (opp. City Hall)
 New Britain—Sloan Bros.
 New Haven—153 Court St. (2nd floor)
 New Rochelle—Ware's
 New York—22 West 39th St.
 Norfolk—Ames & Brownley
 Oakland—205 Henshaw Bldg.
 Omaha—1708 Howard St.
 Passaic—Kroff'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
 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. Speike & Son
 Syracuse—136 S. Seneca St.
 Tacoma—Fidelity Bldg. (8th floor)
 Terre Haute—Otto C. Hornung
 Toledo—LaSalle & Koch Co.
 Trenton—H. M. Voorhees & Bro.
 Tulsa—Lyons' Shoe Store
 Waco—Davis-Smith Booterie
 Walla Walla—Gardner & Co.
 Waltham—Rufus Warren & Sons
 Washington—1319 F St.
 Waterbury—Reid & Hughes Co.
 Wheeling—Geo. R. Taylor Co.
 Wilkesbarre—M. F. Murray
 Winston-Salem—Clark-Westbrook Co.
 Worcester—J. C. MacInnes Co.
 Yakima—Kohls Shoe Co.
 York—The Bon Ton
 Youngstown—B. McManus Co.

Agencies in 248
 other cities



Feet that cry for comfort

SOMEWHERE, at some hour, the nerves of your feet seem to utter a little cry. As time goes on, the cry comes oftener and grows louder. It's a warning that fallen arches, backache, nerve-strain, headache may develop. It's a cry for comfort: *The comfort of Cantilever Shoes.*

To stand at ease, to step out gracefully, to be fresh and ready for joyous activity; to feel at best at all times, your feet need properly shaped shoes as much as your eyes crave good-looking shoes.

Your feet desire shoe arches that are flexible like their own arches. The flexible arch of the Cantilever Shoe improves circulation and permits strengthening exercise of foot-muscles. Cantilevers have no metal shank-piece concealed in the leather, as do ordinary shoes. Can-

tilevers lace up trimly and afford each arch the precise degree of support it needs. For weak arches that need correction, wear Cantilevers and see how quickly you improve.

Cantilever Shoes make it easier to shop, stand and walk without tiring so soon. Life becomes brighter and happier when your feet are comfortably cared for. It isn't as if you had to make a sacrifice for your comfort. Cantilever Shoes are not only beautifully comfortable, but they are good looking. Prices are reasonable.

Ask for a demonstration at the nearest dealer's. If none listed here is near you, write to the manufacturers, Morse & Burt Co., 10 Carlton Ave., Brooklyn, N. Y., for the address of a nearby dealer and an interesting booklet that explains why so many people have fallen arches.



Cantilever Shoe

Endorsed by Women's Colleges, Women's Clubs, Public Health Authorities, Physicians, Osteopaths, Directors of Physical Education, Editors, Stage Celebrities, and prominent women everywhere.

NEWEST BOOKS

Dunn's Community Civics

Two new books—one for city schools and the other for rural schools. The author is the foremost authority on teaching community civics.

O'Toole's Practical English for New Americans

A series of three books and teachers' manual by a phenomenally successful teacher of adult foreigners. They provide lessons in English and in Americanization.

Williamson's Problems in American Democracy

A book on sociology, economics, and political science for the use of high schools. Current problems are treated in the light of history and of American ideals.

D. C. Heath & Co., Publishers

Boston New York Chicago Atlanta San Francisco

Modern Applied Arithmetic

NEELY and KILLIUS

The work of two successful teachers in this phase of education, developed from actual experience. Each lesson centers around one life experience and is not made up of unrelated questions. Pupils solve one main problem. They use arithmetic because they *want to* rather than because they *must*.

Velumet, 70c. Cloth, \$1.00.

Topical Outlines of Geography

H. W. FAIRBANKS

The method of interest and enthusiasm—the problem method worked out in a manner that will cause the pupil to think rather than memorize his geography.

Bound in separate volumes,
also combined in two volumes

Prices, 40c to \$1.75

P. BLAKISTON'S SON & CO.

PUBLISHERS

PHILADELPHIA

Are you building

A large high school?
A large grammar school?
A small rural school?
Any kind of a school?

Are you considering cost of

Sites?
Grounds?
Construction?
Equipment?
Plumbing?
Heating?
Ventilation?

Do you want to know how other communities

Spend school funds?
Organize junior and senior high schools?
Dispose of departments?
Provide lunches?
Care for athletics?

Consult

DONOVAN: SCHOOL ARCHITECTURE; ITS PRINCIPLES AND PRACTICES

A book about American schools, their organization, plan of work, and how the architecture of the building may help them to accomplish greater results.

Buckram, quarto, size of page, 12½" x 9¼",
profusely illustrated, pages xx-724, \$20.00 net.

THE MACMILLAN COMPANY

New York
Boston

Atlanta
Chicago

Dallas
San Francisco

NORTH, EAST, SOUTH, AND WEST



Specifications and estimates gladly furnished. Write today to home office or nearest branch for further information.

You will find "Standard" electric time equipments in every corner of the United States, successfully meeting all the problems of the school program.

"Standard" electric time systems have been designed and built as a result of over 35 years' experience under actual school conditions.

All equipment thoroughly standardized, efficient, and reliable. Endorsed by hundreds of school officials and architects.



New Asheville, N. C., High School. William H. Lord, Architect. Completely equipped with "Standard" electric time system.

THE STANDARD ELECTRIC TIME COMPANY, Springfield, Mass.

BRANCHES:

261 Franklin Street, BOSTON 50 Church Street, NEW YORK 461 Market Street, SAN FRANCISCO 1361 Monadnock Bldg., CHICAGO
418 Brown-Marx Bldg., BIRMINGHAM 421 First Nat'l Bank Bldg., COLUMBUS 801 8th Street S. E., MINNEAPOLIS
See our Exhibit in Booths 10 and 11, Leiter Building, Chicago, Ill.

A Drive Through Beautiful Lincoln Park In Chicago

WHEN attending the convention of the Department of Superintendence in Chicago, drop in at Booths 59 and 60 of the McConnell Map Co. and we will arrange to drive you by automobile through beautiful Lincoln Park to our plant, where you can see how *McConnell-Made Maps* are produced. An intricate, interesting, and educational side trip will be arranged at your leisure.

Whenever in Chicago, call us up—we want you to see how maps are made.

McConnell-Made Maps, the product of 30 years' experience in scientific map making, are the lowest-priced maps made.

You can yourself determine their quality without cost. Sent anywhere on approval free. We pay shipping charges. Can a more liberal offer be made?

Look at your Maps. Are they
copyright by James McConnell?
It means quality.

McConnell Map Co.
213 Institute Place
CHICAGO

James McConnell personally
supervises the manufacture of
McCONNELL-MADE MAPS.

THE EXHIBITS—AN EDUCATION

Largest and Most Comprehensive Exhibition of School Equipment Ever Held

(If you are not attending the convention, read the last paragraph first.)

SUPERLATIVES are dull and inadequate in describing the unusual display of school equipment and supplies on exhibition at the Leiter Building, corner of State and Congress streets, during the convention of the Department of Superintendence.

Not Enough Room

One entire floor of over 35,000 square feet has been turned over to the exhibitors and this is not enough. Thirty thousand square feet more space has been secured, making the Chicago exhibit *more than twice as large as any previous demonstration*. This unprecedented activity on the part of the exhibitors presages even greater interest and enthusiasm by the visiting superintendents and their friends.

Cost and Value

The cost of preparing the things displayed will run over a million dollars, whereas the intrinsic value of the objects themselves will be many hundred thousand dollars.

Hundreds of school people attend the convention with the primary object of seeing the latest and best, and every one should at least drop in and look over the show.

Single Exhibit Cost \$450,000

Four hundred and fifty thousand dollars has been spent in the preparation of a single exhibit article—Compton's Pictured Encyclopedia, every word of which has been written since the war. These volumes have been prepared not only with the idea of making it useful to the exponent of the most modern methods of teaching, such as the socialized recitation and the problem project method, but also to actually *make* the child want to use it. Ten thousand dollars will be given away by this concern to National Education Association members only.

The World Book, so ably edited by Dr. M. V. O'Shea and which has met with official endorsements in twenty-one States; Pictured Knowledge, Dr. Calvin N. Kendall's last and greatest contribution to the coming generation; the International Encyclopedia, in its second and after-the-war edition; the world-renowned Encyclopedia Britannica, and

other highly valuable volumes are also on exhibition.

