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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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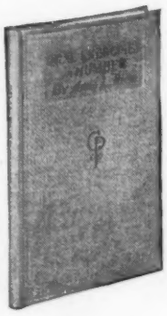

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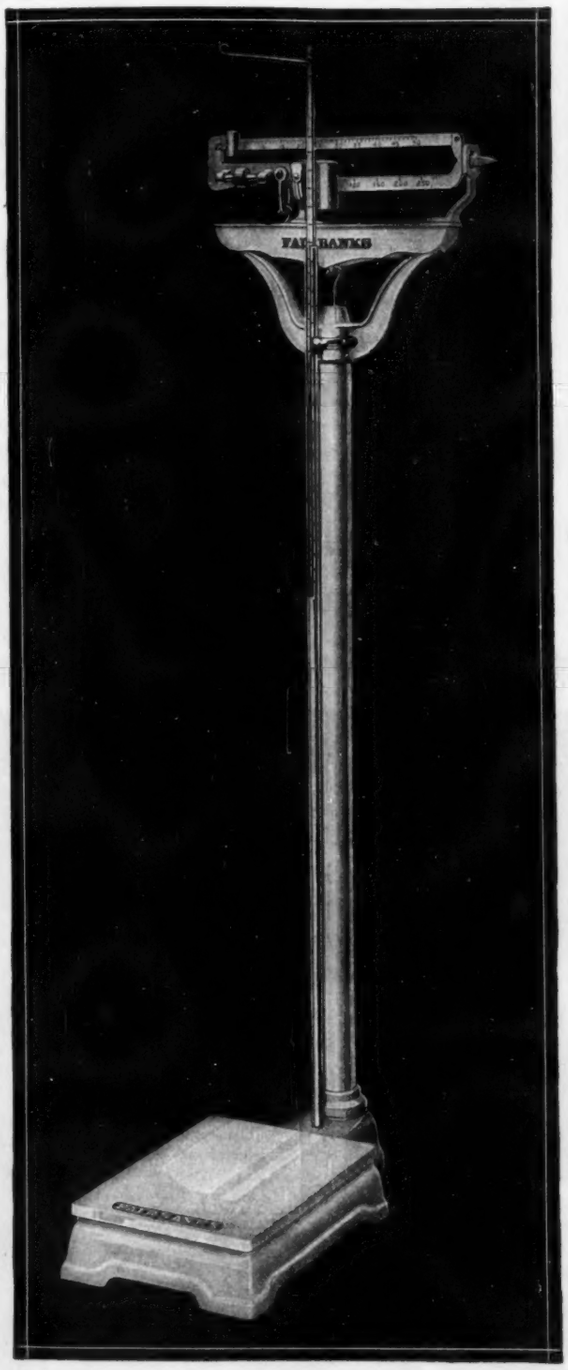

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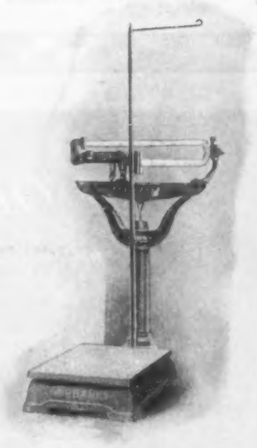

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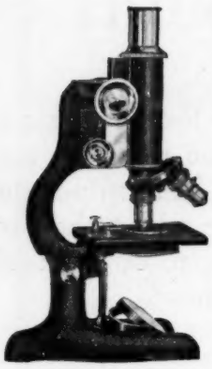

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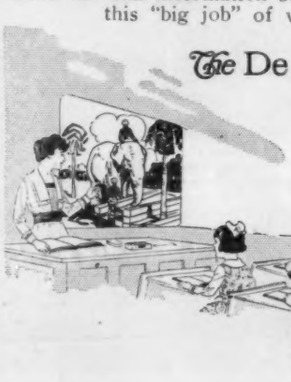

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IN THE SOBEREST REFLECTION, the world's hundreds of millions, who pay in peace and die in war, wish their statesmen to turn expenditures for destruction into the means for construction, aiming at a higher state for those who live and follow after."

These words spoken by President Harding in the address with which he opened the Washington Conference on November 12 express accurately the world-wide yearning. The suffering due to the Great War, ten million graves, disruption of business, unemployment, starvation, intolerable taxation, and the menace of other wars more frightful than the last have created a realization altogether new among men that we cannot drift on in international chaos as we have been doing, but must resolutely organize the world for peace.

The invitation of our President to attend a conference on limitation of armaments and Far-Eastern problems was received with various emotions by the different nations invited. Great Britain accepted eagerly. She had suffered heavily in the war, and business stagnation has prevented her recovery. She looked forward to a race with America in naval armaments with no pleasure. Her six million organized working men indicated in August, 1919, their attitude toward further warfare when they formed a Council of Action to call a general strike if the government declared war against Russia, as was threatened.

Italy accepted eagerly. Giuseppe Gentile, speaking at one of the National Council Forums a few weeks ago, frankly stated that Italy, for economic reasons, must cut her military expenditures as drastically as the action of other nations and particularly France will permit.

Japan accepted with some misgivings. The anti-Japanese editorials in our press had given the Japanese people the impression of such bitter feeling against them that they expected no justice at our hands and distrusted the sincerity of a call for reduction of armaments. They thought they might even be mobbed in our streets.

China came hopefully. At last her good friend, America, would help redress the many wrongs that had been done her. The evacuation of Shantung by the Japanese was the particular measure on which she had set her heart, but there were many other instances of injustice which she would bring before the Conference.

CHILDREN of a common mother—This is the inscription on the Peace Portal at Blaine, Washington, which was dedicated on September 6, 1921. One side of the monument is in Canada and the other in the United States. It commemorates one hundred years of peace between the two countries. It is a tribute to the effectiveness of the Rush-Bagot agreement of 1817 by which they bound themselves to maintain no warships on the Great Lakes. It is suggestive of the possibilities for world peace when there is more of faith and less of armament.

France came unwillingly. America had not understood the attitude of France since the war until the discussion here of the submarine issue brought illumination. A "khaki" government, elected when war feeling and exultation in a hard-won victory were at their height, has been perpetuating in France the militarism of Germany. Interpreting their task as one of "reaping the fruits of victory," they have been confronted by the problem of making Germany pay a sum now recognized as fantastic by the rest of the world, and at the same time crushing Germany so that she would not be able to threaten France again. Put in another form, her problem as viewed by her present government is, how, with forty million people, to keep in permanent subjection a nation of sixty million. Only force will make a pyramid stand on its apex. Only a great army overawing a disarmed nation can keep little France the dominant force on the continent of Europe. True, her budget is the despair of international finance. She cannot pay the price of militarism. Yet to disarm with the other nations and to permit Europe to return to a peace footing means that France will drop back among the nations to a position below that of her more populous and economically stronger neighbor. This inevitable fate her militarists refuse to consider.

The Conference met on November 12, and Secretary Hughes started proceedings with a proposal for scrapping battleships that electrified the world. There had been so much talk about peace and there had been so much selfish bargaining at Paris that the common people were suspicious of conferences. Would this be one more futile talkfest? Secretary Hughes set their fears at rest on that first day, and the entire weight of the American delegation has been thrown from that time on to the end in bringing about concrete results. Let us sum up briefly in simple form what has been achieved to date:

1. The creation of a new understanding among several of the great nations with a new goodwill which is mightier than fleets or armies in the preservation of peace. Japan understands America as never before; the United States and Great Britain are in closer sympathy than they have been since 1775.

2. The limitation of battleships among the great naval powers to a point that makes a successful war of aggression on the part of any of them difficult and doubtful.

3. A naval holiday which relieves these powers of a great financial burden in a race, the outcome of which was likely to be war and would certainly be dangerous alliances.

4. The limitation in the use of submarines and the abolition of poison gas as a mode of warfare are measures which "military necessity" would override if their abrogation would bring sure victory. Nevertheless, a nation would have to weigh the chances of victory over and against the possibility that defiance of the conscience of mankind might bring into the war nations with which she could not cope.

5. While China has not received full justice, nevertheless she is considerably nearer that ideal than she was when the Conference met. The agreement that none of the nations will rob her in the future is of considerable importance. The definition of the Open Door and the establishment of a world commission to take action upon suspected infringements of this principle are important steps forward. The increase of her customs duties will improve her financial condition and may ultimately set her free from her dangerous creditors. The agreements regarding the removal of foreign postoffices and looking towards the abolition of extraterritorial rights are steps towards the restoration of the administrative integrity of China, for she is too great a nation to suffer indignities permanently. Most important of all, she has received back Shantung, and the "leased" areas forced from her may be restored. The educative effect of the discussion of her wrongs before the bar of world opinion is bound, eventually, to bring her what she has a right to have.

6. The Four-Power Pact is being much discussed and there are those who fear its tendency. We urge its ratification as a step in the right direction, though not the last step. It substitutes a Four-Power agreement for the Anglo-Japanese alliance. This alone would be sufficient to justify calling it "a step in the right direction." It has the further merit of arranging for conference and discussion after the manner of the Bryan treaties. Henceforth the common people will have more to say than they have in the past regarding declarations of war. Finally, as a general principle, treaties made in good faith by the executive arm of the government should at least have the benefit of the doubt and be ratified by the Senate without partisan obstruction. America must not have the reputation among her sister nations of being a house divided against itself in which the Senate undoes whatever the executive department may laboriously have achieved.

What of the future? Conferences will follow conferences if the Senate ratifies the treaties made in Washington, and each conference will bring us nearer to world peace. Whether or not America meets the other nations at Genoa in March, she will meet with them before very long to settle problems which can be settled at present in no other way. Ultimately there will be a world organization acceptable to all nations—a league or association of nations not based upon force but relying, as does the United States Supreme Court, upon the conscience of mankind for the enforcement of its decisions.

Before this result can be reached, there must be world-wide education for peace. The schools in particular must stop teaching the children to hate the "redcoats" or indeed to hate anybody and in place of a narrow patriotism, which is national egotism concealed under a more desirable name, there must be taught a patriotism that measures the greatness of a nation by the greatness of its service to humanity. In other words, international ethics must be brought up to the level of the ethics of the individual.

Just as in Germany the militaristic state that preceded the war had its secure basis in the school system so now the responsibility for education for the new day, if there is to be a new day, rests upon the shoulders of the school teachers of the world.

WAR—As long as nations meet on the fields of war—as long as they sustain the relations of savages to each other—as long as they put the laurel and the oak on the brows of those who kill—just so long will citizens resort to violence, and the quarrels of individuals be settled by dagger and revolver.

No man has imagination enough to paint the agonies, the horrors, the cruelties, of war. Think of sending shot and shell crashing through the bodies of men. Think of the widows and orphans. Think of the maimed, the mutilated, the mangled.

Every good man, every good woman, should try to do away with war, to stop the appeal to savage force.—Robert G. Ingersoll.

THE ZEALOUS, progressive teacher is always striving for mastery in the art and science of teaching. She realizes that there is always room for improvement.—*The North American Teacher.*

A PROPHECY OF 1842

Alfred Tennyson

For I dipt into the future, far as human eye could see,
Saw the Vision of the world and all the wonder that would be;
Saw the heavens fill with commerce, argosies of magic sails,
Pilots of the purple twilight, dropping down with costly bales;
Heard the heavens fill with shouting, and there rain'd a ghastly dew
From the nations' airy navies grappling in the central blue;
Far along, the world-wide whisper of the south-wind rushing warm,
With the standards of the peoples plunging thro' the thunder-storm
Till the war-drum throbb'd no longer, and the battle flags were furl'd
In the Parliament of man, the Federation of the world.

[From Tennyson's Locksley Hall, written in 1842.]

Training the Rural Teacher

WALTER S. HERTZOG[1]
Los Angeles, California

THE IMPROVEMENT of the rural schools is one of our most insistent National needs. Numerous State surveys have disclosed many of the alarming conditions which demand further investigation and study as well as action.

The country school is a National problem because approximately half of the teachers grapple daily with its peculiar perplexities. Even in the Empire State, there was sufficient dissatisfaction with existing conditions to result in the appointment of the Rural Survey Commission whose report promises some astonishing revelations. It is a pleasure to recognize the general attitude of the public today as that of desiring to know the facts. But these many surveys and reports will be barren of results unless the people are willing to apply the proper remedies when the case is once correctly diagnosed.

Among the many needs in rural schools, none is so universally characteristic as that of better prepared teachers. Poor school buildings, meager and neglected grounds, unjust tax laws, inadequate financial support, and insufficient or incomplete supervision are serious and prevalent conditions in the schools of the open country. Formidable as this list of defects may appear, their malevolent influence can be largely neutralized or overcome by the power of a capable teacher. Educational literature contains many examples of the transformation wrought by the efforts of an individual teacher of the type of Mrs. Harvey in Missouri. It is self-evident that good schools are the product of good teachers and that poor teachers teach poor schools. It is equally true that any individual who purposes to teach will become a more efficient teacher if he is prepared for his work by an adequate course of professional training. Where and how can such teachers be secured?

The shortage of teachers in the country schools, which was so acute during the war, has, under the influence of the industrial depression, been supplied in many localities. The real problem, however, is not so much one of quantity as it is one of quality. Under present conditions it would be foolish to assume that the preparation of beginning teachers has improved in proportion to the supply.

The responsibility for prepared teachers under our democratic form of government rests clearly with the various States. Public education is a State function under the National Constitution. It is therefore evident that such a fundamental weakness as the prevailing lack of training among rural teachers is a matter that challenges the attention of State authorities. State assistance for prospective teachers can be found in some form in every State in the Union. While the obligation for such aid is freely admitted, the implications of a State school system have not been fully grasped. Equality of educational opportunity is an empty phrase so long as some children are compelled to sit at the feet of incompetent teachers of inadequate State policy, while other children enjoy the privileges of trained leadership.

It is proper that the State should assist in training rural teachers because of the importance of education, because of the economic status of the teacher, and because of the difficulty of the work itself. Several States have begun a more aggressive policy looking toward giving the country children the same quality of instruction as that enjoyed by those whose parents dwell in the towns and cities.