See Models of Atoms—and Solar Systems

In accordance with the recent researches of scientific men, there has been designed a model which shows how

changes the rotating system inside and why we have certain elements with certain atomic weights and many other interesting facts about the movement of bodies acted upon by the law of gravitation will actually be demonstrated. These new instruments will be shown to school men and is a part of what may be taught in the high schools and colleges, thus bringing technical information down to a plane that can be understood by all, so that these infinite or infinitesimal things may be made finite in size and real in performance, etc. The Welch Manufacturing Company always has an interesting and valuable display.

See the spinning dollar and investigate the cause of its spinning; witness the operation of the new Harmonic Motion Lantern Slide; and bring all your laboratory problems to the Central Scientific Company's booths where many new physic and chemistry projects will be available.

Dr. A. E. Winship says that "F. H. Wiese, whose genius has realized the ideal in laboratory furniture, belongs in the class with Herbert Spencer, who made science a universal school function." In the laboratory furniture list of exhibitions there are in addition to Mr. Wiese the Kewaunee Manufacturing Company, with its large and comprehensive line of products; the Leonard Peterson Company, and the E. W. A. Rowles Company.

Automatic Attendance Records

"Drive dull care away" is the theory of the International Time Recording Company, which believes that the enormous amount of time wasted by teachers in keeping attendance records can be done away with and the responsibility placed upon the child himself to keep his own record of attendance. Every superintendent should visit this exhibit.

The Standard Electric Time Company is planning an unusual and unique display. Among some of the special features of the equipment will be a seconds clock with sounder, useful in physical laboratory work; a convenient combination strap key and plug board, by which any room schedule can be quickly changed to any program desired without

(Continued on page A-34)

OFFICIAL CHICAGO

SCHOOL EXHIBIT

THE Chicago schools are noted for their work in developing the problem project method and the socialized recitation. Superintendent Peter Montensen of the Chicago schools announces that there will be ample opportunity for visiting superintendents and their friends to see the actual functioning of the problem project method and the socialized recitation during school hours. Automobiles will be provided and all are urged to register at the information desk in the Exhibit Hall (Leiter Building) for the trip.

School records and reports used in Chicago will be on display in booths 40-41, 48-49 at the Leiter Building. Assistant Superintendent A. B. Wight has prepared a careful and interesting demonstration.

In visual education, the Chicago schools rank very high, and William Dudley Hays, director of this work, will show exactly how it is carried on. He will use ten booths on the fourth floor of the Exhibit Hall (Leiter Building) and have children actually making slides and using visual equipment in correlation with regular school work.

planets rotate around the sun and how comets pass through the orbit of the solar system in elliptical paths. The way the electron units rotate within an atom and how radium explodes and how the exploding of an atom

It's easier to move the Miessner than to march the class



How a new idea in piano building is revolutionizing classroom music



IT is easier and more efficient to move a Miessner to a class than to march the class to the room where a cumbersome upright is kept. Time is not the only thing that is lost when a class is moved. Order and attention are temporarily forfeited in the environment of another room.

The Miessner is so light that two small boys can easily move it from one room to another. Two men can carry it up and down stairs. A separate music room is no longer a necessity.

This is one reason—vital to every teacher—why the Miessner is revolutionizing classroom music. This is but one of many reasons why more than 2,100 teachers are voicing their appreciation for this little piano in enthusiastic terms.

The Miessner is the original small piano, the exclusive product of the Jackson Piano Company. The result of many years of study of the small piano, it reveals an entirely new idea in piano building.

Where the ordinary upright fails

Through the use of shorter strings than are found in the ordinary upright, the Miessner attains a compactness that makes it really convenient for school use. It has the full seven-octave keyboard, and an action which eliminates the "springy" touch so prevalent among larger uprights.

Looking over its top while playing, the teacher can see the face of every pupil in the room. This makes for close per-

sonal contact between class and teacher—a thing almost impossible with the high upright.

The volume and the full rich resonance of its tone rival that of many grands. Thus a Miessner-accompanied singing hour is a real inspiration to the children.

The Miessner builders have achieved this tone by putting less tension on the strings. There is from 3½ to 5 tons less pull on Miessner strings than on those of the ordinary upright.

As a result the Miessner is unusually sturdy, and will need tuning less often than the average instrument. The sounding board will remain unwarped through many years of hard school usage.

10 days' free trial—Reduced prices to schools

Many of the most prominent school boards have sent in large additional orders for Miessners after a trial of one or two in their classrooms. That you may judge the Miessner for yourself—its convenience and clear beauty of tone—we will send it to you for a 10-day free trial in your own classroom.

Mail the coupon now for complete details of our free trial offer, and of the reduced price to schools that brings the cost of a Miessner to a sum lower than the cost of the ordinary upright.

5 reasons why the Miessner is revolutionizing classroom music

1. **Visibility**—The teacher can look over its top while playing, and see every pupil in the room.
2. **Portability**—Two small boys can move it from room to room.
3. **Durability**—Low tension stringing puts less strain on sounding board.
4. **Tone**—As full, rich, and beautiful as that of a grand.
5. **Low Price**—Costs less than an ordinary upright.

CLIP THIS COUPON AND MAIL TODAY

The Jackson Piano Company,
122 Reed Street, Milwaukee, Wisconsin.

Send me the Illustrated Miessner Catalog, complete details of your 10-day trial offer, and special price to schools.

Name

School

Position

City..... State.....

The Miessner will be at the National Education Association Convention, Leiter Building, Chicago, February 24 to March 2. Stop for a few minutes between meetings and see it.

The MIESSNER

The little piano with the big tone

THE JACKSON PIANO COMPANY

122 REED STREET, MILWAUKEE, WISCONSIN

(C) 1922, Jackson Piano Company

Originators and exclusive manufacturers of small pianos

Mention THE JOURNAL when writing our advertisers.

(Continued from page A-32)

the use of a screw driver; an electric time recorder for keeping card records of the teachers' and janitors' attendance; an electric time stamp useful in checking mail, bills, etc., and a new form of battery equipment consisting of six volt units which can be readily arranged in various combinations to secure the proper voltage desired. They are of a convenient form for handling, setting up in a small space and operating with absence of noxious fumes. The Times Systems Company with the Hahl Pneumatic Clock will demonstrate the features of this clock also.

The Business Laboratory

Modern office appliances are becoming more and more evident in our schools. No commercial department is complete without a business laboratory where the students may acquaint themselves with everything that an up-to-date office contains.

The booths of the Burroughs Adding Machine Company, which have always been the most beautiful exhibit of the convention; the Dick Mimeograph, which so greatly multiplies manpower; Felt and Tarrant, with their line of Comptometers; the new Speedograph or self-feeding Duplicator, which works without stencils; the Monroe Calculator, the Automatic Pencil Sharpener, and other exhibitors of their kind will be sure to attract unusual interest.

The New World

The war in addition to checking an already retarded school building program also put out of commission two-thirds of the school maps. As a consequence there will be an unusual interest evidenced by the superintendents—and the map merchants are promising the biggest and most up-to-date exhibit in their career. A. J. Nystrom, Rand McNally, Denoyer, Geppert, and McConnell Map Company have all made elaborate preparations for the entertainment of the visitors at their booths.

"Sit Still, Sad Heart, and Cease Reclining"

In order to make more possible "still sitters" in the school room the ingenuity and effort of many men have been focused upon the problem of school seating. Many are the new designs and varied are the colors of the latest products of the inventor in this line. Every school administrator should consult the directory of school furniture exhibitors on page A-42 of this magazine and visit each of these firms in order that he may

bring home with him full knowledge of the latest designs in this important school necessity.

The "Weigh" to Health

Weigh yourself and let the children weigh themselves. Be sure to visit the booths of the Continental Scale Company, Fairbanks, Morse & Co., and the Chicago Scale Company, where will be displayed complete lines of portable and stationary scales for schools. A large per cent of our children are suffering from malnutrition, and a "scale in every school" is one way to discover and cut down the enormous economic loss thus produced. Welfare workers and traveling school nurses are particularly interested in the light, compact and serviceable portable scales that will be on display.

Seeing and Believing

Visual education is rapidly assuming an important place in most school systems and no exhibit would be complete without a comprehensive display bearing on this subject.

Darkened rooms are no longer necessary for clear pictures, according to the exhibitors of the new daylight screen called the Translux. Among the well-known firms represented here will be the Keystone View Company, Bausch & Lomb, De Vry Corporation, Victor Animatograph, Zenith Projector, Better America Lecture Service, Society for Visual Education and others.

Back to Books and Fundamentals

The superintendent and school purchasing agent cannot fail to miss some of the many and varied lines of activity in the busy exhibit hall.

Primarily, however, he is there to learn of the new books available for use in his school—the latest methods of teaching; and the best charts, maps, and other school supplies such as gymnasium equipment, drawing materials, lockers, microscopes, pens, pencils, musical instruments, and similar equipment in which he is interested.

Many boards of education pay the traveling expenses of their superintendents and purchasing agents because they wish them to bring back specific recommendations for the equipment of new buildings and for changes in text-books. Consequently, the exhibit hall is usually filled with men and women investigating the various articles on display and taking detailed notes of the newest and most practical devices and texts.

The Vocational Emphasis

Yes, the American Woodworking Machinery Company, the Oliver Machinery Company, the Silver Manufacturing Company, North Bros., Simonds Manufacturing Company, and the Stanley Rule and Level Plant will have their demonstrations for those interested in vocational and manual training work.

Then, too, the American Typefounders, Barnhart Bros. & Spindler, and the Mergenthaler Linotype Company will show the value of printing and its correlation with all phases of school work.

Play, Sing and Save

A new feature in playground apparatus is Junglegym, where children can exercise the play-climbing instinct to the fullest. The old reliable Hill-Standard line is planning a surprise which all playground enthusiasts will want to see.

The Wayne Portable Iron Grandstand is another new and unique addition. It can be set up and torn down on short notice, using no bolts, screws, or pins whatever.

W. Otto Miessner, creator of the midget piano, plans to have his new Monogram Piano on exhibition and the original Miessner Piano will also be displayed. In the booths of the Victor and Columbia Phonograph Companies the latest information for the coordination of these musical instruments with the school curricula will be available.

The story of the varied lines to be shown could go on for many pages more. Book binding and book cloths, door checks, wholesale grocers, fire exit latches, blackboards, kindergarten supplies, maps, paper, shoes, stage scenery, typewriters, vacuum cleaning systems, windows and window shades and a hundred and one other displays of the latest and most improved aids to schools are all available.

The Last Paragraph

This article is interesting we hope to those who cannot attend the convention. Read the subtitles anyway. If you wish information about any article mentioned (or not mentioned) or the address of any firm exhibiting, the National Education Association will be glad to supply it gratis.

No admission is charged. All are invited. The Leiter Building is near and open at all hours. Bring your friends and spend an hour or two.



—the most effective and widely tested agencies of VISUAL EDUCATION—will be displayed and demonstrated in **Booths 301 and 312** at the coming N. E. A. Convention of the Department of Superintendence in Chicago.

Do not fail to visit us there. You will find Balopticons for all kinds of still projection and the most popular school microscopes, both monocular and binocular. You will be very welcome also at our Chicago Office, 122 South Michigan Boulevard.

BAUSCH & LOMB OPTICAL CO.
ROCHESTER, N. Y.

New York Washington Chicago San Francisco London

Leading American Makers of Microscopes, Projection Apparatus (Balopticons), Photographic Lenses, Binoculars, Ophthalmic Lenses, Magnifiers and Other High-Grade Optical Products.

SPENCER MICROSCOPES

ARE THE
ACCEPTED STANDARD
OF THE
SCHOOLS and COLLEGES
of AMERICA

It isn't only their accuracy and utility—it's something in the finish, even more in the design; but in addition to all these, it is those little things—clever little devices which accomplish the same end, but in a better way—exactly the way that the laboratory worker wants them. These are the distinctive features of Spencer instruments, made distinctive because our designers, experienced laboratory workers, possess the laboratory viewpoint.

Catalogue sent on request.



MICROSCOPE No. 64 B

with 10 X eyepiece, 16 m/m and 4 m/m objective, double nose-piece, iris diaphragm. Complete in cabinet, \$64.00. Discount to Schools.

SPENCER LENS CO.

MANUFACTURERS
MICROSCOPES, MICROTOMES,
DELINEASCOPES, SCIENTIFIC
APPARATUS.

BUFFALO, N. Y.



The Life of CHRIST

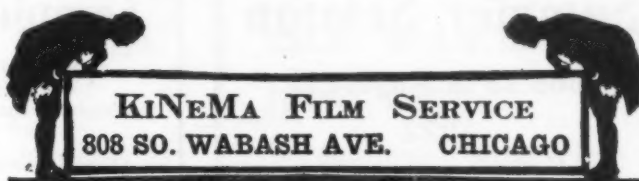
"The Life of Christ" is a vivid representation of the greatest event in the World's History. It depicts Christ as the Great Teacher of Men. It shows him sealing His Teaching with His blood.

This production is reverently and beautifully enacted. Over 5000 people are in the cast and no expense was spared in the making of these two thousand feet of film.

FOR SALE

*Exclusive Distribution Rights for this Picture.
In writing for terms, specify States desired.*

DISTRIBUTORS IN CHICAGO TERRITORY



KINEMA FILM SERVICE

808 SO. WABASH AVE. CHICAGO

**AN EXCHANGE FOR CHURCH,
SCHOOL, COLLEGE AND ACADEMY**

**FIVE HUNDRED REELS OF OTHER
FILMS TO CHOOSE FROM**

100 Per Cent Weighing and Measuring Efficiency

To quickly and properly weigh and measure a large number of children requires special scales—*School Scales* designed for that purpose. No ordinary scale will do. Ask those experienced in the problems of weighing classes—they know!



Model No. 225

The successes achieved by Continental Scale engineers in this direction have received the approval of educators everywhere. Every known worthwhile feature has been built into the Continental Special School Scale, plus many exclusive advantages.

The CONTINENTAL Special School Scale

(Model No. 225)

Investigate the Continental Special School Scale. Compare it with any you know. The facts will prove interesting to you. Hundreds in successful use. Your school supply house can furnish this scale to you.

Let us tell you in detail the desirable features of Continental School Scales. Ask for descriptive circular on the *Special School Scale*.

**CONTINENTAL
SCALE WORKS**

2120 W. 21st Place, Chicago
70 Murray Street, New York



The "Continental Seal of Accuracy" is Your
Quality Protection and Guarantee

CHICAGO
Steger Building

EVANSTON
Security Building

ERNEST E. OLP
Director

FOR SERVICE NOT PROFIT



WASHINGTON
Southern Building

NEW YORK
1254 Amsterdam Ave.

BOSTON
14 Beacon Street

Our employment work includes departmental and administrative positions in public and private schools, normal schools, teachers' colleges, colleges and universities; also such positions as that of business managers for schools, registrars, secretaries, accountants, matrons, cafeteria directors, men and women for test and measurement work, etc.

EDUCATION SERVICE operates the Fisk Teachers Agency (Chicago), the National Teachers Agency (Washington, New York, Boston, Chicago, Evanston), and the American Educational Service Bureau.

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. We shall have booth No. 97 in Exhibit Hall (Leiter Building) at the meeting of the Department of Superintendence in Chicago, February 27th to March 3d, where all attending this meeting are invited to call.

Summer Session

June 19 to August 11
1922

Practical courses for Kindergarten and Primary Grade Teachers. Credit toward diploma. Dormitories on College Grounds. Observation in Kindergarten and Primary Grades of Public Schools and in the College Demonstration School where Project Method is used. Ideal recreations for Summer Students in Chicago. Write the Registrar for Bulletin and Book of Views.

National Kindergarten and Elementary College

36th Year Accredited
Box 26
2944 Michigan Blvd. Chicago

Temple University

PHILADELPHIA, PENNSYLVANIA

The College of Liberal Arts
The Teachers College
The School of Commerce
Schools of Theology, Medicine, Law, Dentistry, Pharmacy, Chiropody, Music
Training School for Nurses

Summer Session July 5 to
August 12, 1922

Dormitories

RUSSELL H. CONWELL, President

SEND FOR CIRCULAR

ANALYSIS OF INDUSTRIES

In preparation — 100 booklets giving a complete analysis of every principal industry, occupation, trade, and profession, with many explanatory charts valuable for those interested in vocational illumination, education, training, or guidance. Many are now ready for sale, single copies or in quantity.