In order to attract the brightest minds and the finest personalities of the profession into rural education, the State of Maine passed an act in 1919 which provided for the annual selection of one hundred rural teachers who had a complete normal-school training, or its equivalent, and successful teaching experience. These persons attend a special course of instruction during the summer months, the expense of tuition, board, and travel being borne by the State. They return to the service of the town from which they are chosen for at least one year, serving as rural critic and helping teacher. At the end of the year the teachers receive a bonus of twenty-five per cent of their regular yearly salary from the State. An annual appropriation of $20,000 is devoted to this work.

In Connecticut in 1921 a law was passed granting scholarships of $300 per pupil annually, to be applied toward living expenses, to students in the normal schools who agree to teach three years in the rural schools. For some years these scholarships were worth only $150 and were not sufficiently attractive to secure rural teachers.

South Carolina has been granting special scholarships in her State institutions for the preparation of teachers which gave $100 annually to 124 prospective teachers in addition to free tuition. These grants are very popular in that State and a recent program of economy has not interfered with this effort to improve the preparation of the elementary teachers.

Maryland has adopted a very liberal policy toward her high-school graduates who are willing to prepare for teaching. The total annual expense of maintenance for each student attending the normal schools is but $100. It is now proposed to increase this assistance to the extent of complete maintenance during the two years required for preparation.

New Mexico, Delaware, and Louisiana are additional States that have made an effort to meet their obligation to do more than to provide free tuition for prospective teachers. Certainly this movement is but in its infancy in our country. When our educational leaders provide the thrilling slogan, "A prepared teacher in every school," the States are called upon to appropriate larger sums to aid in bringing to pass this very desirable educational and professional millennium.

The principle of State assistance for teacher-training is already established by law and custom. The amount and necessity of additional assistance constitute the real points at issue. Vocational schools, trade schools, and colleges and universities maintained by the States are institutions through which the State subsidizes a great many occupations and professions. Where special need exists the State is justified in spending more money.

Agricultural schools have received a large amount of assistance from the States and the Nation. In a very real sense the farmers have been subsidized and little objection has been made to the policy. If the State needs foresters, it may train them in its own school at its own expense. If it needs policemen or soldiers, it trains them and remunerates them during training.

[1]A fuller discussion may be had in the author's *State Maintenance of Teachers in Training*. Warwick and York, Baltimore, 1921. pp. 133. $1.60.

The problems of the school compare favorably in significance with those of the farm or the forest. Universal teacher-training by means of subsidies is justified by the difficulty and importance to both State and Nation of the intricate problems which the teacher must help to solve. Illiteracy, Americanization, and public health are types of National problems which untrained novices are unprepared to attack. With trained teachers the school can aid in the solution of such problems.

As long as teaching in seeking recruits for its service must enter into competition with other occupations, many of which require less training, the State cannot neglect to offer any possible inducements in the way of assistance. Other industries and occupations have successfully used scholarships, loans, and bonuses. Our States should capitalize the experience of private enterprise in securing skilled workers. Those States and nations that have adopted plans by which prospective teachers have been aided have not abandoned the practice on account of their experience.

The problem of trained teachers is too great for each community to attempt to solve alone. Its fiscal implications involve not only the State but the Nation. Already Federal aid is being used by the States in the preparation of teachers under the Smith-Hughes act. The proposed Towner-Sterling bill recognizes the vital need of the rural schools for teachers trained at public expense. If any Nation today can afford to train its teachers from public funds it is the United States.

Since the war New York has become the center of the financial world. America is the great creditor nation. If this year 1922 goes down in history famous for the beneficent results of the movement for disarmament and the reduction of military expense, is it not an auspicious time for a definite advance in National expenditures for public education?

Money spent in making a school system effective should not be looked upon as an extravagance. Ignorance, illiteracy, and poverty are found together. Mexico, Italy, Spain, India, and Russia are examples of countries where public education is not available for the great majority of the common people.

Approximately 100,000 new teachers are required in the public schools every year. To give these teachers two years of professional training beyond the standard high-school course will cost a large sum. It is not essential to pay all the expenses of these students. Most young people have some resources of their own and the honor of selection by the State will stimulate the individual to provide a part of the cost. Moreover it is unnecessary to subsidize all prospective teachers.

Recent legislation in America seems to regard $300 as the proper amount of annual subsidy required for each prospective teacher. If 60,000 persons were selected annually for such aid there would be under subsidy each year 120,000 prospective teachers at an annual cost of $36,000,000. This is less than the cost of a single super-dreadnaught. A wise use of public money would recognize in education a valuable means of building up the National defense.

The hope for a professionally trained group of rural teachers whose tenure will be more permanent, lies in enlarging the educational programs of the various States in their economic and financial aspects. State subsidy for teachers in training and a continuing interest on the part of State and Nation in the salaries and living conditions of those who have entered the profession, will supplement effectively other important agencies in the solution of the problems of the rural schools.

I KEEP THE PUBLIC SCHOOL

Velorus Martz

Principal of the Avondale Junior High School, Columbus, Ohio

I keep the public school,
Or rather, help to keep it,
And daily there is sent us there,
Of boys and girls, an even seven hundred.
They say they pay me gold
To teach these boys and girls
To read and write,
And figure rates of interest.
Their fathers seem content to have it so.
They come from homes whose main ambition is
To hold a well-paid job—to get ahead—
To give as little as will meet the bill,
For that's good business.
And so they come to school
For their three R's, just the essentials,
They have no time for frills.

May God forbid that I should spend my life for this!
But rather may I give them that
Which money cannot buy nor recompense:
To serve their fellow-men,
With gentle courtesy their lives to rule,
To draw the line between the false and true,
To hunger and to strive for better things,
To know their God, and find
Deep joy in sacrifice.

Because of me
May they grow into bigger men,
Stalwart among their fellows,
Upstanding for the common good;
Citizens who mean to make their city clean
In government, with clean broad streets,
A better place in which to live,
And build their homes,
And raise their children.

When I confront this sacred task
I bow my head and pray for strength
To meet my opportunity.
If I can do all this that lies upon my heart,
I'll take my pay for teaching cubic root,
Without regret, and think I've earned it.

The Teacher-Pension Movement[1]

THERE IS a growing interest in teachers' pensions and in several States movements are under way to establish scientifically constructed pension systems or improve old ones. In view of this renewed interest and the legislation that will be proposed for the consideration of State legislatures in 1923, it is fitting to recall the efforts which the National Education Association has made to foster the movement for teachers' pensions.

As long ago as 1891 at a meeting of the Department of Superintendence in Philadelphia, the following resolution was passed: "Justice as well as the best public service requires the retirement and pensioning of teachers after a service of thirty years, and upon carefully devised conditions. We recommend the enactment of laws in the several States to permit and to regulate the retirement and pensioning of professional teachers." This was the first concerted action regarding pensions recorded in this country.

Again in 1896 at the Buffalo meeting of the National Education Association, John E. Clark, ex-president of the board of education of Detroit, Michigan, gave an address on Shall Teachers be Pensioned? In the heated discussion which followed but few of the speakers opposed the idea of pensioning teachers. Mr. Clark stated that he had been instrumental in securing the passage of a teachers' retirement fund bill, embodying an assessment on teachers' salaries and a provision for municipal help. Many cities and some States adopted about this time similar provisions.

At the July meeting in Boston, in 1903, William R. Harper, president of the National Council, appointed a committee of seven to inquire and report upon the salaries, tenure of office, and pension provisions of teachers in the United States, with Carroll D. Wright, U. S. Commissioner of Labor, to act as chairman. As the investigation of salaries was the basis of the whole inquiry, the efforts of the committee were first directed toward gathering data on that subject, hence the report of Mr. Wright in St. Louis the following July was confined entirely to the subject of salaries.

In 1905 new impetus was given the movement to pension teachers by the gift of Andrew Carnegie of ten million dollars for the pensioning of college professors, retired from work on account of old age or disability. It was reasoned that if the underlying principle was sound in its application to colleges, then it was equally sound in its application to elementary and secondary schools. Consequently renewed attention was directed to enacting retirement legislation.

At the July meeting at Asbury Park, N. J., in 1905, the Committee on Salaries, Tenure, and Pensions brought out a 466-page report. From the answers to a questionnaire sent out by the Committee, it was evident that no State in the Union at that time provided by law out of the public funds pensions for teachers upon retirement. However, Maryland pensioned from the public revenues certain teachers under specified conditions. In New York State, five per cent annually of all excise moneys was contributed from the public funds to the New York City teachers' retirement fund. The report also stated that there were then three kinds of schemes for providing retirement funds wholly or in part from contributions made by teachers. The first two were established under authority conferred by State laws while the third was purely voluntary.

Under the first plan a percentage of salary was withheld and paid into the retirement fund. This was put into operation in 1898 in Ohio, but the teachers of Toledo had this law pronounced unconstitutional by the Supreme Court. Teachers in Minneapolis won a parallel case. The second plan provided for the creation of a fund from fines, donations, and miscellaneous sources and from the voluntary contributions of teachers. Laws authorizing this plan for all the cities and counties of the State existed in 1905 in New Jersey, Ohio, and California; in Illinois, the law applied only to cities of 100,000 inhabitants or more. Massachusetts made like provision for Boston; Rhode Island for Providence; and New York and Michigan had laws applying to certain cities. The purely voluntary arrangement was in operation in Harrisburg, Pennsylvania, and in Norwich, Connecticut.

But three cities in the country had at that time anything that could be called a pension system: New York City, Detroit, and San Francisco. In Chicago, Boston, Charleston, and Jersey City retirement funds—incorrectly called pensions—were provided entirely through deductions from salaries of teachers.

In the meantime, agitation for teachers' pensions steadily grew. At Los Angeles in 1907, Charles H. Keyes, supervisor of schools at Hartford, Connecticut, in speaking of teachers' retirement associations, teachers' guilds, and annuity associations, said, "All the rational teachers' pension legislation on the statute books of American commonwealths has been secured largely, if not entirely, through the influence of these teachers' organizations."

Although the movement progressed slowly in some States, in others much was accomplished. In April, 1907, Rhode Island enacted a pension law for teachers and appropriated the sum of ten thousand dollars to carry out provisions of this act. It had defects, to be sure, such as the smallness of the sum appropriated and the absence of provision for making it continuous.

On July 13, 1911, the National Education Association passed a resolution authorizing the appointment of a committee on Teachers' Salary, Tenure, and Pensions, and $3000 was appropriated for its expenses. A preliminary report was presented by the chairman, Dr. Joseph Swain, then president of Swarthmore College, at the Chicago meeting the following year and an additional appropriation of $3000 was made.

The full report of the Committee, however, was distributed to the membership of the Association in January, 1913. A summary of this 328-page pamphlet was given before the Department of Superintendence at Philadelphia, February 28, 1913, by Mr. Robert C. Brooks, of Swarthmore, Pennsylvania, and a similar report was given at Salt Lake City in July by Dr. Swain. In the discussion that followed, Dr. D. B. Johnson, president of Winthrop Normal and Industrial College, of Rock Hill, S. C., stated: "The National Education Association exists for the improvement of all the schools of the country and for elevating the profession of teaching. I do not know of any way by which it could better accomplish the purposes of its existence than by helping to secure for teachers salaries sufficient to enable them to live in a way becoming the dignity and social position which should attach to their high calling and by lending its powerful aid to making the position of teaching more secure and to removing the chance of teachers spending their old age in dire want after having given their lives for the welfare of the State."

[1] Prepared by Miss Jessie M. Robbins, of the Editorial Department of the National Education Association.

In 1913, the board of directors authorized an appropriation not to exceed $2500 for the coming year in order to enable the committee to complete and present its report. As the Committee did not use the entire amount, the board of directors at the St. Paul meeting in 1914 appropriated $1000. This committee in coöperation with the U. S. Bureau of Education issued Bulletin No. 16, 1914, The Tangible Rewards of Teaching; Bulletin No. 31, 1915, A Comparative Study of the Salaries of Teachers and School Officers; Bulletin No. 14, 1916, State Pension Systems for Public-School Teachers. Appropriations for the use of this committee were made at Oakland in 1915 for $1400; at New York, in 1916, for $1000; and at Portland, in 1917, for $50.

In 1914, twelve States representing over one fourth of the population of the country had made provisions for teachers' pensions. In several other States laws authorizing any school district to pay retirement allowances had been passed, and in still others special acts established retirement funds for teachers in designated communities. In all, twenty-three States, including nearly one third the teaching force of the Nation had some kind of pension fund. That many of these were inadequate was evident on investigation. In an address before the National Education Association at St. Paul in 1914, Mr. Walter I. Hamilton, agent for the Massachusetts board of education, Boston, Massachusetts, stated that as a people we Americans have one leading characteristic, our capacity for faith and our optimism in substituting it for knowledge. "Consequently," he added, "we have built up teachers' retirement funds on a scarcely more substantial financial basis than sympathy and a somewhat vague faith that income would be greater than outgo. . . . In any campaign for teachers' retirement laws, we need three kinds of expert service—the insurance expert, or the actuary, the educational expert, and the legal expert. . . . For satisfactory and permanent plans we should utilize the mathematical knowledge of the expert in social insurance, the skill of the lawyer trained in writing legislation, reinforced by the social vision of the educator."

At the request of the Association's Committee on Salaries, Tenure, and Pensions, the president of the Carnegie Foundation for the Advancement of Teaching in New York City, Mr. Henry S. Pritchett, placed at the disposal of the Committee all the material that had been gathered by the Foundation on existent pension systems for 1906-1918, together with the services of the secretary of the Foundation, Dr. Clyde Furst and his colleague, Dr. I. L. Kandel, who met with the Committee and with the invited representatives

Law of Self-Reliance

The Good American Is Self-Reliant

SELF-CONCEIT is silly, but self-reliance is necessary to boys and girls who would be strong and useful. Therefore:

1. I will gladly listen to the advice of older and wiser people, but I will learn to think for myself, choose for myself, act for myself.
2. I will not be afraid of being laughed at.
3. I will not be afraid of doing right when the crowd does wrong.

Opposition is what we want and must have, to be good for anything. Hardship is the native soil of manhood and self-reliance.

—John Neal

O March that blusters and March that blows,
What color under your footsteps glows!
Beauty you summon from winter snows,
And you are the pathway that leads to the rose.

—Celia Thaxter.