For information, write:

Life-Planning Institute

537 South Dearborn Street
Chicago, Illinois

FOLK DANCES

GAMES, FESTIVALS, PAGEANTS

Send for illustrated circular with Tables of Contents of our 26 Books

A. S. BARNES AND CO.
118 East 25th St. New York

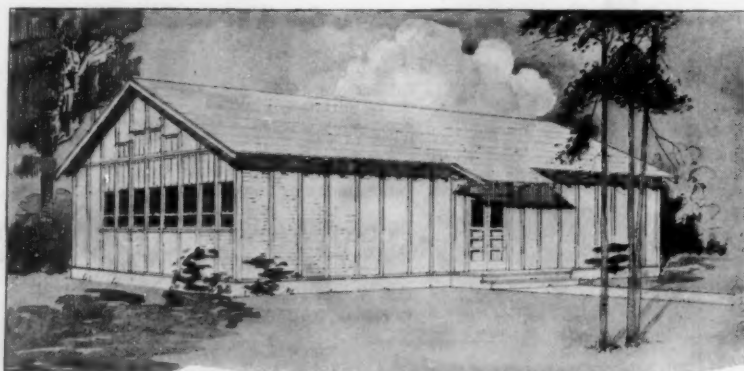
THE NEW HAVEN NORMAL SCHOOL OF GYMNASTICS

1466 Chapel Street, New Haven, Conn.

Vocational Guidance in High Schools directing students into physical education should look up this Institution. Superintendents and Principals in need of playground, recreation, and physical directors write to its Appointment Bureau.

What 15c Will Bring You

Only 15 cents gives you the **Pathfinder** 13 weeks on trial. The **Pathfinder** is a cheerful illustrated weekly, published at the Nation's center for people everywhere; an independent home paper that tells the story of the world's news in an interesting, understandable way. This splendid National weekly costs but \$1 a year. The **Pathfinder** is the **Ford** of the publishing world. Splendid serial and short stories and miscellany. Question Box answers your questions and is a mine of information. Send 15 cents and we will send the **Pathfinder** on probation 13 weeks. The 15 cents does not repay us, but we are glad to invest in new friends. Address: **The Pathfinder, 705 Langdon St., Washington, D.C.**



2-ROOM; MODEL No. 216; 31 x 59 FEET.

"American" Portable Schoolhouses

Portable in Name—Permanent in Performance

From Maine to Mexico, from Alaska to Florida "American" Portable Schoolhouses are housing the overflow. In almost every State in the Union they have been in constant use more than twenty years. In some cities these economical, sturdy little buildings have been dismantled and rebuilt three, four and five times, saving their cost many times.

Average cost, delivered to your city, is less than \$1.10 per square foot of floor space.

Write for our new catalogue, just off the press.

American Portable House Co.,
4096 Arcade Bldg., Seattle, U. S. A.

Safeguard the Precious Lives

In the event of fire and panic—would the hundreds of precious lives in your care be provided with an adequate means of escape? Safeguard them!

Exterior step fire escapes are not adequate. For statistics show that more people have been killed and crippled because of them than by fire itself. Dow Spiral Slide Fire Escapes assure safety to them all. Entire buildings equipped with the Dow have been emptied in less than two minutes. Dow Fire Escapes are actually the safest in the world. Millions, by simply sliding to safety, have passed through them without a single mishap.

THE DOW CO.
INCORPORATED

311 Buchanan St., Louisville, Ky.

Architects

G. L. LOCKHART ARCHITECT

*School Specialist and School Surveys
Illustrated School Lectures*

1353-55 University Ave. St. Paul, Minn.

FRANK IRVING COOPER

Specialist in Schoolhouse Design

33 CORNHILL - BOSTON, MASS.

Chairman N. E. A. Committee on Standardization of School-house Planning and Construction

Wm. B. Ittner, F.A.I.A.

Architect and School Specialist

Board of Education Building

SAINT LOUIS MISSOURI

COFFIN & COFFIN

Architects

522 Fifth Avenue
New York

H. Errol Coffin, B.S., A.I.A.
Kenneth Ford Coffin, B. Arch.
Thomas J. O'Brien

*Specialists in
the Design
of Schools*

THIS AD IS WORTH 50c TO YOU

The regular yearly subscription price of *Educational Film Magazine* is \$1.00. It is the only motion-picture publication carrying educational departments regularly in each monthly issue; also film lists, instructional and recreational film programs, reviews of the latest and best pictures, valuable articles by leading educators, etc. Nationally-known educators on our Board of Editors. Mail this ad with 50 cents and receive 12 numbers of this helpful magazine full of practical information for you.

EDUCATIONAL FILM MAGAZINE
189-D Montague St. Brooklyn, New York

Spencerian
Steel Pens

No. 1



College

Fine point - Double Elastic

No. 5



School

Medium point - Semi Elastic

Samples to Superintendents and Teachers on Application if this publication is mentioned.

Sample card 10 pens assorted numbers and a copy of *Spencer's Writing Instructor*, on receipt of 10 cents.

SPENCERIAN PEN CO.

349 Broadway New York

Mention THE JOURNAL when writing our advertisers.



For bindings that must withstand hard usage

Throughout thirty-eight years, INTERLAKEN Book Cloth has proved its excellence as a binding material for text-books and reference books of all kinds. The sturdy wearing quality of its fabric and the endurance of its colors qualify it to withstand the daily abuse to which such editions are subjected.

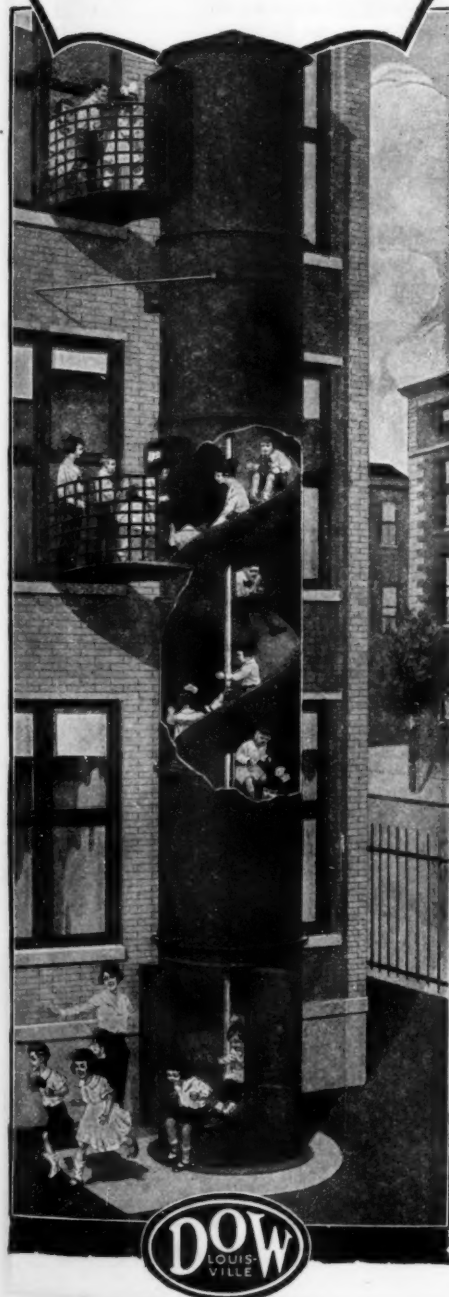
Superintendents and other educational executives will find that book bindings made of INTERLAKEN Cloth are remarkably serviceable and, therefore, remarkably economical. Twenty-four selling representatives in eight principal cities, constantly are ready to supply INTERLAKEN to your binder.

Interlaken Mills
Providence, R. I.

Interlaken
Book Cloth *The standard since 1885*

VELLUM de LUXE
EXTRA COLORS
COMMON COLORS
ART VELLUM
ART CANVAS
CRASH CLOTH
ART BUCKRAM
BASKET CLOTH
INTERGRAIN CLOTH

Booth No. 127
at the N.E.A. Exhibition





Great are our anticipations of greeting you at the National Education Association Convention at Chicago.

Here you will see the DeVry in actual test, demonstrating its portability, simplicity, the clear pictures it shows, and the life-long durability of its precision mechanism—illustrating the merit that has won for it the prestige of educators all over the country.

Motion pictures in the school have long ceased to be heralded as an innovation. Illustrated literature showing the application of the DeVry in the school will be sent upon request. Write today for booklet.

DO NOT FAIL TO VISIT BOOTH No. 130

The DeVry Corporation

(Factory)
1253 Marianna Street
Chicago, Ill.

(New York Office)
141 West 42d Street
New York City

Eagerness to Learn comes with the use of PICTURES



© K. V. Co. Hulling Rice in the Philippines

Did you ever ask a boy to tell you about something he HAD SEEN? Did you note the eagerness and enthusiasm of his response? Why not put this spirit into school work by LETTING HIM SEE, each day, what he is learning about?

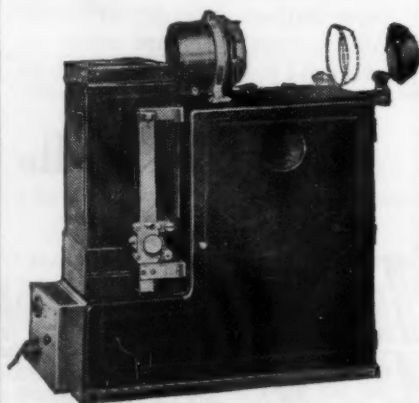
The Keystone System for Visual Education—six hundred stereographs and lantern slides—illustrates each day's work.

WRITE US FOR A DEMONSTRATION
KEYSTONE VIEW COMPANY, INC.
"Originators of Systematized Visual Education"
MEADVILLE, PENNA.

Keystone has purchased Lantern Slide and Stereoscopic Dept. of Underwood & Underwood

"ACME" S. V. E.

A Combined Moving Picture Projector and Stereopticon



Lamphouse in position for showing films

Takes standard 1000-foot reels.

Equipped with 1000-watt lamp.

HERE is the ultimate in picture projection—the universal machine that meets every requirement of **PERFORMANCE** and **CONVENIENCE**, and in addition possesses more **SAFETY FEATURES** than all other projectors combined.

Unequaled illumination—permitting the projection of a picture at any practical distance, whether the short throw of the average classroom or the longer throw of the school assembly hall or auditorium.

The Ideal Projector for the School

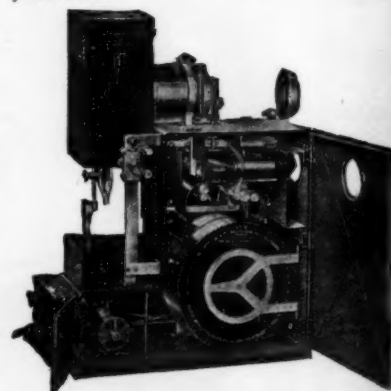
Think of the advantage of being able to show a few slides (pictures with a special bearing on the film, or announcements for the coming week), and thereby hold undiminished the attention of an audience while changing reels!

The "Acme" S. V. E. will run any film of standard width, both regular and non-inflammable stock. Complete in its **ALUMINUM CASE**, it weighs but 52 pounds. Length, 21½ inches; Height, 19¾ inches; Width, 8¾ inches.

Although possessing **GREATER PROJECTION RANGE** than the small, light "portables," the "Acme" S. V. E. is yet of such light weight as to be readily moved about.

When you buy an "Acme" you get a complete machine in every detail.

Every machine is backed by "Acme's" Ironclad Guarantee to give satisfactory and perfect projection.



This shows the lamphouse in position for projecting slides

ACME MOTION PICTURE PROJECTOR CO.

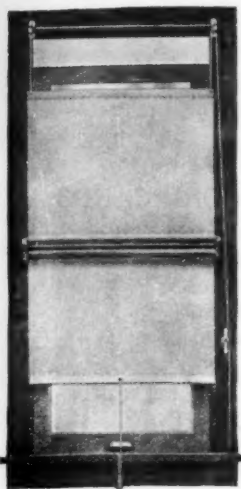
806 W. WASHINGTON BLVD.

CHICAGO, ILL.

FOR BETTER HEALTH AND GREATER
EFFICIENCY USE

Airanlite Double Roll Canvas Shades

With Airanlite Double (Patented) Fixtures
at All Schoolroom Windows



They are efficient, good looking, economical, trouble-proof, and will last for years; can be adjusted instantly for ventilation requirements and varying light conditions.

They also insure privacy without shutting out all the light. Have many superior features, including patented light stop that keeps out light between the rollers.

Can be ordered from leading school supply houses.

Write for detailed circular regarding this ideal schoolroom shade.

Can also be made of any regular window shade material.

S. A. MAXWELL & CO. DEPENDABLE WINDOW SHADES

3636 IRON ST., CHICAGO, ILL.

Pittsburgh

New York

Kansas City

COME TO OUR EXHIBIT of GOOD SCHOOL MAPS

Charts, Globes, Anatomical Models

Booths 31, 32, 33, 34

N. E. A. CONVENTION

February 27 - March 3, 1922

Leiter Building, Chicago

See the new things in our line. Come in and shake hands with Mr. Denoyer, Mr. Geppert, Mr. Blair, Mr. Ridge, Mr. Fowler, Dr. Zabel, Mr. Wahl, Mr. Hensley, and other men in our organization. We shall be there—working hard, as usual.

DENOYER-GEPPERT CO.

Scientific School Map Makers

460 E. Ohio St., CHICAGO

We make the History Maps edited by Professors Breasted, Huth, Harding, Hart, and Bolton, and the Geography Maps edited by Professors Davis, Huntington, Cushing, Dryer, Smith, Carney, Tower, Roorbach, and Redway.

Come to our exhibit and get a free copy of our new book, "The World Remapped."

THE NEW GLOBES



The new Rand McNally Globes show sweeping changes the world over—new boundaries and nations, discoveries and explorations, new spellings, and a new color scheme that is fresh and distinctive.

Write for our *Globe Catalogue*. It gives descriptions, illustrations, sizes, and prices of a large variety of globes.

RAND MCNALLY & COMPANY

Publishers of Maps and School Books

CHICAGO

NEW YORK



The Prime Essential for Teaching DOMESTIC ART



The art of sewing and the construction of garments constitute the most important parts of the Domestic Art curriculum, and selecting the right sewing machine is, therefore, the first consideration.

The SINGER should, as a matter of course, be preferred because most teachers have become familiar with its use in their college course and it is already installed in most schools throughout the country. For school use these machines are usually mounted on five-drawer, drop-head cabinet tables for operation by treadle.

Education in the use of *electrically driven* household appliances is gradually extending, and many schools are installing SINGER machines equipped with electric motors or are purchasing SINGER Sewing Motors for attachment to the treadle machines now in use.

When economy of class room is desired, it can be attained by using SINGER Portable Electric Machines, easily handled for putting away or for mounting in position for sewing.

SINGER SHOPS are located in every city, and in nearly every town; thus local SINGER employes are near at hand and easy of communication, always ready to supply needles and oil or to make such machine adjustments as may be required. This service is unique, and is appreciated by all teachers.

We furnish schools, **WITHOUT CHARGE**, large wall charts illustrating stitch formation, also text-books for sewing classes.

For special prices and terms, address:

Singer Sewing Machine Company, Inc.
Singer Building, New York

Would \$1000

additional yearly income
interest you?

If so, investigate the **WORLD BOOK**. We have a live proposition for superintendents and city teachers for sales work during summer vacation.

Great possibilities for permanent employment. Dr. Charles E. Popplestone resigned a professorship in a university at \$3,600 a year. Now earning over \$10,000 annually.

Mrs. F. V. Woollett was for ten years a school principal. Made \$9,000 last year representing the **WORLD BOOK**.

If you can qualify, and are free to travel, you can do the same and still remain in educational work.