1922			MARCH			1922
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

THIS is a page from the code of morals for children, prepared by Dr. Lillien J. Martin and printed as a calendar by the Eight-B boys of the Lincoln Junior High School, Cleveland, Ohio.

from each State at the meetings of the National Education Association and the Department of Superintendence at Detroit and New York in 1916 and at Atlantic City and Pittsburgh in 1918. The reports which were prepared for these meetings and the meeting of the Association at Kansas City in 1917 and that of the National Council of Education at New York in 1916 were printed in the Tenth, Eleventh, and Twelfth Annual Reports of the Carnegie Foundation.

The Foundation from these various reports compiled a pamphlet known as Bulletin No. 12, Pensions for Public-School Teachers. This bulletin stated that there were then (1918) sixty-seven different systems in thirty-four States, in general satisfactory.

At the meeting of the National Council of Education June 30, 1919, in Milwaukee, Dr. Joseph Swain, chairman of the Committee on Salaries, Tenure, and Pensions, presented a brief report in which he summarized the growing interest in pensions. "The colleges of the country are at present considering simultaneously the questions of increasing salaries and of establishing pension systems. The Report on Pensions for Public-School Teachers by Furst and Kandel (previously noted) is receiving consideration as a basis for pension legislation in Florida, Georgia, Texas, District of Columbia, Michigan, Minnesota, Utah, Oregon, and California. A number of State associations are seeking to amend systems created as recently as 1915, while others are making an entirely new start along sound lines. These include New Jersey, Ohio, and Vermont."

John W. Carr, chairman *pro tem* for the Committee on Pensions read a preliminary report at Des Moines, Iowa, July 5, 1921. Several States and local pension systems," he stated, "have been modified and some fundamentally changed within the last three years—for example, Ohio, Indiana, Pennsylvania, New Jersey, and New York." The committee recommended that a more extensive report be given in 1922 and was given an appropriation of $1000.

The Boston Museum of Fine Arts

ARTHUR FAIRBANKS

Director, Museum of Fine Arts, Boston, Massachusetts

PERHAPS the four greatest art collections in the United States are the Boston Museum of Fine Arts, the Metropolitan Museum in New York, the Art Institute in Chicago, and the Corcoran Art Gallery in Washington. To see any one of these great collections is a valuable privilege. In order that teachers who visit Boston next summer may know something of the Museum of Fine Arts, THE JOURNAL *asked Dr. Fairbanks to prepare the following article. No brief article could begin to do justice to the rich and varied collections of this great museum. Teachers of United States history will be especially interested in the numerous oil paintings of historical characters by such masters as Copley and Stuart.*

THE PRESENT HOME of the Boston Museum of Fine Arts was opened in 1909; the Evans addition in 1914. The collections, gathered in the fifty years since the Museum was founded, are first arranged geographically, that is, Greek and Roman art in one series of rooms, Egyptian art in another, Chinese and Japanese art in its own wing, the decorative arts of Europe in their own suite, and the European and American paintings in the Evans building. Within each of these collections the general arrangement is by historical periods. Further, the more important objects are exhibited upstairs while the study rooms and the collections used mainly by students are on the ground floor.

On ascending the main staircase from the Huntington Avenue entrance, the visitor is greeted by the ceiling decorations of the rotunda, which have recently been unveiled. Mr. John S. Sargent was occupied for five years with this work. Four large oval paintings and four smaller ones represent mythological subjects. The remaining spaces between the vertical ribs are occupied by representations, also of mythological subjects, in low relief.

THIS WOODEN STATUE of Kuan Yin is in the Oriental collection of the Boston Museum, said to be the best in the world. The statue is richly colored.

At the left are the collections of Chinese and Japanese art, said to be the most important collection of its kind under one roof anywhere in the world. It consists of richly decorated Japanese screens, Chinese sculpture, bronzes, and several rooms of Chinese Buddhist paintings and sculpture. The seated figure of Kuan Yin (see first illustration), is a polychrome wooden statue of the twelfth century, representing the personification of divine mercy and protection. Although other phases of oriental painting and sculpture are exhibited, the collection is so large that by far the greater part must be kept in storage in the basement, where it may be seen on request. Of the large collection of Japanese prints a small part is shown in the downstairs rooms surrounding the Japanese garden.

At the right of the rotunda is a gallery of the art of the nearer Orient, through which one passes to the Egyptian Collection, the larger part of which is the result of excavations conducted by the Museum in Egypt and the Sudan

THIS MADONNA AND CHILD is one of the many exhibits of European art in the Boston Museum.

during the last fifteen years. The beginning of Egyptian art may be studied in the first room and the art of the Old Empire, the period when Egyptian art reached its highest level, in the next two rooms. From its own excavations the museum has obtained eleven royal portraits in sculpture, besides portraits of other officials, from the fourth dynasty. Not to omit the statues and lesser objects from the Middle and the New Empire, the attention of visitors is called to the painted wooden coffin in the Middle Empire room, probably the finest example of Egyptian painting that has survived.

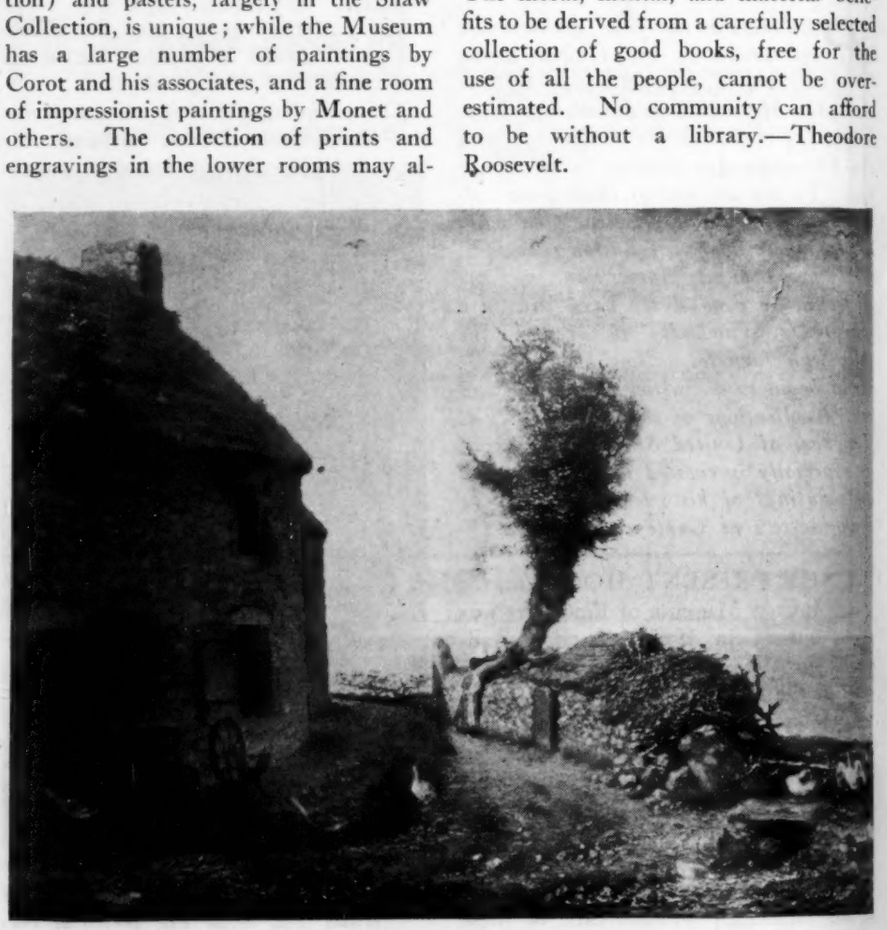
In the Greek collection the ivory and gold statuette of the Cretan snake goddess from about 1600 B. C. and the small archaic Greek bronzes deserve mention. The most important marble is the three-sided Greek relief dating from about 460 B. C., the counterpart of the Ludovisi throne in Rome, and representing on the front a winged figure weighing two miniature figures between seated women. The collection of Roman portraits in the balcony includes some fine examples. Among the gems in the late Greek room the Marlborough cameo representing the wedding of Eros and Psyche is deservedly famous.

From the rotunda also may be reached the rooms where the decorative arts of Europe are exhibited. The French Gothic Madonna and Child (see second illustration) from the fourteenth century is the finest piece here shown.

Again returning to the rotunda the visitor passes through the Tapestry Gallery to the collection of paintings. The collection has many fine examples of the early American portraits by Copley and Stuart, and the French paintings of the Barbizon School. A small Fra Angelico, a portrait by Solario, and a Madonna and Child by Fiorenzo di Lorenzo may be mentioned among the Italian paintings; two works by Velasquez among the Spanish paintings; a Hals and several Rembrandts among the Dutch paintings; and works by Turner, Reynolds, and Hoppner among the English paintings. For France, in addition to some fine examples of earlier work, the collection of Millet's paintings (see third illustration) and pastels, largely in the Shaw Collection, is unique; while the Museum has a large number of paintings by Corot and his associates, and a fine room of impressionist paintings by Monet and others. The collection of prints and engravings in the lower rooms may already be classed with the large collections of Europe.

The Museum has been a pioneer in educational work of the type peculiar to museums. Thousands of reproductions of works of art from its collections are used each year in the art teaching in the Boston public schools. The Bulletin describing its new acquisitions is sent to schools and colleges. The handbook and the Leaflet Guide are published to help visitors in seeing the collections. A docent is available by appointment to accompany visitors to particular departments and assist them in looking at works of art. Story hours for children are used to interest children in particular works of art. Direct instruction in the practice of looking at works of art is given mainly to teachers. To those teachers who come to the meeting of the National Education Association in Boston the Museum of Fine Arts extends a cordial welcome.

AFTER the church and the school, the free public library is the most effective influence for good in America. The moral, mental, and material benefits to be derived from a carefully selected collection of good books, free for the use of all the people, cannot be overestimated. No community can afford to be without a library.—Theodore Roosevelt.



THE BOSTON MUSEUM, like every large art collection, is proud of its original French paintings, particularly of its Corot's and Millet's. This is Millet's End of the Village of Gréville.

The Farm Bureau—A New Force in Rural Education

O. M. KILE[1]

Washington, D. C.

IN HUNDREDS of counties throughout the Nation the office of the county superintendent of schools is adjacent to or just across the hall from that of the county agricultural agent. These two public servants travel the same roads, attend many of the same meetings, and depend upon much the same people for support. Yet all too frequently the county superintendent has not realized what a powerful agency for rural-school development exists in the organization back of the county agricultural agent, namely, the county farm bureau.

This is largely due to the comparatively recent and rapid growth of the farm bureau. Although New York State has a few farm bureaus ten years old, in most of the States the development has taken place within the last three or four years. The membership which was only a quarter of a million in 1918, and consisted solely of local community and county groups, had by 1921 jumped to a million and a quarter. State and National federations had been developed with well-financed central offices and staffs of competent and well-paid experts.

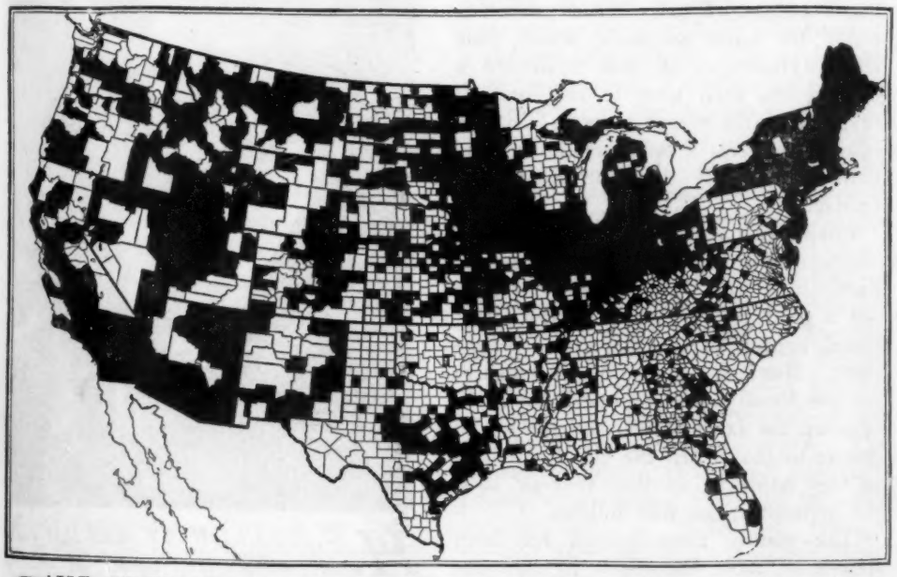
[1] Author of *The Farm Bureau Movement*, recently published by the Macmillan Company, New York. This book describes the organization, purposes, and accomplishments of the Farm Bureau and gives a sketch of the agricultural organizations and crusades that have gone before.

THROUGH organized boys and girls' club work the farm bureaus emphasize the dignity of doing well the simple tasks of the farm and the farm home.

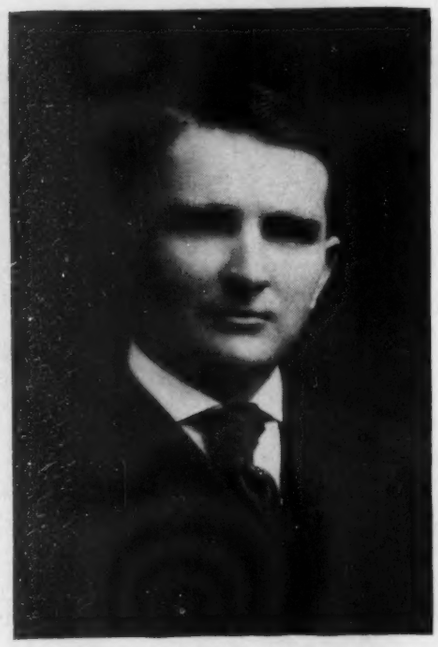
The farm bureau is primarily educational. It was first organized in the counties to coöperate with the county agent for education along agricultural lines. It is true that its scope has since expanded and now includes economic and legislative activities, but these are but practical applications of educational developments. The central thought and purpose of the local farm bureau must, for permanency, remain educational, even though the special machinery set up to carry out some of the ideas developed may, for the time being, appear to be the major feature.

With the questions of better rural schools, better trained teachers, better courses of study, better methods of instruction and better textbooks, all having such close and intimate bearing upon the development and welfare of any farming community, it is only reasonable to assume that sooner or later the farm bureau will take an active interest in the county school system.