While at the Chicago Convention call at booth No. 150, or write:

W. F. QUARRIE & CO.

86 East Randolph Street, Chicago Dept. M. J.

J. L. Hammett Company

SEE BOOTH No. 36 FOR EXHIBIT

PUBLISHERS OF

MAXSON'S SELF-KEYED

Number Work Cards

WITHAM'S TESTS

Standard Geography

English Vocabulary

Silent Reading

BROOKS' GRAPH RECORD CARDS

Boston Collection of Kindergarten Stories

Timely Games and Songs

Songs for Little Singers

Practical Basket Making

Modeling in Public Schools

DISTRIBUTORS IN U. S. A. OF

Plasticine for Modeling, Planispheres for Study of Stars
Reed and Raffia for Basket Work

HAMMETT'S

SCHOOL SUPPLIES

Brooklyn, N. Y.

Cambridge, Mass.

A General View of American Government in Brief Compass

AMERICAN CITIZENS AND THEIR GOVERNMENT

By **KENNETH COLEGROVE**

Associate Professor of Political Science, Northwestern University

The needs and interests of the average American citizen and voter have been kept in mind in the preparation of this invaluable text-book in citizenship, which presents a broad survey of the vital factors in our National, State, City, and Town Government.

PRICE, Net, \$1.75; By Mail, \$1.85

At the Better Bookshops

THE ABINGDON PRESS

(Founded 1789)

New York
Pittsburgh

Cincinnati
Kansas City

Chicago
San Francisco

Boston
Portland, Ore.

Detroit

OUR FREE SERVICE in teaching the Mechanics and Pedagogy of Palmer Method Penmanship is still offered to all teachers whose pupils are provided with individual copies of our manual. **OTHER TEACHERS** may enrol for the complete correspondence course upon payment of the small fee of ten dollars.

OUR THIRTY VISITING INSTRUCTORS cover the entire United States, and their services are still free to all schools having Palmer Penmanship adoptions.

THE PALMER METHOD PLAN when followed exactly leads to enduring handwriting, which becomes a big asset in school, business, and social life.

PALMER METHOD PENMANSHIP is written at commercial speed and is as plain as print. Thus, it conserves the time of the writer and the time of the reader. Palmer Method Penmanship compels healthful posture while writing, thus conserving health and vision.

PALMER METHOD SPELLERS all in Palmer Method Penmanship are attracting more and more the attention of modern educators. Follow immediately the Palmer Method Penmanship lesson with the Palmer Method Spelling lesson, and the results in both subjects will be highly gratifying.

PALMER METHOD STANDARDIZED PENMANSHIP SUPPLIES are selling in very greatly increased quantities, because they offer the greatest value.

THE A. N. PALMER COMPANY

30 Irving Place, New York City. 2128 Calumet Avenue, Chicago. Pittcock Building, Portland, Oreg.

The Spelling Problem

It has been solved by Dr. W. Franklin Jones, the discoverer of the "One Hundred Spelling Demons." The story of the solution is told in a little book entitled "Something Worth Knowing About Spelling." It is an intensely interesting story of the process by which Dr. W. Franklin Jones determined certain facts and arrived at certain definite conclusions regarding the teaching of spelling. Conclusions which have been accepted by educators such as Ayres, Bagley, and Suzallo as the logical result of a thorough and scientific research.

If you are interested in getting satisfactory results in spelling, write to us and we shall forward some surprising and exceedingly interesting information on the subject.

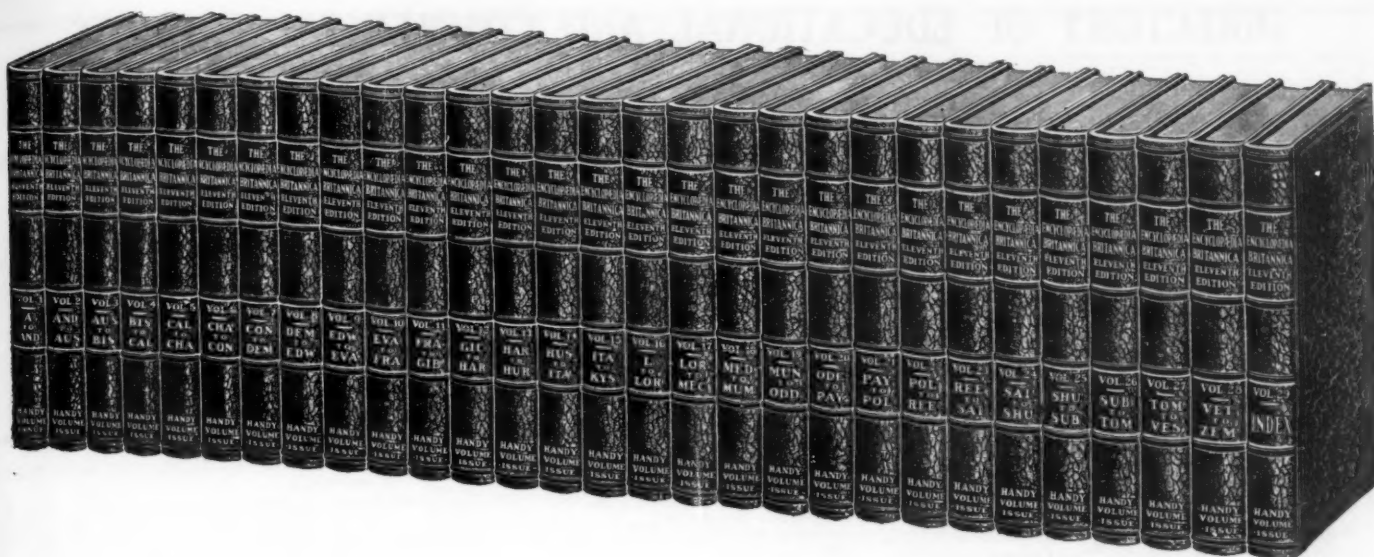
Hall & McCreary Company

430-432 S. Wabash Ave., Chicago

For THE BEST DESKS
In THE BEST SCHOOLS

Consult

The American Seating Company
Chicago New York



Now as Never Before You Need THE ENCYCLOPÆDIA BRITANNICA

What has been the lasting heritage of the war? In brief, a nation of keener thinking, knowledge-demanding people. The war has had a profound effect on the 100,000,000 inhabitants of this country. It has carried their interests from the town or city in which they live across the water into foreign countries, to every part of the world. They have become no longer content to know only their neighbor across the street, but they want to learn of their neighbors in all nations of the earth. The war created in the people a thirst for knowledge, world wide in compass. The war instilled in the people the habit of thinking broadly in world wide terms, of wanting information on subjects they never dreamed of before, of thinking more deeply on the problems of the day. Over the two and one-half years since the war, during the political, social, economic adjustment in this country, this habit of the people has grown stronger and stronger until there has never been manifest such eagerness for knowledge as there is today.

Where can people find the means to satisfy this demand for knowledge? The greatest reservoir of knowledge in existence, authoritative and comprehensive, is the Encyclopædia Britannica, the most widely known, the most esteemed—the resource of thousands of men and women, seekers of knowledge in every generation for a century and a half. It is the book of the hour.

How shall America readjust her industrial conditions? Is the present League of Nations likely to succeed? Is the fall of the Bolshevik regime in Russia imminent? Will Germany fulfill its treaty obligations?

By means of the exhaustive articles in the Encyclopædia Britannica on economics, industries, politics, government, labor and capital you will be able to obtain a clear insight into the problems of today. The Britannica will enlighten you on such timely topics as prohibition, suffrage, tariffs, currency, waterways, transportation and government ownership.

A Treasure Chest of Knowledge

The Britannica is a complete library of knowledge on every subject. It discusses in a way that you can understand every branch of science, industry, literature, art, religion, inventions and engineering; history and race development; war and peace; architecture, astronomy, chemistry, sociology, education, steam, electricity, geology and geography, biography, law and physics. You and your family will find in the Britannica a liberal education. In answer to the hundred questions which every day come to your mind and to your wife's and children's minds, it will give you more precise information than you can get from any other source.

29 Volumes

30,000 Pages

44,000,000 Words

500,000 References

Complete Latest Edition

You Pay in Small Monthly Payments

If you are ready to subscribe now, write an order on a piece of paper and mail with a dollar bill and we will give your order prompt attention.

The Britannica in Women's Affairs

The Encyclopædia Britannica gives to the woman fundamental information on politics, on economics, child welfare, domestic science, on foods and their relative values, on hygiene, sanitation, home decorations, furniture, rugs and furnishings. As an educational influence the Encyclopædia Britannica is supreme. As an aid to children in school it is indispensable to supplement, interpret and broaden their knowledge on the subjects which they are studying.

Printed on the Famous India Paper

These sets are printed on the genuine India paper—the beautiful, light, strong, thin but opaque sheet which has proved an ideal medium on which to print the Encyclopædia Britannica, because it makes this great work more compact, much more convenient to handle and more inviting to read.

Mail Coupon Today

Mail to Sears, Roebuck and Co. today the attached coupon with your name and address and we will send you, without charge, postpaid, our 128-page illustrated booklet, which will give you full information about the Britannica and what it will mean to you and yours to have such a great work in your home; also, how we are able to sell it to you at so low a price on such liberal terms of payment.

Sears, Roebuck and Co.

Gentlemen:—Please send me, postpaid, your liberal book 46W, giving full information about the Encyclopædia Britannica. Also tell me what I will have to pay for a set of the Handy Volume issue of the Britannica printed on genuine India paper.

Name
Postoffice
R. F. D. Box
No. No. State
Street
and No.

SEARS, ROEBUCK AND CO., CHICAGO

Mention THE JOURNAL when writing our advertisers.

DIRECTORY OF EDUCATIONAL AND COMMERCIAL EXHIBITS

The Largest and Most Elaborate Exhibit in the History of the National Education Association will Occupy 65,000 Square Feet of Floor Space in the Leiter Building, Corner of Congress and Van Buren Streets, During the Convention of the Department of Superintendence, February 27 to March 3. The Exhibit will be Free to All Members of the Association

(See pages A-32 and A-34 for a brief description of the many unusual displays.)

ADDING MACHINES

Burroughs Adding Machine Co. Nos. 1, 2, 3, 4.
Felt & Tarrant Mfg. Co. No. 27.
Monroe Calculating Machine Co. No. 80.

AUDITORIUM AND SCHOOL SEATING

American Seating Co. Nos. 148, 149, 158, 159.
Empire Seating Co. No. 81.
Theodor Kundtz Co. No. 106.
Northwestern School Supply Co. Nos. 162, 169-174.
W. M. Welch Mfg. Co. Nos. 117 and 139.

AUTOMATIC ATTENDANCE RECORDS

International Time Recording Co. Nos. 84 and 85.

BLACKBOARDS

Natural Slate Blackboard Co. No. 168.
E. W. A. Rowles Co. Nos. 13 and 14.

BOOKBINDING

Universal Publishing Syndicate. Nos. 55 and 76.

BOOK CLOTH

Holliston Mills. No. 56.
Interlaken Mills. No. 127.

BOOK PUBLISHERS

Abingdon Press.
D. Appleton & Co.
Arlo Publishing Co. No. 45.
Richard G. Badger. No. 75.
P. Blakiston's Son & Co. No. 143.
Comstock Publishing Co. No. 108.
Dobson-Evans Co. No. 72.
Educational Publishing Co.
A. Flanagan Co. Nos. 39 and 50.
Gregg Publishing Co. No. 98.
Hall & McCreary Co. No. 151.
J. L. Hammett Co. No. 36.
Henry Holt & Co. No. 100.
Laird & Lee, Inc. No. 57.
J. B. Lippincott Co. No. 156.
Manual Arts Press. No. 147.
A. N. Palmer Co. No. 146.
Rand McNally & Co. Nos. 121, 122, 123.
Scott, Foresman & Co. No. 82.
Southwestern Publishing Co. No. 161.
University of Chicago Press. No. 141.
University Publishing Co. No. 136.
World Book Co. No. 120.
Zaner-Bloser Co. No. 91.

CHEMICALS

Central Scientific Co. Nos. 164 and 165.

CLOCKS

International Time Recording Co. Nos. 84 and 85.
Standard Electric Time Co. Nos. 10 and 11.
Stromberg Electric Co. Nos. 46 and 47.
Time Systems Co. No. 95.

CRAYONS

Binney & Smith Co. No. 53.
W. M. Welch Mfg. Co. Nos. 117 and 139.

DOMESTIC SCIENCE EQUIPMENT

Kewaunee Mfg. Co.
Leonard Peterson & Co. No. 126.
Wiese Laboratory Furniture Co. Nos. 7, 8, 9.

DOOR CHECKS

Norton Door Closer Co.

DRAWING MATERIALS

Devoe & Reynolds, Inc. No. 93.

ENCYCLOPEDIAS AND DICTIONARIES

F. E. Compton & Co. Nos. 86 and 87.
Compton-Johnson Co. No. 66.
Dodd, Mead & Co. No. 94.
Encyclopædia Britannica. No. 90.
Laird & Lee, Inc. No. 57.
W. F. Quarrie & Co. No. 150.

EXTRA-CURRICULA ACTIVITIES

Camp Fire Girls, Inc. Nos. 142 and 145.
Child Health Organization. No. 128.
Girl Scouts, Inc. No. 113.
Woman's Christian Temperance Union. No. 114.

FIRE EXIT LATCHES

Vonnegut Hardware Co. No. 28.

FURNITURE

American Seating Co. Nos. 148-149, 153, 159.
Columbia School Equipment Works. No. 68.
Columbia School Supply Co. No. 69.
Empire Seating Co. No. 81.

FURNITURE (Continued)

Inner Braced Furniture Co.
Theodor Kundtz Co. No. 106.
Metropolitan Supply Co.
Northwestern School Supply Co. Nos. 162, 169-174.
Peabody School Furniture Co.
E. W. A. Rowles Co. Nos. 13 and 14.
Standard School Equipment Co. Nos. 88 and 89.
Yawman & Erbe Mfg. Co. Nos. 51 and 52.

GRANDSTANDS (FOLDING)

Wayne Iron Works. No. 160.

GYMNASIUM APPLIANCES

Narragansett Machine Co. No. 125.

KINDERGARTEN SUPPLIES

Thomas Charles Co. No. 118.
Dennison Mfg. Co. Nos. 64 and 65.
Devoe & Reynolds Co. No. 93.
A. Flanagan Co. Nos. 39 and 50.

LABORATORY FURNITURE EQUIPMENT

Central Scientific Co. Nos. 164 and 165.
Kewaunee Mfg. Co.
Leonard Peterson & Co. No. 126.
E. W. A. Rowles Co. Nos. 13 and 14.
W. M. Welch Mfg. Co. Nos. 117 and 139.
Wiese Laboratory Furniture Co. Nos. 7, 8, 9.

LABORATORY SUPPLIES

W. M. Welch Mfg. Co. Nos. 117 and 139.

LOCKERS

Federal Steel Fixture Co.
Narragansett Machinery Co. No. 125.

MAPS

Denoyer-Geppert Co. Nos. 31, 32, 33, 34.
Dobson-Evans Co. No. 72.
A. Flanagan Co. Nos. 39 and 50.
J. L. Hammett Co. No. 36.
McConnell Map Co. Nos. 59 and 60.
A. J. Nystrom & Co.
Rand McNally & Co. Nos. 121, 122, 123.
E. W. A. Rowles Co. Nos. 13 and 14.
W. M. Welch Mfg. Co. Nos. 117 and 139.

MICROSCOPES

Bausch & Lomb Optical Co. Nos. 17 and 18.
Spencer Lens Co. No. 37.

MIMEOGRAPHS

A. B. Dick Co. Nos. 43 and 44.

MUSICAL INSTRUMENTS

Columbia Graphophone Co. No. 107.
Jackson Piano Co.
Miesner Piano Co. No. 152.
Victor Talking Machine Co. No. 135.

OFFICE APPLIANCES

Automatic Pencil Sharpener Co. No. 92.
Beck Duplicator Co. No. 153.
Burroughs Adding Machine Co. Nos. 1, 2, 3, 4.
Commercial Paste Co. No. 16.
A. B. Dick Co. Nos. 43 and 44.
Felt & Tarrant Mfg. Co. No. 27.
Monroe Calculating Machine Co. No. 80.
Oliver Typewriter Co. Nos. 103, 104, 109, 110.

PAPER

Dennison Mfg. Co. Nos. 64 and 65.

PAPER TOWELS

A. P. W. Paper Co. No. 144.

PASTE

Commercial Paste Co. No. 16.

PENCILS

Joseph Dixon Crucible Co. No. 101.

Eberhard Faber. No. 138.

PENS

Esterbrook Steel Pen Mfg. Co. No. 63.