Through the agency of the boys and girls' club work, ordinarily sponsored by the county agent and the farm bureau and carried on in coöperation with the schools, a working basis for the closer union of these two educational forces already exists in hundreds of counties. Most farm bureaus have been content to leave the part of the agricultural and community development program that relates to boys and girls largely to the county agent—just as the average parent leaves the daily schooling of his children almost exclusively to the teacher. But the time is near at hand—in fact has already arrived in many counties—when the farm bureau will tackle the rural-school problem for what



THE EXTENT of the Farm Bureau organization on June 1, 1921, is shown by the blackened areas which indicate counties on this map.



LEWIS C. TIDBALL assumed the duties of State Commissioner of Education in Wyoming July 6, 1921. He is a graduate of the University of Wyoming.

it is, one of the really important problems of country living.

Just now the farm bureau is so busy with its plans for coöperative marketing of farm products, coöperative purchasing of supplies, and with regulation of business and banking interests that have sometimes taken an unfair advantage of the farmer, that the problems relative to the development of the æsthetic and cultural side of country life have received but little consideration. It is natural that the question of how to get and retain a fair income from the farm should precede the question of how best to spend this income. But this latter question will come up for consideration shortly—soon after the present agricultural crisis passes—and then we may expect a determined attack upon the problems that have to do with better rural living.

The county superintendent of schools usually has many plans for betterment that must be held in abeyance until support can be secured. School improvement requires money and in order to get authorization to spend this money the support of the public must be sought and retained.

In securing this support the farm bureau should prove a most valuable aid. The farm bureau is teaching the rural population how to think and to act in harmony—how to get things done. The members are learning to have confidence in their officers and are becoming accustomed to delegating rather sweeping powers to them. A central executive committee of twelve to fifteen men, each man representing a definite local unit or sub-division of membership, may virtually commit the two thousand or more farm families of a county to a given policy or line of action.

True, there is nothing to compel this action on the part of any individual member, but it will be readily seen how great may be the influence of this central committee in the matter of influencing public opinion.

In most agricultural counties the farm bureau is now the most powerful single organization within the county. If it should decide that the rural schools were to be consolidated, they would very likely soon be consolidated. If their officers were thoroughly convinced that teachers' salaries ought to be increased, the membership could very likely be convinced and the desired changes effected.

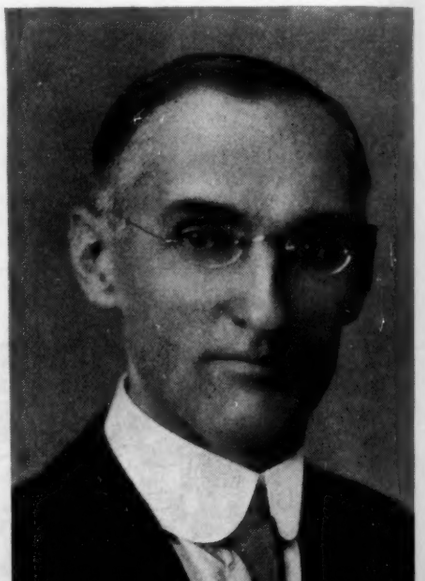
The officers of the county school system would do well to work in close harmony with the farm bureau. It ought to be possible in most counties to get the farm bureau to add to its regular standing committees another committee dealing with rural education. The county superintendent of schools might be made an advisory member of this committee. (Only farmers can be voting members.) In this capacity he could develop investigations, reports, and recommendations which would gradually crystallize into a farm-bureau program of action with regard to school improvement. Some counties are ready today for more advanced action than this. Oftentimes all that is needed is to give the final push in the form of organized farm-bureau support. In such instances success is much nearer at hand than the county superintendent may realize.

Owing to the extreme depression now overspreading the agricultural regions, particularly the Middle West, this is not a good year in which to seek additional appropriations for school betterment. But it is a good time in which to lay the foundation for close coöperation between the farm bureau and the school system so that when the clouds break—as they must in another year or so—the appropriations will follow.

The county farm bureau has been spoken of most frequently in this discussion, but the State and National farm bureau federations also provide powerful forces for use where improved legislative measures are needed. Much has already been done along these lines.

But there still remains the local township or community farm bureau to consider. Here the teacher and the bureau can be mutually helpful. The farm bureau meetings should be frequently held at the school building, and the principal or agricultural instructor will find many ways in which to be of assistance. In return, the close association between parents and teachers will give that mutual understanding and sympathy so much desired but so seldom attained. Even the little district schoolhouse may now and then be made the meeting-place for some local committee or minor group of the farm bureau membership and be the gainer thereby.

The farm bureau is developing the local leaders and the machinery for action. Development along æsthetic and cultural lines—broadly speaking, community betterment—is certain to become an important feature of the local farm bureau program in the near future. If the local educational forces and the farm bureau forces get together early in this program of development, an opportunity for great mutual helpfulness awaits.



H. V. HOLLOWAY, who last year succeeded Mr. Spaid as State Superintendent of Public Instruction in Delaware.

University Extension—Its Aims and Achievements

MARY BURCHARD ORVIS

Extension Division, Indiana University, Indianapolis, Indiana

TWENTY YEARS AGO the only way to get a university education was to abandon one's home and bread-and-butter pursuits and "go to college." Today all that is changed because we have come to realize that education is a lifelong process. We have also realized that a State university is under obligation to serve all the people. And so we have, in practically every State in the Union, this reaching out of the university, which is called university extension. Generally speaking, there are no bars at the gate. It is open to every one, regardless of his age or his station in life; regardless even of his previous education, since the only entrance requirement for most extension courses is the student's ability to "pursue them with profit." The fees in most institutions are nominal and do not cover the actual cost of instuction. That is borne by the taxpayers, and it is surprisingly low, per credit hour, compared with the cost of educating a boy or girl in residence.

While the movement has attained widely varying degrees of development in different parts of the country, it is no exaggeration to say that any intelligent adult in the United States may study under university guidance, because if his State university does not offer him the opportunity, very likely his neighboring State does. For instance, the little high-school graduate who is teaching in a country school up in the woods of northern Minnesota or Michigan may go on studying and working toward a university degree. She receives her lesson papers by mail, works them out, and returns them to the instructor at the State university. He grades them and returns them to her—usually with a personal letter of comment. Thousands of teachers are bridging by correspondence courses the gap between their graduation from high school and the time when they will have saved enough money to go to college. Over 800 took correspondence courses in education alone, through the Extension Division of the University of Wisconsin last year. Many other teachers are studying in extension classes meeting once a week for a double period. Four hundred and sixty-four Indianapolis teachers are now studying in Indiana University classes under instructors who come from the university, sixty-five miles away at Bloomington.

Last year over 24,000 students studied in the evening classes organized by the State in eighty-six different communities of Massachusetts. There the movement has taken a somewhat different form from that in States having publicly supported universities. In Massachusetts the University Extension Division is a part of the State Board of Education, with offices in the State House, and while much of the work is of university grade and is given by teachers from Harvard and other institutions of higher learning, some of it is elementary in character. The idea in Massachusetts is adult education in the broadest sense. Classes are organized almost anywhere to teach grown-ups almost anything they want to know.

The most widely known system of university extension is that of the University of Wisconsin, which was organized in its present form in 1906. While the idea of "taking the university to the people" originated in the English universities as early as 1867, and was transplanted in this country and thrived more or less along with the Chautauqua, it did not take definite form or proportions until later. Probably the greatest contribution to the movement was that of President Van Hise, of the University of Wisconsin, whose theory of "service to the commonwealth" has now permeated our whole system of higher education. The first National University Extension Conference was held at Madison, in 1915, with representatives from twenty-eight colleges. According to figures compiled by the U. S. Bureau of Education, there were about 120,000 students studying in extension classes and by correspondence in 1919. The Bureau estimated that over 2,000,000 people were reached that year by semi-popular lectures; 5,500,000 through motion pictures and lantern slides; 936,000 through outlines, bibliographies, and pamphlets distributed to debating and discussion clubs; 308,000 through institutes and conferences; and 1,265,000 through bulletins and circulars. This was entirely apart from the work of the Agricultural Extension Divisions. The States were then spending over $1,500,000 directly on non-agricultural extension work. The movement has grown still more rapidly since that time. Florida, for instance, established an extension division and enrolled 5000 students its first year. The enrolment has more than doubled in Indiana.

What kinds of people study in extension classes? A census of the occupations reported by some of the 760 students in the Indianapolis Center of Indiana University reveals sixty-eight different lines of work. Of nearly 1000 class enrolments, fifty-eight are clerks, fifty-five stenographers, twenty-two secretaries, eighteen bookkeepers, and thirteen accountants. Forty-three extremely differentiated persons are delving into psychology; and twenty-six advanced souls are studying psychoanalysis. Thirty-nine are studying the short story—some solely for the pleasure they get out of it and some because they want to write for publication. English composition is the one subject that is almost invariably needed by people who have not been to college. Public speaking courses have helped many a self-conscious salesman overcome his difficulties as they have many a factory employee who wants to be able to "get up and talk at meetings."

Even millionaires sometimes find extension courses helpful because extension divisions adapt themselves to the needs of the times. When the Federal Income Tax bill, for instance, was pending in Congress, the Extension Division prepared a correspondence course that was ready practically as soon as the bill became a law. And, since the period between the date of the passage of the law and the date upon which the returns were to be made to the government was very short, this instruction was of immediate value to the 800 students who enrolled. Many general managers, a vice-president of a railroad, and a prominent bank president are "graduates" of extension classes conducted by the University of Pennsylvania.

In Wisconsin 150 doctors took a post-graduate course in classes organized by the Extension Division and taught by members of the University School of Medicine.

The University of California gives special short courses for electrical workers, among others. The University of

Iowa gives short courses for telephone operators, bakers, and dye workers.

These are some of the types of people who have taken more or less formal courses. There are thousands of others who are enjoying some of the other methods of university extension, less formal. Most State institutions have public discussion services which give free assistance to all sorts of organizations, from the high-school debating team to the woman's club literature department; from the retail association to the civic improvement club. The extension divisions send out guided study outlines on literally hundreds of subjects, some as important as disarmament, the League of Nations, the Japanese and the Mexican questions, immigration, Americanization, and various labor problems. They also send out free of charge selected lists of references for reading, and package libraries. These little libraries consist of from ten to a hundred different authoritative clippings, reports, and pamphlets, giving the reader *both sides* of the most debatable questions. They are used widely by teachers coaching boys and girls for oratorical contests and by club women. Going out in mail-bag lots these libraries are an instrument of education not to be despised. They make for public discussion and intelligent leadership.

The motion picture was early adopted by extension divisions. Some States have large numbers of educational and fictional films which they send out upon payment of a nominal fee to any school or public organization. These films are routed from one town to another and constitute one of the most promising factors in adult education today.

Under the general head of "public welfare service" are grouped a wide variety of extension division activities. The welfare of children is furthered in a hundred different ways, as is the public health movement. Many divisions hold "child welfare weeks" in communities throughout their States. Wisconsin has a municipal reference bureau which advises towns and cities on such matters as city planning, garbage and sewage disposal, and other matters of great importance in community life.

Broadly speaking, the better organized extension division is prepared to give information, either formally or informally, on practically every subject of importance in the life of the individual or that of the community. It is a sort of clearing-house for putting people in touch with their universities. Not one person in a thousand has the slightest idea of the vastness of the resources of a big modern university which employs from four to eight hundred experts to accumulate and advance knowledge. The potentialities of such an institution for the "amelioration of life" are unbounded. It is not enough to distribute this knowledge to the favored hundreds or thousands who can afford to live for several years within the campus walls. The great treasure must be scattered broadcast so that it will become more and more the possession of each member of the commonwealth. That it will become more and more a part of the life of each, according to his capacity to make use of it, cannot for one moment be doubted. Growing legislative appropriations, increasing enrolment lists, and bursting mail-bags, are the tangible measures of the success of the university extension movement. They mean, as President Birge, of the University of Wisconsin, has said, "the extension of learning, the transmutation of science into practice, and the application of knowledge to the concrete problems of daily affairs."

Teachers and Salaries in Connecticut, 1871-1921

Prepared under the direction of State Commissioner A. B. Meredith

Year Ended July	Number of Teachers		Percentage of men	Average Monthly Salary	
	Men	Women		Men	Women
1871	699	1721	28	$66.55	$32.69
1872	715	1762	28	67.01	34.09
1873	711	1810	28	69.03	36.05
1874	704	1897	27	71.48	36.67
1875	721	1910	27	70.05	37.35
1876	767	1889	28	67.43	37.16
1877	753	1923	28	64.55	36.20
1878	752	1959	27	61.03	36.50
1879	773	1968	28	57.19	35.27
1880	746	2025	26	56.43	35.45
1881	680	2120	24	60.69	35.37
1882	617	2213	21	63.44	35.94
1883	566	2301	19	67.36	36.52
1884	562	2347	19	69.17	37.21
1885	546	2442	18	69.16	37.64
1886	561	2477	18	69.89	37.97
1887	533	2559	17	68.82	38.56
1888	493	2629	15	73.50	38.52
1889	468	2631	15	74.47	39.31
1890	460	2766	14	76.24	39.34
1891	434	2866	13	77.11	39.84
1892	419	2925	12	83.69	39.48
1893	390	3025	11	86.48	40.64
1894	405	3093	11	85.87	41.48
1895	403	3228	11	85.58	41.88
1896	409	3299	11	84.65	42.34
1897	382	3409	10	88.77	42.70
1898	385	3556	9	88.49	43.03
1899	387	3692	9	89.87	43.61
1900	378	3768	9	88.68	44.40
1901	356	3872	8	96.12	45.32
1902	360	3956	8	99.29	44.51
1903	344	4099	7	102.44	45.26
1904	347	4158	7	106.63	45.78
1905	325	4269	7	108.97	46.67
1906	333	4388	7	103.92	45.83
1907	332	4552	6	108.19	47.38
1908	329	4696	6	115.07	50.50
1909	363	4816	7	121.21	52.64
1910	352	4950	6	123.00	54.51
1911	366	5097	6	136.49	55.45
1912	361	5130	6	125.01	57.87
1913	318	5248	5	111.49	59.71
1914	333	5534	5	117.80	61.63
1915	349	5686	5	122.70	64.32
1916	410	6013	6	127.08	64.17
1917	427	6283	6	125.20	68.39
1918	405	6510	5	142.43	75.76
1919	381	6688	5	159.97	88.32
1920	456	6887	6	183.31	113.48
1921	484	7176	6	202.95	135.57

School and Library Coöperation[1]

J. M. McCONNELL

Commissioner of Education for Minnesota, Minneapolis, Minnesota

IT IS THE CONCEPTION in Minnesota that since the school and the library are dual agencies to effect public education it makes for efficiency and economy that they should work together. The fact is recognized that the job of education is not finished with educating the children, but that it must extend into the lives of adults after their regular school training has been completed, or that it must reach those whose early training may have been lacking. It is clear in the minds of those who direct the policies of both that the school and the library have so largely a common purpose that each is continually dependent on the other, and that therefore they can best operate under the same general direction. This does not presume that either will control the other.

State organization—Accordingly, in 1919, in creating a State board of education and providing for a reorganization of the educational system, the legislature placed library administration, so far as it is a State function, under the direction of this board. The State board of education consists of five members appointed by the governor for terms of five years. The law provides that they should be representative citizens of the State, but fixes no other qualifications. There is no *ex-officio* membership. The board elects a commissioner of education, who is its secretary and executive for a term of six years. Thus it may be noted that educational administration is well removed from the political arena.

The board is in full charge of the State department of education, in which the administration of libraries, formerly carried on by the State library commission, is placed.

The library division—The library division is one of the seven divisions into which the department of education has been organized by the State board. It is headed by its own director, who was for many years secretary of the State library commission, and functions in the organization just as do the other divisions, such as the rural and high-school divisions. Its employees are elected by the board on the nomination of the commissioner, always with the recommendation of the library director. It shares in the budget and receives the same encouragement and support through the educational policy of the department as does the rest of the educational system. Those who are in charge of the library division attend the meetings of the State board of education, sit in the conferences of the department, share in determining the educational policy of the State, and are in every way full communicants.

The university and teachers colleges—In Minnesota, the university and teachers colleges are administered under separate boards related to the State board through the commissioner of education, who is an *ex-officio* member of the board of university regents and the State teachers college board. Hence, this discussion does not include these institutions, except that it presumes the same obligations on them to train librarians that they have to train teachers. This responsibility they have not yet been able to meet, but it is part of our educational policy that this situation shall eventually be brought about.

Division of library field—The library field in Minnesota, like Ancient Gaul of tender memory to the classical student, is divided into three parts. They are the public library, the traveling library, and the school library. The first two were inherited by the department of education from the estate of the library commission. The school library has always been under the administration of the department of education.

Constitutional basis for education—The constitution of Minnesota makes it an obligation of the State to maintain a general and uniform system of schools and requires the legislature by taxation or otherwise to provide for their support in every part of the State. Based on this constitutional foundation, a school system has been built up with liberal and purposeful State support and competent State direction. No similar constitutional provision lays a foundation for libraries. The public library therefore is mainly a municipal institution, created through local initiative, supported by local taxation, and maintained according to the standards set by the community itself. Many library buildings have been secured through the munificence of that fairy godfather of public libraries, Andrew Carnegie.

The public library—The public library in Minnesota is administered in any village or city where it may have been established under a library board appointed by the mayor. The law permits county commissioners to establish a county library at the county-seat or elsewhere in the county, to levy a tax for its support, and to appoint a library board for its administration. Should a city library, or more than one, exist in the county, then the commissioners are to contract with one or more of them, contributing the tax levied in the county for support, and thus securing library service for the entire county. This may include an arrangement for county traveling libraries.

Duty of library division to public libraries—It is the duty of the State library division to give advice and assistance in the formation of new libraries and in the operation of those already organized and to keep statistics relative to public libraries. The State, however, furnishes no funds and exercises no mandatory powers.

Traveling libraries—The State library division is authorized to purchase books to be used as a State circulating library available under rules prescribed by the division to every community in the State. It will be noted that the traveling library *is* maintained entirely at State expense and under State direction. It renders large service as a reference library and is of special value to communities which do not have public libraries.

School library—The school library which has been maintained under the department of education since its inception has been stimulated and built up by means of that policy of purposeful State support which is so large a factor in Minnesota's educational system. It has not, however, until recently had the same degree of State direction that has been applied to other phases of education.

Terms of support—By the terms of this policy, as applied to school libraries, the State contributes to every school district which maintains a school library, complying with standards set by the State department, a certain amount for the purchase of books, provided the district pays at least an equivalent sum. Books to the value of double the State's contribution must be selected from the list which is prepared by the State department. While the sum paid per building, although doubled by the last

[1]An address before the League of Library Commissions, Chicago, December 30, 1921.

legislature, is not large, and while the establishment of libraries by schools is not mandatory, the effect has been to put a library into probably every school, large and small, in the State.

Library coördination—Two features of the law seek to coördinate library effort, especially in small communities. In villages of less than two thousand inhabitants, when no tax is levied for public libraries, the school board may maintain a public library for use of all residents and provide rooms for the same in the school building. The tendency in small communities is toward making the school building a community center, providing auditorium and gymnasium, whether the library is included in it or not.

Again, in any community, regardless of size, the school board may contract with the board of any approved county, city, or village library to become a branch of such public library and to receive books suited to the needs of its pupils and the citizens of the community.

Assignment of State aid—In case of such arrangement, the State aid for the school library is paid to the library board, with the stipulation that it must be spent for books selected from the State library list for schools.

Qualified librarian—When such arrangement is made, a librarian must be employed, who meets the standards set by the State department for school librarians. Such librarians may be jointly employed by the school and library boards, and divide their time between the two lines of service.

Local administration by separate boards—It will be noted that while the State administration of libraries is vested in the department of education, the local administration, except when the school board establishes a public library, remains in a library board. There is no disposition so far as I am aware, to merge the local library and school administration.

Basis and purposes stated—I have thus indicated the basis on which the library work rests, leading to a statement of our purposes and the means by which we seek to accomplish them. Our problems as we see them are:

1. To make the library both for children and adults as available to every person in the State as are the schools, so that equal educational opportunity may be provided.

2. To so coördinate county, city, and school libraries as to secure the maximum return without duplication of effort or expense.

3. To bring library service to a higher degree of proficiency by setting up professional standards for librarians to correspond with those set for teachers in the same communities, and to provide for their attainment.

4. To establish a taxing unit large enough and a basis of income certain enough to insure adequate support.

5. To apply to the public library the same method of purposeful State support and standardization which has been used in building up the public schools.

6. To make the libraries function more perfectly as educational institutions, whether their service is rendered to the children in the school or to the adults in the community.

Plan of library administration—The work of administering the library system of the State and the leadership in carrying forward what we intend shall be a progressive library program are placed with the director of the library division and her assistants. They are supported in their efforts by the State board of education and the commissioner, and enjoy the constant coöperation of those who are in charge of the other divisions. They are thus always in touch with the entire educational field. The fact that all library work, including that of the schools, is placed under one directorate has greatly simplified the problem of administration.

Librarians in schools—Progress is being made in securing in graded and high-schools the employment of professionally trained school librarians, who serve to make the library render the maximum of service in the class work of the school and to teach the students the art and habit of library use.

Coördination of public and school libraries—The villages and cities of the State in increasing numbers are being made to realize that best results, at least cost, are obtained by coördination of the public and school libraries, according to one or the other of the plans which the statute provides. When such arrangements are made, the State department requires the employment of professionally qualified librarians, so far as the work relates to the schools.

Coöperation between library division and rural school division—Through coöperation between the library division and the rural school division, on the initiative of the latter, instruction was given during the season just closed in county institutes for rural teachers throughout the State, in organization and use of school libraries in the one-room rural schools. Heretofore, we have had in these rural schools collections of books, often uncared for, and frequently not well used. In the future, by a continuation of this policy, we hope to have libraries which shall serve the children in their classes and teach them the reading habit in their homes. We are committed to the belief that intelligent direction is as important in the use of a library as it is in the operations of the schoolroom.

Coöperation in teacher-librarian training—In order that teachers may be prepared to do the library work that is to be demanded of them, a beginning has been made in library training in some of the State teachers colleges. Also, on the request of the director of high school teacher training departments, the library division has outlined a course in library training for the rural teachers who are being trained in these departments.

County libraries—No distinct county library organizations have been established, but several counties have made contracts with city libraries so that the rural districts are served. This is accomplished by library branches or stations, by traveling libraries, and in one or two instances by the use of automobiles in charge of librarians.

Effect of association—The effect of the associated movement is to enlarge the field of service and increase the importance of the public library. As the public library grows and functions more widely, not only will the State be better served and the librarian's position become one of greater influence, but the demand on the traveling library will be correspondingly less. This, as we see it, represents progress in the right direction, since it brings service constantly closer to the people.

The future—Some features of the program as we have conceived it cannot be accomplished without further legislation. This we shall doubtless get as rapidly as the people of the State come to understand more fully the possibilities of a coöperative school and library policy with State encouragement. The call of progress does not go long unheeded among the earnest people of the great Northwest.

We hope for an amendment to county library laws to facilitate the establishment of county libraries throughout the State, so that the rural people may enjoy more nearly equal library opportunity. This will be in keeping with the first principle written in our law for State support of schools, which provides that equal educational opportunity

should be furnished to all the school children of the State.

The time cannot be far distant when the public library everywhere, like the public school, will be made a concern of the State. This would mean some measure of State support and compliance with State standards. It would mean the placing of librarians in the same relation to the State as teachers. Like the school system, it would make ample provision for local autonomy, but would lift the library through the support of the State to the place of importance and influence which it should occupy. Any plan to be in harmony with the present policy should provide for continued coöperation between the library and the school as the great coördinate agencies in public education.

The Teacher's Wage

IRVING H. HART

Director of Extension, Iowa State Teachers College, Cedar Falls, Iowa

THE ARTICLE by former Superintendent Fowler in the January number of THE JOURNAL presents an interesting array of figures showing the average salaries of teachers in Nebraska from 1871 to 1921. To the casual reader, these statistics may seem to indicate a most fortunate condition of affairs with reference to the teacher's living wage, particularly if he notices the marked increase in salaries since 1916. However trite it may be, it is necessary to note in this connection that dollars do not measure wages, if by wage we mean a living wage. The only accurate measure of the wage is its purchasing power.

Exact scientific standards for the measurement of the purchasing power of wages have never been determined, but a measure closely approximating such a standard may be obtained by taking the index numbers of the retail prices of the principal articles of food as given by the Bureau of Labor Statistics of the U. S. Department of Labor and published from month to month in *The Labor Review*.

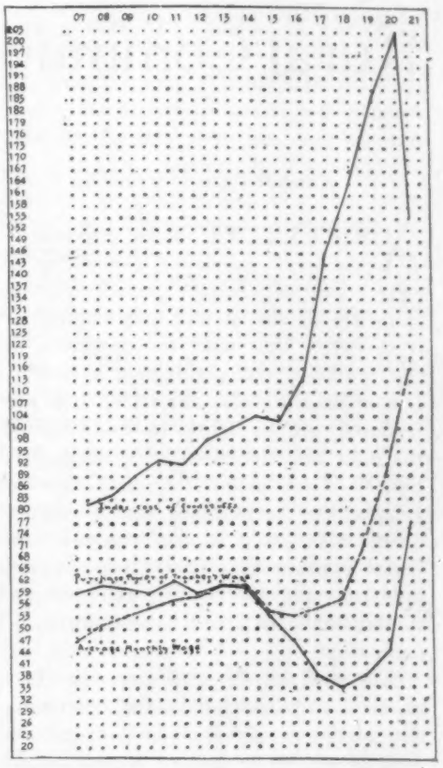
The table below is derived by taking the average monthly wage of Nebraska teachers as computed from Superintendent Fowler's table (Column 1) and dividing this wage by the index number of the cost of foodstuffs (Column 2) in order to secure a comparative measure in units of purchasing power (Column 3). The index numbers are based on the cost of twenty-two of the principal articles of food for 1913, which prices are taken as 100. The figures in Column 4 are secured by computing the percentage which the average monthly wage for each year is of the wage for 1913 and the percentage which the index number for the year is of the base number for 1913 and determining the difference of these percentages. For example, the average monthly wage for 1907 is $48.74, which is 20.98 per cent less than $61.68, the average monthly wage for 1913. The index of the cost of foodstuffs for 1907 is 82, or 18 per cent less than the base number for 1913. The difference between these two percentages is 2.98 per cent. The average monthly wage for 1921 is 92.7 per cent higher than that for 1913. The index number for this year is 54 per cent higher. The difference in percentages is 38.7. The first of these differences is negative; the second, positive, indicating with reference to the base a corresponding loss or gain of wages in relation to the cost of living. Wherever the increase in the cost of living is greater than the increase in the teacher's wage, a negative result is shown; where the contrary is true, the result is positive. The totals of these percentage differences indicate in general the teacher's net loss during the period.

The graphs shown in the chart below indicate more readily to the eye the relative values of these figures.

Date	Av. Mo. wage	Index number	Purchase power	Per cent loss	Per cent gain
	1	2	3	4	5
1907	$48.74	82	59.4	2.98	.....
1908	51.61	84	61.4	.33	.....
1909	53.73	89	60.3	1.88	.....
1910	55.21	93	59.3	2.84	.....
1911	57.34	92	62.3	.....	0.96
1912	58.39	98	59.6	3.34	.....
1913	61.68	100	61.7	0	0
1914	61.76	102	60.5	1.99	.....
1915	54.33	101	53.8	12.92	.....
1916	53.61	114	47.0	27.09	.....
1917	55.60	146	38.1	55.86	.....
1918	58.91	168	35.1	74.12	.....
1919	69.30	186	37.3	63.65	.....
1920	90.12	203	44.7	56.90	.....
1921	118.86	154[1]	77.1	.....	38.70
Total percentage of loss or gain				303.90	39.66
Net total percentage of loss				264.24	

[1]Eight months, January to August.

There are not a few taxpayers in the Middle West today who are asking, "Are the teachers not willing in these days of financial stringency to take their loss along with the rest of us?" There is more than an implication of selfish disregard of the general good in this inquiry. For answer one has only to turn to the figures and the graph



above. *The teachers have already taken their loss,* a loss for Nebraska teachers in these last fifteen years amounting to more than two and one-half times the average wage of 1913.

These years have been, until almost the very present, years of plenty and of unexampled prosperity to the agricultural and business interests of the country. These interests are now suffering from a decline in prices. Their plight is a serious one and teachers, least of all, should be lacking in sympathy for them.