PLAYGROUND APPARATUS

Hill-Standard Co. Nos. 61 and 70.
Junglegym, Inc. No. 58.

W. M. Welch Mfg. Co. Nos. 117 and 139.

PRINTING EQUIPMENT

American Type Founders Co. Nos. 35 and 54.
Barnhart Bros. & Spindler.
C. F. Williams & Son. No. 74.

Linotype Co. (Mergenthaler).

PROJECTION LANTERNS AND EQUIPMENT

Bausch & Lomb Optical Co. Nos. 17 and 18.
Better America Lecture Service. No. 5.
De Vry Corporation. No. 130.
Keystone View Co.
Safety Projector and Film Co. No. 21.
Society for Visual Education.

PROJECTION LANTERNS AND EQUIPMENT (Continued)

Victor Animatograph Co. Nos. 5 and 6.
W. M. Welch Mfg. Co. Nos. 117 and 139.

PUBLICATIONS

Institute for Public Service. No. 140.
Manual Arts Press. No. 147.
National Geographic Society. No. 116.
F. A. Owen Publishing Co. Nos. 154 and 155.
University of Chicago Press. No. 141.

RECORD SYSTEMS

Metropolitan Supply Co.
C. F. Williams & Son. No. 74.

SCALES

Continental Scale Works. No. 124.
Fairbanks, Morse & Co. No. 102.
Mason, Davis & Co. No. 131.

SCHOOL BUSES

Giant Mfg. Co. No. 83.
Wayne Works. No. 163.

SCHOOL SUPPLIES

Bacon & Vincent Co. No. 79.
Dennison Mfg. Co. Nos. 64 and 65.
Dobson-Evans Co. No. 72.
A. Flanagan Co. Nos. 39 and 50.
J. L. Hammett Co. No. 36.
Metropolitan Supply Co.
Northwestern School Supply Co. Nos. 162, 169-174.

SCHOOL SUPPLIES

F. A. Owen Publishing Co. Nos. 154 and 155.
E. W. A. Rowles Co. Nos. 13 and 14.
Standard School Equipment Co. Nos. 88 and 89.
Templin-Crockett-Bradley Co. No. 167.
W. M. Welch Mfg. Co. Nos. 117 and 139.

SCHOOLS AND COLLEGES

Bowling Green Business University. No. 99.
International Correspondence Schools. No. 71.
La Salle Extension University.
New Haven Normal School of Gymnastics. No. 115.

SEATING (See Furniture)

SEEDS

Templin-Crockett-Bradley Co. No. 167.

SHOES

Morse & Burt Co. No. 78.

STAGE SCENERY

Kansas City Scenic Co.
Twin City Scenic Co. No. 73.

TEACHERS' AGENCIES

Education Service. No. 97.
Educators Agency. No. 62.
Fisk Teachers Agency. No. 67.
Specialists Educational Bureau. No. 119.

THRIFT EQUIPMENT

American Banking Machine Corp. No. 129.

TOOLS

North Bros. Mfg. Co. No. 38.
Simonds Mfg. Co. No. 15.
Stanley Rule and Level Plant. No. 105.

TYPEWRITERS

Oliver Typewriter Co. Nos. 103, 104, 109, 110.

VACUUM CLEANING SYSTEMS

Spencer Turbine Co. No. 12.

VISUAL EDUCATION

Bausch & Lomb Optical Co. Nos. 17 and 18.
Better America Lecture Service. No. 5.
De Vry Corporation. No. 130.
Keystone View Co.
Safety Projector and Film Co. No. 21.
Spencer Lens Co. No. 37.
Victor Animatograph Co. Nos. 5 and 6.

VOCATIONAL TRAINING

Cruver Mfg. Co.

WINDOWS

Kawneer Co. No. 112.

WINDOW SHADES

Luther O. Draper Shade Co. No. 157.
S. A. Maxwell & Co. No. 111.

WHOLESALE GROCERS

John Sexton Co.

WOODWORKING MACHINERY

American Woodworking Machinery Co. Nos. 29 and 30.
Oliver Machinery Co. Nos. 24 and 25.
Silver Manufacturing Co. No. 26.

The Perry Pictures

Decorate Your Schoolroom with Beautiful Pictures

Do you realize how much of beauty will be added to the life of the children? They will carry through life the appreciation of art which they acquire now.

ARTOTYPES—LARGE PICTURES FOR FRAMING

Reduced price since September 1, 1921. \$1.50 for one; \$1.25 each for two or more. Postpaid. Size, 22 x 28, including margin. 150 subjects. Think of getting really beautiful pictures at these prices.

The following are attractive and popular subjects in addition to those shown here:

The Horse Fair	The Lake, by Corot	Baby Stuart	Saved, Landseer
The Aurora	End of Day (especially beautiful)	Christ and the Doctors	Stratford (most attractive)
The Gleaners, Millet		Sistine Madonna	Song of the Lark

Send \$2.50 for the two subjects shown here, or \$5.00 for four, or \$1.50 for one. All of the pictures shown or named here and many others are published in the Hand-Colored Artotypes, same size, at \$2.00 for one; \$1.50 each for two or more.

REPRODUCTIONS OF THE WORLD'S GREAT PAINTINGS

One Cent Size. 3 x 3½. For 50 or more. **Two Cent Size.** 5½ x 8. For 25 or more.
Ten Cent Size. 10 x 12. For 5 or more.



The Mill Ruysdael

RECOMMENDATIONS

They are beautiful. My pupils are enjoying them with me. Their note-books are very much prettier than they would have been without them.

I have used your pictures the past year and have been pleased with them in every way. It is my plan to continue the study of the pictures this year.

BIRD PICTURES IN NATURAL COLORS. 7 x 9. Three Cents Each for 15 or more.

CATALOGUES.—Send 15 cents for our Complete 64-page Catalogue of 1600 miniature illustrations, unless you have our latest 1920 edition.

(Please do not send for the Catalogue without sending the 15 cents in coin.)

The Perry Pictures Co. BOX U. S. MALDEN, MASS.



Sir Galahad Watts



SUPERINTENDENTS

of large city systems and of county or rural systems unite with primary supervisors and grade teachers in extolling the wonderful achievements of the

Aldine Reading Method

Strong and convincing as are the thousands of endorsements of the Method, a classroom demonstration must of necessity be more satisfying to the teacher of reading, and an invitation is accordingly extended to superintendents and others who may be interested to send for specimen copies of the Aldine Readers and Cards

NEWSON & COMPANY

73 FIFTH AVENUE, NEW YORK
623 SOUTH WABASH AVENUE, CHICAGO

EQUIP YOUR SCHOOLS

with

FEDERAL

STEEL LOCKERS

and SHELVING

MADE RIGHT

PRICED MODERATELY

Write for Catalog

FEDERAL STEEL FIXTURE CO.

CHICAGO
Wrigley Building

NEW YORK
Park Row Building

WE TAKE this opportunity to extend our greetings to the members of the National Education Association on the occasion of the Meeting of the Department of Superintendence in Chicago, February 27 to March 3, 1922.

We also extend a cordial invitation to all those who attend this meeting to visit our exhibit of Modern School Seating.

*The Best Desks in the
Best Schools*

AMERICAN
SEATING
COMPANY

NEW YORK

CHICAGO

Branches in Principal Cities

Academic, Art and Industrial Education are combined in Printing

ENGLISH, spelling, punctuation, paragraphing, correct design, capitalization, harmonious color arrangements, color mixing, and technical processes always coördinate if Printing is used as an educational tool.

In North American schools and institutions, from coast to coast and from Canada to the Gulf of Mexico, instruction by means of Printing is making education a happy and interesting attainment.

Costs of installation, outfit and supplies are usually much lower than those of purely industrial subjects which do not coördinate with academic and art phases.

Teach with Printing

Write for literature, course of study and prices

F. K. PHILLIPS, *Manager*, EDUCATION DEPARTMENT

AMERICAN TYPE FOUNDERS COMPANY

300 COMMUNIPAW AVENUE

JERSEY CITY, NEW JERSEY

While at the N. E. A. Convention
don't fail to see the
"EMPIRE" Line

"EMPIRE"

Movable and Adjustable Chair Desks

Tablet Arm Chairs

Portable Folding Chairs

Kindergarten Chairs

In Booth No. 81

EMPIRE SEATING COMPANY
Rochester, N. Y.