Figures are lacking to show comparatively the gains and losses of agriculture and industry during these years; but it is not presumptuous to assume that the gains are far from being offset by the losses. When a balance is struck again, when the unusual condition indicated by the wage scale of the Nebraska teachers for 1921 has continued long enough to counterbalance the teachers' losses hitherto incurred, then the teachers will gladly take their loss with the rest.

WHETHER thy work be fine or coarse, planting corn or writing epics, so only it be honest work, done to thine own approbation, it shall earn a reward to the senses as well as to the thought: no matter how often defeated, you are born to victory. The reward of a thing well done is to have done it.—*R. W. Emerson.*

Rural Community Organization[1]

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AGRICULTURE is so essential to the very fabric of American society that satisfactory rural relationships are of the utmost importance. It is necessary that teachers, ministers, social workers, and politicians, as well as economists, business interests, and professional groups work in and through the most effective units of rural population. The proper organization of groups, the harmonious articulation of group with group in a continuous, universal manner that covers every square mile of rural territory is essential and fundamental in rural community organization.

The first of all problems, therefore, in rural organization is the determination of the proper local unit of population, of territory, and of wealth which lends itself to comprehensive community development. This settled upon, the next problem is the organization and coördination of forces and agencies within the unit for the full expression of the economic and social life of the community.

This unit must have sufficient territorial area to give the volume of population needed to maintain attractive, satisfying institutional life. The area must not be so large as to preclude unity of purpose and the cohesion of the members. On the other hand, it must not be so small as not to afford sufficient human contacts and incentives for a well-rounded, progressive community existence. There should also be enough wealth embraced within the community and a sufficient density of population to allow for the distribution and maintenance of needed public utilities.

Many organizations and agencies are looking for this proper unit. They realize that basic organization plans can be formulated only upon that group of rural population which has all the qualifications necessary to give social and economic success.

The Farm Bureau is endeavoring to find the best organization and the best local unit of farm population upon which to base its great work. The Home Bureau is an expression of the organization of farm women along similar lines. The American Red Cross is another agency trying to work out the organization of rural life, especially along the physical and health side. The National Conference of Social Work is endeavoring to find itself in a program of organization of rural social forces. A plan has been outlined by the Massachusetts Agricultural College of forming in a rural community a council of all the agencies working for rural life. North Carolina has a quite different plan which is concerned with overhauling county government in the interests of economic and social agencies for the benefit of the farm population. The consolidation of rural schools is an expression coming from the educational groups asking for more effective administrative and pedagogical units in the open country.

It is of prime importance that the good work of these various groups be correlated with the broad policies and definite goals of rural-community organization. Such a rural policy must be broader than a mere statement of plans. It must be conceived in the light of the mistakes of the past, the developments of the present, and the needs of the future. A comprehensive policy will not consider agriculture and country life narrowly, as something to be fostered and aided for its own sake, but as a vital part of a great society, as one of the departments of American life, the development and growth of which must, for the good of all, be coördinated and related to every other department.

All forms of rural organization, whether political, religious, educational, or economic must take into account the changing psychology of the farmer. The early type of American farmer was an extreme individualist. Under the conditions of the times and by force of circumstances beyond his control he could not very well have been otherwise. The farmer of today, however, with good roads, automobile, telephone, and rural mail delivery, demands a variety of human interests and contacts. His community and institutional life should be constructed upon a broader and more comprehensive scale than ever before.

Many different units of rural population have been suggested from time to time as desirable for rural community life. Some of the better known ones are the small school district, the village trade area, the New England town, the civil township (which is usually six miles square), the rural church parish, and the consolidated school district. Each one has features commending it for certain areas of the country, perhaps, but our problem is to choose that unit which is continuous in its effect, sufficiently comprehensive in area, in population groups, and in wealth to sustain true community life for the great bulk of rural America.

A careful study of the properly formed and organized consolidated school district made in various parts of the country has shown that it possesses some outstanding virtues as a unit of rural life. Randolph County, Indiana, which is practically one hundred per cent consolidated, and Marshall County, Iowa, are good examples for rural-school consolidation from the viewpoint of rural community organization.

Much timely and constructive emphasis has been placed upon the educational re-adjustment of the rural school. Probably no other rural institution, save the home, bears such close relationship to the well-being and future development of the farm family in both its social and economic life. Besides educational and administrative reörganization more suitable to time and place, the consolidation of schools involves, as well, a social reörganization or rural groups, which is of extreme importance to the future success of the new school and the new community. There are latent values in rural life which a properly organized consolidated school district will open up and bring to fruition.

THE DEPARTMENT of Science Instruction at its Des Moines meeting adopted the following: "The chief purpose of the Department of Science Instruction of the National Education Association shall be to encourage and develop wider and better scientific instruction and investigation in all the public schools of America to the end that more intelligent and more useful citizens may be produced in this ever-increasing scientific age."

Mr. John C. Johnson of the Gunnison (Colorado) State Normal School was president of the department in 1920-21. The new president is Mr. Gilbert H. Trafton, of Mankato, Minnesota.

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[1] A longer discussion of this subject may be had in Dr. Hayes' *Rural Community Organization,* University of Chicago Press. $1.60.

Using Visual Equipment

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IN RECENT TIMES, people are prone to think of motion pictures as the content of what is embraced by the term "visual instruction material." This is too narrow a conception.

Visual equipment includes all those things by which impressions are given through the eye. Real objects, whether in their natural state or in some modified form due to man's art, are fundamental. Impressions from such things give the basis for interpreting those devices used to represent them in their absence. Pictures, sketches, or words used to represent things must have back of them—or preceding their presentation to a child—some sense impressions of those things for which they stand in a representative way.

We grant that seeing is a complicated process. In the original investigation a child makes of the toys and objects about him, he uses not only his eyes, but also his other senses, and his impressions obtained are rather complex. By means of his sense of touch and his sense of color or shade values he learns to appreciate roundness, not only of the object in his hands, but also in time, of the one remote from him. The step to seeing roundness of objects in a picture follows these preceding experiences. Much more might be said along this line. These brief statements we make because they show the foundation for interpreting the impressions the brain gets through the quickest of all senses, that of sight.

Schools enrol the children after much experience has been already gained in the world of objects. A good foundation for picture study has been already acquired when the little ones enter the ranks of school 'routineers.' Let us not forget that we must add to this foundation more in content. Hitching the child's train of impressions to the load of symbolic representations found in textbooks is a difficult task for the symbols, or words representing things, are not clearly associated with that for which they stand. Educators are prone to assume too rich a background of previous impressions and fail to furnish the abundant amount of impressionating materials so necessary before they have a right to exact expression from the children.

Words are simply a species of shorthand suggestions of things we see. To sense this idea, just glance out of a window and realize what a multiplicity of things your eyes "take in." What an enormous list of words and sentences you would need to use to describe in minute detail all you see! Yet you can use a few words and a few sentences and cause me to build up in my imagination a fairly good picture of what you see, provided my eyes have, at some past time, viewed a similar scene. My original sense impressions are essential. Nature objects, cabinets of neatly arranged specimens such as those furnished by museums for school use, pictures, stereographs, lantern slides are all very useful. They are essential to good teaching—efficient school work cannot be done without them. In addition to all of the above named essentials, we commend the use of classroom or instructional films, and especially so where motion is an essential part of the lesson under consideration.

For general use of pictures in classroom teaching, the stereograph and lantern slide are to be preferred to the film, although each has its place and all may be used in the same lesson to good advantage. The stereograph is for individual use, while the lantern slide or the motion-picture film can be viewed by the entire class at the same time while attention can be centered on some particular idea presented in the picture on the screen. Stereographs should be on hand at all times for free use in lesson study. These may be followed by lantern slides as a sort of group or class study in which the picture, enlarged so as to be easily observed by all, can be kept on the screen for an unlimited time for observation and study, if desired.

Where a waterfall, cataract, running stream, dashing waves, scurrying clouds, falling trees, floating logs, whirling wheels in a mill or factory, harvesting machinery, moving boats or flying machines are involved in a lesson, then a few feet of motion pictures, say fifty or a hundred, may be used to present the lesson thought to much greater advantage than can be done by any other means.

It must be kept in mind that the purpose of visual aids in school is to present ideas, to awaken thoughts, and to lead to expressions concerning them by the children, and not simply to run a number of pictures through a machine for entertainment.

Slides and films, unless there be an abundance of funds available, can best be circulated through the school system from a central office, where assembling, listing, cataloging, repairing and distributing can be done more efficiently than through separate management in each school. Messengers from the schools can get from and return to the central office slides or films when needed and transportation expenses therefore be furnished by the system as a whole. This plan yields the greatest service at the least expense.

The central office should have a complete projection equipment for testing out and demonstration purposes. It should have a complete replace and repair equipment and should be equipped with a slide-making outfit always at work increasing the collection to meet growing demands.

The central office should be at the service of the projecting force of the entire system. To it teachers or pupils should come for helpful suggestions on projection and where, under the guidance of trained projectionists, they can learn how to adjust equipment for efficient service in their respective schools. To this central office teachers should also be free to come to screen and select slide sets suitable for future class work and thus in advance become familiar with the aids at their command. To this central office also they should be encouraged to send suggestions of illustrative materials of such general application as to justify the making of new sets of slides for distribution throughout the system.

BOOKS and the schoolmaster will shape the destiny of tomorrow.—*A. O. Thomas.*

IF WE COULD grapple with the whole child situation for one generation, our public health, our economic efficiency, the moral character, sanity, and stability of our people would advance three generations in one.—*Herbert Hoover.*

Comparative Studies in Salaries

THE BEST boards of education recognize the importance of well-paid and well-trained teachers. They endeavor to obtain for their teachers salaries that will enable them to subsist comfortably, to improve themselves through reading and travel, to have a reasonable return upon the money they have invested in their professional preparation, and to save enough to provide for the time when they are no longer able to teach. Without such salaries there can be no permanent, satisfied, and completely effective teaching profession. With salaries that will command the best talent in community, State, and Nation, there is almost no limit to the effectiveness of public education. Respect for the public schools will rise in direct proportion as teachers are strong and fit.

The following tables of maximum salaries are taken from salary schedules in cities of 100,000 population or over for the year 1921-'22. The figures were gathered by the Education Association of the District of Columbia under the direction of Superintendent F. W. Ballou. An effort is being made to obtain better salaries for the teachers in the schools of the Nation's Capital. There is a growing feeling among educators that the schools of Washington, D. C., should rank first according to every standard by which schools are judged. Educational progress would be greatly stimulated if these schools could be made a model for the Nation.

Teachers in Grades One to Eight

New York, New York—Grades 7 A and higher	$3250
Grades 1 A to 6 B	2875
Newark, New Jersey	2500
Cleveland, Ohio—Two years beyond standard	2880
Standard	2400
Milwaukee, Wisconsin	2400
Seattle, Washington	2100
Denver, Colorado—With A. M.	3080
With A. B.	2880
Without degree	2040
Oakland, California	2040
Minneapolis, Minnesota—On special recommendation	2500
Standard	2000
Buffalo, New York—Grade 8	2050
Grades 1 to 7	2000
Detroit, Michigan	2000
Boston, Massachusetts	2000
Cincinnati, Ohio	2000
Jersey City, New Jersey	2000
Rochester, New York	2000
Akron, Ohio	2000
Chicago, Illinois—Grade 8	2100
Grades 5 to 7	2000
Grades 1 to 4	1975
Paterson, New Jersey	1900
Springfield, Massachusetts	1900
Des Moines, Iowa—With A. M.	$3000
With A. B.	2590
Without degree	1860
Scranton, Pennsylvania—Five years beyond standard, Ph. D.	2300
One year beyond standard	2000
Standard	1800
St. Louis, Missouri—Head assistant	2100
First assistant	1950
Second assistant	1800
Omaha, Nebraska—Three years beyond standard	2100
Standard	1800
Birmingham, Alabama—Distinguished service group	2000
Philadelphia, Pennsylvania	1800
Los Angeles, California	1800
Kansas City, Missouri	1800
Kansas City, Kansas	1788
New Orleans, Louisiana	1750
Syracuse, New York	1750
Youngstown, Ohio	1750
Albany, New York—Grade 8	1850
Grade 7	1775
Grades 1 to 6	1700
Dallas, Texas	1700
Houston, Texas	1700
New Bedford, Masachusetts	1700
Lowell, Massachusetts	1700
Spokane, Washington	1700
Providence, Rhode Island—Grade 8	1800
Grades 5 to 7	1700
Grades 1 to 4	1650
St. Paul, Minnesota	1650
Salt Lake City, Utah	1650
Baltimore, Maryland	1600
Worcester, Massachusetts	1600
Louisville, Kentucky	1550
Indianapolis, Indiana—Group B	1800
Group A	1500
Norfolk, Virginia	1500
Richmond, Virginia	1485
Washington, D. C.—Grade 8	1600
Grades 5, 6, 7	1500
Grades 3, 4, and K. P.	1450
Grades 1, 2, and K. A.	1300
Atlanta, Georgia	1296
Nashville, Tennessee	1050

Principals of Elementary Schools

New York, New York	$4750
Newark, New Jersey—15 or more classes	4500
Fewer than 15 classes	3700
Rochester, New York—46 or more teachers	4400
31-45 teachers	4200
24-30 teachers	3900
18-23 teachers	3600
12-17 teachers	3200
Fewer than 12 teachers	2900
Milwaukee, Wisconsin—18 or more rooms	4400
14-17 rooms	3900
8-13 rooms	3400
Fewer than 8 rooms	2900
Chicago, Illinois—Upper group	4250
Lower group	3300
Jersey City, New Jersey—Grammar	4100
Primary	3100
Boston, Massachusetts	4044
St. Louis, Missouri—18 or more rooms	4000
14-17 rooms	3400
10-13 rooms	2800
6-9 rooms	2300
1-5 rooms	2100
Detroit, Michigan—28-50 rooms	4000
22-27 rooms	3600
18-21 rooms	3200
14-17 rooms	2800
13 or fewer rooms	2400
Denver, Colorado—With A. M. or Ph. D.	3900
With A. M. or Ph. D. or 21 rooms with A. B.	$3700
11-20 rooms with A. B.	3500

Lower Group of High School Teachers

Newark, New Jersey	$3800
New York, New York	3700
Jersey City, New Jersey	3400
Cleveland, Ohio	3300
Philadelphia, Pennsylvania	3140
Denver, Colorado	2880
Cincinnati, Ohio	2800
Akron, Ohio	2800
Detroit, Michigan	2600
Milwaukee, Wisconsin	2600

Upper Group of High School Teachers

Cleveland, Ohio	$3600
Milwaukee, Wisconsin	3600
Chicago, Illinois	3400
St. Louis, Missouri	3200
Denver, Colorado	3080
Baltimore, Maryland	3000
Minneapolis, Minnesota	3000
Des Moines, Iowa	3000
Kansas City, Missouri	2800
Indianapolis, Indiana	2800

High School Principals

New York, New York—25 or more teachers	$6500
Below 25 teachers	5000
Jersey City, New Jersey	6000
Newark, New Jersey	5800
Detroit, Michigan	5500
Albany, New York	5500
Chicago, Illinois	5100
Philadelphia, Pennsylvania	5060
St. Louis, Missouri	5000
Milwaukee, Wisconsin	5000
Minneapolis, Minnesota	5000
Rochester, New York—60 or more teachers	5000
Below 60 teachers	4200

Superintendents

New York, New York	$12,000
Chicago, Illinois	12,000
Philadelphia, Pennsylvania	12,000
Pittsburgh, Pennsylvania	12,000
Jersey City, New Jersey	10,500
Cleveland, Ohio	10,000
Boston, Massachusetts	10,000
Buffalo, New York	10,000
Newark, New Jersey	10,000
Cincinnati, Ohio	10,000
Seattle, Washington	10,000
Omaha, Nebraska	10,000
Detroit, Michigan	9000
Milwaukee, Wisconsin	9000
Akron, Ohio	9000
Youngstown, Ohio	9000
St. Louis, Missouri	8000
Baltimore, Maryland	8000
Los Angeles, California	8000
New Orleans, Louisiana	8000
Minneapolis, Minnesota	8000
Rochester, New York	8000
Denver, Colorado	8000
Indianapolis, Indiana	7500
Columbus, Ohio	7500
Oakland, California	7500
Birmingham, Alabama	7500
Des Moines, Iowa	7500
Dallas, Texas	7200
Kansas City, Missouri	7000
Portland, Oregon	7000
Richmond, Virginia	6500
Yonkers, New York	6500
Toledo, Ohio	6240
Dayton, Ohio	6120
Washington, D. C.	6000
Providence, Rhode Island	6000
Worcester, Massachusetts	6000
Syracuse, New York	6000
San Antonio, Texas	6000

The Cincinnati Association of Public School Teachers

EDITH D. HILL

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IN THE DAYS following the war, the teachers of Cincinnati came to realize that there was important work for them to do in the reconstruction of education. Higher salaries and better working conditions must be obtained if the high standard for teachers was to be maintained in Cincinnati. The first requisite for securing these results was the proper kind of organization. The problem was to fuse the four existing organizations into one coöperating body. Hitherto no concerted effort had been possible. It had taken weeks and sometimes even months to secure action on a resolution. Coöperation could not be effected because of sex distinctions and class prejudices. A strong feeling of distrust existed between the men's and women's organizations. Jealousy over the salary schedule and qualification standards kept the high and elementary teachers apart.

Gradually, due to the untiring efforts of the leaders in the organizations, the advantage and necessity of coöperation came to be felt throughout the city. Slowly but surely the idea of merger grew until in February, 1920, the public-school teachers of the city organized one big association—The Cincinnati Association of Public School Teachers. Immediately the three younger organizations merged with the new one, and recently the older one dissolved its corporation and merged. "All for one and one for all" has been the slogan, and the way in which the members have lived up to this motto has been a surprise to the older clubs and organizations of the city.

As teachers were daily leaving the ranks, a salary campaign was immediately inaugurated. It was decided that the increase asked for should be a permanent flat rate, as the cost of living had increased as much for elementary as for high-school teachers. An exhaustive study of past and existing salaries and length of service of all teachers was made. Charts giving the average salary and other interesting and suggestive information were made and distributed. Salary conditions and the tax situation in other cities of Ohio and the United States were investigated, and the information disseminated.

Meetings were then held with the Board of Education, and the needs of the teachers and the unsatisfactory salary conditions were discussed with the members of the board. The board members all expressed themselves as being heartily in favor of raising the salaries, but, as the city solicitor was of the opinion that no money could be obtained to pay increased salaries for teachers except by special legislation, they said nothing could be done.

The Association, determined to find a legal way for the board to increase the salaries of its members, worked "all for one and one for all," and the way was found. The Attorney General of Ohio, being solicited by the Association, gave as his opinion that there was a law on the statute books of Ohio by means of which a salary increase could be funded after a deficit had been created.

The necessity of creating and funding the deficit was put before the citizens of the city by the members of the Association in a vigorous campaign. In three days 53,000 citizens signed the petitions endorsing the legal procedure.

The increased salary schedule, finally worked out by the board and the Association, resulted in an average increase of $300 for each teacher. The per cent of increase was not large, but the increase of morale among the teachers was one hundred per cent, for they had organized and carried to a successful completion a definite piece of work.

Tenure for teachers was the next problem that demanded attention as the tenure for teachers' campaign was on in the State. The Cincinnati Association coöperated in all the local and State movements for teacher-tenure legislation. Copies of teacher-tenure laws of the various States were obtained, and comparative studies were made, printed, and distributed. At a recent meeting of the Southwestern Teachers' Association, the local legislative committee was instrumental in framing and passing the resolutions on tenure for teachers and reorganization of the Ohio State Teachers' Association. Tenure for teachers has been defeated twice in the legislature of Ohio, but the public is rapidly being educated to the fact that tenure is the foremost educational problem in the State.

The Cincinnati Association stands for a just teacher-tenure law. It advocates the exclusion of superintendents of schools from a teacher-tenure law because a superintendent's tenure of office is fixed by contract and his position as an executive is entirely divorced from that of a teacher. The inclusion of superintendents under the terms of a teacher-tenure law would tend to weaken it. The Association also endorses a reasonable period of probation, the duration of which it fixes at three years.

The Association stands unqualifiedly for the Ohio Teachers' Retirement Law, believed to be the best State teachers' pension system in existence. The organization's committees have coöperated with others in the past and are ever ready to coöperate in defense of the present system.

Other committees are actively engaged in the campaign for better schools in Ohio—*Put Ohio First by 1925.* Speakers are addressing the Federated Women's Clubs of the State in an endeavor to get their interest and coöperation in the campaign for curing the ills of Ohio's educational system and for raising Ohio's educational rank.

A definite work undertaken by the Association this year is the investigation of systems of teachers' contracts. Contracts have been submitted only the last two years in Cincinnati and then not until the vacation months. The legality of the contract for the present year was in question due to the result of the recent city election. The Association secured a legal interpretation of the contract which has settled the matter for this year. As the president said at a recent meeting: "In all phases of school life which touch the teachers' interest the Association seeks to secure an unbiased business interpretation." Within the present year the Association has been incorporated. This step was taken in order to secure greater stability in the organization.

The Cincinnati Association was one of the first to affiliate with the National Education Association after its reorganization. It stands for the principle of revision of State and local constitutions in close conformity with that of the National body in the interests of effi-

ANNA LOCKWOOD PETERSON, president of the Cincinnati Association of Public School Teachers, Incorporated. Miss Peterson, who is a teacher of the classics in the Hughes High School, was a member of the resolutions committee of the National Education Association in 1921.

ciency. It recognizes the National Education Association as the supreme educational body of the country. The Cincinnati Association is affiliated with The Ohio League of Teachers' Organizations.

The Association is fortunate in having as its president this year, Miss Anna Lockwood Peterson, a teacher of the classics at Hughes High School and a woman of ability in organization work. She was one of the four delegates sent by the teachers of Cincinnati to the Des Moines meeting of the National Education Association, where she served as the Ohio member of the Resolutions Committee. She believes in coöperation and knows how to secure it. At the opening meeting she bespoke the support and help of the members in the following manner: "This is your association, friends, you can make of it what you will. Let us make it a truly representative teachers' organization, second to none, and worthy of this great school system in which we are proud to have a part. Our purpose this year, I think, should be threefold—business, professional, and social. To further this important program we shall need the helpful advice and coöperation of every member."

At present the Cincinnati Association has an active membership of about eleven hundred of the fifteen hundred teachers in the city. The membership includes classroom teachers and assistant principals of both the elementary and the high schools. The executive board of the Association is composed of the president, three vice-presidents, recording secretary, corresponding secretary, treasurer, and the chairmen of the three standing committees — those of legislation, finance and taxation, and salaries. These officers are elected and installed in June. The time of election is a merit which has been commended by other organizations and one which we recommend to others.

In addition to the standing committees there are eleven special committees all busily at work on their own special problems, tenure, publicity, membership, constitution, auditing, social, courtesies, ethics, standards, conditions, and the M. Louise Armstrong memorial fund. Three of these special committees—those of ethics, standards, and conditions—are working to improve the professional status of the teacher. The president recently commended their efforts. "Already many of our teachers are inclined to be less critical of their professional associates. There is more general good feeling, better team work, and it has come to be a distinction to belong to the association."

The social committee arranges for occasional informal good times "where oratory is prohibited and good fellowship prevails." At the recent annual dinner covers were laid for over five hundred members and guests. Preceding the last regular meeting, this committee gave an informal tea when refreshments and a delightful musical program were provided.

The M. Louise Armstrong memorial committee is coöperating with committees of other organizations in the city in the establishment of a fund in memory of one of the most active supporters of our Association from its inception. Miss Armstrong taught in the schools of Cincinnati for many years. She was a member of numerous clubs and associations, in all of which she was well known for her helpfulness and youthful enthusiasm. "Being dead she yet speaketh," for through a scholarship fund the boys and girls of Woodward High School where she taught for so many years are to be helped to complete their education.

The Official Bulletin of the Association is published monthly during the school year by the publicity committee, this being only a small part of that committee's work. The paper was established for the purpose of disseminating necessary information to the members, to announce and prepare for the discussion of matters of business and policy at the five regular meetings of the year, and to promote the general good of the Association. The Association aims to make its Bulletin a real contribution to the teaching profession. The mailing list is already quite extensive. The subscription is included in the amount of the annual dues of the Association and is fifty cents to non-members.

The Association has proved itself a power for good and has the undivided support of more than seventy-five per cent of the teaching body of the city. It aims to be a business, professional, and social organization, seeking first to serve the members in a practical way, and second to serve the entire community by fostering and assisting in all legitimate civic movements. The Association has already been tested and found strong enough to keep from being involved in partisan politics. "He serves best who serves all"—the Association seeks to be increasingly beneficial to the teachers and to the citizens of Cincinnati. Its every action is calculated to be of practical help to the schools of the city.

HOWARD B. HORNUNG, President of the Detroit Teachers' Association and one of the leaders in the movement for democratization of the schools. Detroit has been highly successful in professional organization.

The Children's Crusade for Health

C. M. DEFOREST

Modern Health Crusade Executive, New York City

WHEN A BOY, even before he has reached the age of gawky gallantry, insists on two baths in one day, any mother—or teacher—interested in psychology feels like holding an inquest. But at least one such boy is on record since 1917, and more than 6,000,000 American children have been doing "health chores" with less persuasion than was ever before thought possible. These chores are duties that modern hygiene teaches to be the best means of preventing disease. The phenomenon of of all this "choring," which has been voluntary for most of the 6,000,000 chorers, is explained by the charm of a new kind of chivalry, open to all boys and girls over five years of age, described as the Modern Health Crusade. The children have flocked to its standard in order to become knights of health, and for the successive honors of squire, knight, and knight banneret have performed five weeks running for each title veritable ordeals, the chores.

The Crusade system was devised by a city father who was convinced that his son needed the moral and physical discipline that farm chores had given him. With the National Tuberculosis Association as sponsor, and school authorities and teachers of hygiene as counsellors, the Crusade was launched in 1917, and in the four years that have passed since the "health chores" were printed, more than 25,000,000 chore records have been put to use. Schools in every State have introduced the Crusade into their programs and a quarter of the States have adopted the Crusade on a State-wide basis as a school activity.

IN THIS SCENE from the play "King Good Health Wins," Poor Mothers and Little Pale Ones are giving thanks to the Knights of Good Health after the Dragon Disease has been slain.

Health is not so much a matter of extensive knowledge of facts as of will to comply with a few simple laws from day to day until compliance becomes habitual. The Crusade system arouses and sustains the will by interesting the children. It is based on the following child likings: Every child likes to play. Every child wants to grow. He likes to come up to a record. He likes to play that he is grown and do something worthy of a grown-up person. Competition and imitation actuate him. He likes to possess badges of accomplishment and position. He loves romance. Another principle underlying the Crusade applies to everybody: a visible daily reminder is of great help in establishing a habit.

THIS is Surgeon General Hugh S. Cumming of the United States Bureau of Public Health Service weighing some Washington (D. C.) health crusaders.

The value of health, *direct* motive, is not sufficient to arouse the child's will. An adult seldom values health sufficiently to follow its laws closely until sickness makes health sorely missed. An *indirect* motive is important for the adult and indispensable for the child. It is here that the Modern Health Crusade interposes. Through the fuss and feather of chivalry it supplies the children with a powerful indirect motive for patient work in acquiring good habits. They do their hygienic duties no matter how high over their heads

the perfectly sound reasons of personal and public health may pass.

Some of the recent textbook writers and health teachers, adhering to the precept method of teaching, have concluded that if they presented health truths in a highly interesting way, the child would practice the precepts and acquire good health habits. No doubt more practice is obtained by such teaching than through the physiologies whose tonic note is sounded by lists of muscles and bones. Health clowns, employed to rivet truths of hygiene on children's minds through laughter, are playing a useful part. It is important for the children to be given both precepts and the physiological reasons for precept, sooner or later, but for hygiene's quest, good health habits, we must utilize the law of habit formation. The essence of this law is repetition. There must be practical continuity of action. The child must keep on doing, long after the impulse given by a charming illustration, good story, or harlequin has passed, if he is to have a life-deep habit groove worn in his brain.

To assure habits, there must be a follow-up to the first action. A central fact of the Modern Health Crusade is the follow-up. It secures repetition in the performance of hygienic duties day after day for fifteen weeks, often for thirty weeks, during the school year, and in many schools the work is repeated year after year. The chore records are now published in primary, intermediate, and senior editions, and in another year, distinct editions for at least five grades will be published. The list of health chores of the intermediate edition appears elsewhere in this article.

For schools that give special attention to the building up of the undernourished children, the Crusade nutrition course is recommended. For this course, the National Tuberculosis Association urges close medical supervision. A medical examination is required for all children taking it, and in all Crusade teachings, periodic medical examinations are advocated.

The performance of chores is indicated by checking in the spaces for each day. These "tallies" must be certified to by the child and one of his parents and approved by his teacher. This arrangement brings about two collateral advantages: it links the home to the school and furnishes a valuable ethical drill. In many instances on record, parents have first learned some practical point on hygiene through a child Crusader in their home. A business man in Anderson, Indiana, testifies that the Crusade cured him of dyspepsia through opening his eyes to the importance of drinking water. The system of recording chores puts the child on his honor day after day to choose between right and wrong, in statements, the course by which every positive virtue is acquired.

First Week							Second Week							Th	
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON

CHILDREN use this form for recording their performance of health chores. The eleven chores listed in this article are indicated opposite the eleven lines on the form and check marks for each day show the child's progress in forming health habits. Benjamin Franklin in his autobiography attributes much of his success to the use of a similar method of recording "self-improvement," followed during his youth.

The follow-up of his statements through the observation of parents and teachers serves to keep temptations from being too strong and to check dishonesty.

The results of the Modern Health Crusade are what one might expect from a practice of these chores. They are the physical and moral improvement of the child and the prevention of disease. Letters written by school superintendents, State, city, and rural, who have used the Crusade, bear this out.

One of the factors in the rapid incorporation of the Crusade in the schools has been its low cost. A child may be given a thirty-week course in actual practice in the Crusade at a cost of from four and three fourths cents to ten and three fourths cents. Crusade supplies are sold on a cost basis. In every State there is an anti-tuberculosis association or public health association from which Crusade supplies can be obtained. The names and addresses of these associations can be had from the office of the National Tuberculosis Association at 370 Seventh Avenue, New York City. In a number of States, school boards provide Crusade supplies free in like manner as geographies and spellers. In other States children purchase their Crusade material as they do their pencils and pads, unless the Anti-Tuberculosis Association, the Junior Red Cross, or other philanthropic organizations donate them.

Health Chores

1. I washed my hands before each meal today.
2. I washed my face, ears, and neck, and I cleaned my fingernails.
3. I kept fingers, pencils, and everything likely to be unclean or injurious out of my mouth and nose.
4. I brushed my teeth thoroughly after breakfast and after the evening meal.
5. I took ten or more slow, deep breaths of fresh air. I protected others if I spit, coughed, or sneezed.
6. I played outdoors or with windows open more than thirty minutes. I tried hard to sit and stand straight.
7. I was in bed ten hours or more last night and kept my windows open.
8. I drank four glasses of water, drinking some before each meal, and drank no tea, coffee, nor any injurious drinks.
9. I tried to eat slowly, and only wholesome food including milk, vegetables, fruit. I went to toilet at regular time.
10. I tried hard to keep neat; to be cheerful, straightforward, and clean-minded; and to be helpful to others.
11. I took a full bath on each day of the week that is checked (x).

THE LONGER I live, the more I am certain that the great difference between men—between the feeble and the powerful, the great and the insignificant—is energy, invincible determination—a purpose once fixed, and then—death or victory.—*Sir T. Burton.*

SHOW me a people energetically busy; heaving, struggling, all shoulders at the wheel; their heart pulsing, every muscle swelling with man's energy and will—I will show you a people of whom great good is already predicable; to whom all manner of good is yet certain, if their energy endure.—*T. Carlyle.*

PRESIDENTS OF STATE EDUCATION ASSOCIATIONS—1922

Arkansas—D. T. Henderson, Co. Supt. of Schools, Lake Village.

Colorado—R. J. Walters, Supt. of Schools, Rocky Ford.

Delaware—W. K. Yerger, Prin. of A. I. Du Pont School, Wilmington.

D. C.—W. C. Ruediger, Dean of School of Ed., George Washington Univ.

Hawaii — Josephine Deyo, Principal of Hilo Union School, Hilo.

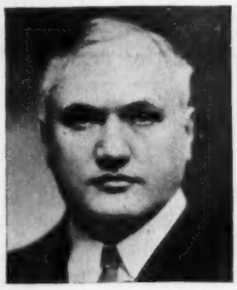
Idaho—C. R. Frazier, Pres. of Idaho Tech. Institute, Pocatello.

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

Kansas—J. W. Miley, Co. Superintendent of Schools, Girard.

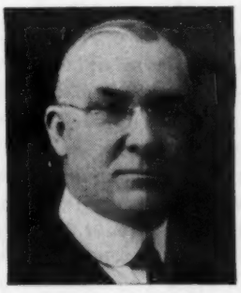
Maine—G. H. Foss, Principal of the High School, Fort Fairfield.

Minnesota—P. E. Carlson, Prin. Emerson & Lafayette Schools, Minn.



Missouri — S. A. Baker, State Supt. of Schools, Jefferson City.

Nebraska—W. H. Morton, Supt. of Schools, Fairbury.



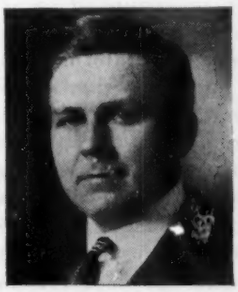
New Jersey—P. H. Smith, Supt. of Schools, Bayonne.

New Mexico—Josephine Lockard, Prin. of Ward School, Raton.

New York—J. A. De Camp, Superintendent of Schools, Utica.

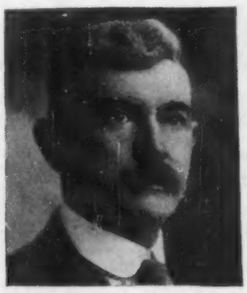
North Dakota—Nelson Sauvain, Supt. of Schools, Devils Lake.

Ohio—W. H. Kirk, Supt. of Schools, East Cleveland.



Oklahoma—N. O. Hopkins, Co. Supt. of Schools, Okmulgee.

Pennsylvania—H. W. Dodd, Supt. of Schools, Allentown.

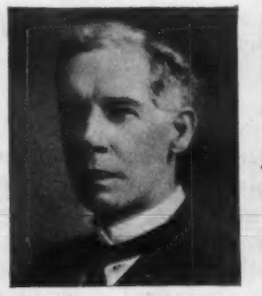


South Carolina—E. C. McCants, Supt. of Schools, Anderson.

South Dakota—June Emry, County Supt. of Schools, Madison.

Virginia—J. A. C. Hurt, Division Supt. of Schools, Wytheville.

Washington — Minnie D. Bean, County Supt. of Schools, Tacoma.



West Virginia—G. M. Ford, State Superintendent of Free Schools, Charleston.

Wisconsin — T. W. Boyce, Prin. of Cass St. School, Milwaukee.

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

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

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Common Sense and Educational Reform

THE REACTION of the intelligent layman to new methods of teaching is always interesting and not infrequently it is an important factor in determining public support for school betterment. There is always a danger that new proposals will be misinterpreted, and a much greater danger that the misinterpretation will spread far beyond the limits of the proposal and prejudice the public against all efforts toward the improvement of school procedure. There is consequently a real need for training institutions and for teachers in service to avoid extravagant claims for new methods of teaching and especially to guard against the danger that obviously bad practices will be sanctioned in the name of reform.

All of this is suggested by what an unusually sensible man, the editor of one of the most influential farm journals in the country, has to say about the socialized recitation. We quote from a recent number of the *Rural New Yorker:*

"Many schools are experimenting with what is called 'socialized teaching.' I take it to be an experiment in attempting to have the children play the part of teacher. For example, the children are expected to correct each other's papers. I have seen spelling exercises 'corrected' in this way where there were several misspelled words, yet they were marked 100. I should think it doubtful if any such method would make children more careful or responsible. My opinion, if it is worth anything, is that this method will fail for much the same reason that socialism fails; that is, because both require ideal conditions, and these are certainly not found in the average schoolhouse or community. And in that I think may be found one criticism of this plan of attempting to plant these newfangled methods right into our country schools. It is like putting new wine into old bottles—or planting a tree without pruning or shaping it in any way."

Applying for Positions

STATE SCHOOL JOURNALS have recently called attention to a practice far too common in smaller towns and cities. It appears that young teachers, principals, and superintendents eager to advance professionally are guilty of applying for positions which they do not definitely know to be open. This practice is decidedly unethical and works to the disadvantage of the profession. It defeats its own object by bringing upon the guilty party the censure of his fellows. It is especially dangerous during a period of economic stress when there are always some unthinking school boards who take advantage of such applications to keep down or even to lower salaries.

There is a related practice which is also harmful—that of writing indiscriminately to inquire of vacancies. If such inquiries are addressed to officers who are not well informed, they often leave the impression that an oversupply of teachers exists and that salaries may be lowered. The best plan is to address inquiries about vacancies to the person holding the position in question, to restrict such inquiries to the minimum, and to rely upon training and proved worth for advancement in the professional army.

The School-Building Renaissance

THE ACTIVITIES and investigations of the National Education Association in the field of school building have been well received throughout the country. Excepting a few localities, building costs are now lower than at any time during the past five years. The market for school bonds has also improved. As a result of these favorable conditions school authorities are undertaking new building projects and speeding up those already underway. In the aggregate the new seating capacity which will be available in September, 1922, is large. It will be far from adequate. It will fall far short of making up for the suspension of schoolhouse construction during the period of excessive costs, but it gives rich promise of still further improvement.

The building of a school is a most important event in any community. The school spirit of the locality has a direct relation to the impressiveness and usefulness of the buildings which house its educational activities. This is as it should be for the school building is the very heart of the community. In it the children of the community spend a large share of their time. Their comfort and happiness and health—their spiritual and physical well-being—is the biggest asset the community can possibly have. It is well that the best modern school buildings are truly temples of learning, for they symbolize more than any other one structure the faith of democracy in its own future.

Football and Education

THERE ARE EVIDENCES both in the educational and general press of dissatisfaction with certain practices in connection with football. It is fortunate that the criticisms are constructive and that they have come from the friends of the game, for football is perhaps the favorite game of American college life and has great possibilities for the development of ideals of physical fitness which are a most important part of education. Three practices have been included in recent criticisms.

Paying football coaches salaries greatly in excess of—and sometimes double—those of the heads of the institutions in which they work is held up as indicating a wrong sense of values. The practice is encouraged in the smaller institutions, which must largely depend upon students for their support, by the tremendous drawing power of a successful football team. It may be seriously asked whether it would not be better both for the coaches and the country if the honor of developing men of great physical fitness could be made to take the place of such disproportionate salaries.

Gambling, the giving of sinecures to prospective football heroes, and even the payment of substantial salaries are

openly charged. As to the wisdom of such practices there can be no legitimate difference of opinion. They are certain to lower the ideals of the young men immediately concerned as well as the larger student group guilty of such malpractice. They are rightly condemned and should be eliminated as quickly as possible both for the sake of clean sport and the morals of our future citizens.

A third criticism suggests fewer intercollegiate games and more games between classes and other groups within the school. This proposal is worthy the most serious consideration. It would require less time of the individual student. It would give opportunity to a larger number of students. In general, any system of school athletics should be planned and carried out with regard to the health needs of the entire student body. It should place high value on the duty of physical fitness. It should not subordinate the interest which students and the public have in education—in intellectual, physical, and moral fitness—to their desire to see a great show upon the field of athletics.

Movies and the Schools

THE RESIGNATION of Postmaster-General Will H. Hays to become head of a National association of motion-picture producers and distributers at a salary greater than that of the President of the United States has again focused popular attention upon the enormous extent of the motion-picture industry. The motion picture has penetrated every nook and corner of the Nation and costs annually a sum approximately equal to the total cost of public education. The profound influence of films on the intellectual and emotional life of the people cannot be doubted. It is an influence with which educational people everywhere must reckon. Adequate means of control should be evolved and the relation of motion pictures without and within the school to the processes of education should be carefully studied.

A study recently reported reveals the motion-picture practices of three thousand Chicago school children. Eighty-seven per cent of these children attended from one to seven or more shows each week. One boy habitually attended nine shows each week. The preferences which the children indicated as to kinds of pictures suggest superficiality, excitement, and the kind of overstimulation that too frequently exhausts and starves the development of the higher faculties.

The data given showing the effect of the movies on school work furnish food for thought and suggest the need of further investigation if the interests of school children are to be safeguarded. The investigation showed that the 275 best pupils used 393 tickets in one week, whereas the 275 poorest pupils use 503 tickets weekly. Clearly here is an evidence of wasted energy by the very children who most need their energy for the regular work of the school. The abuse suggests two possible remedies—first, a clearer understanding between school and home in the matter of shows and the enforcement of reasonable limits; second, a general improvement of films to eliminate objectionable features and to place larger emphasis on materials that relate definitely to the curricula of the schools.

Fake Colleges

THE BUREAU OF EDUCATION is investigating mushroom educational institutions which spring up over night and enjoy a short career of commercial success aided by the lavish giving of "degrees." The presence of such institutions is a disgrace to American education. An institution recently investigated was run from a private home, offered correspondence courses of wide variety although there appeared to be only two instructors, granted a series of degrees including the Ph. D., and was chartered under the laws of Texas while operating in Washington, D. C.

It would be contrary to American practice to cripple initiative by making it unreasonably difficult for a worthy educational enterprise to establish itself, but ways should be found to eliminate the fake schools. Legitimate institutions have a right to be freed from quack competition and unsuspecting ambitious people should be freed from the expense and embarrassment of attempting to get their education in institutions that are not equipped to do reputable work.

Keep the Schools Close to the People

EDUCATION has advanced so rapidly that there is always danger that the citizen whose school days are fast receding will come to regard it as a thing in which he has no part. As the school struggles to meet new problems with new procedures the citizen may even grow hostile to what seems to him fads and frills. It is natural for him to idealize the practices of his own school life and to overlook the new demands that a changing social structure puts upon teachers. Yet this same citizen by his votes must eventually control school expenditures and school policy. If the schools are not to suffer for want of constructive support he must be kept informed.

To accomplish this end various methods are used. The school system may have a publicity department connecting daily with newspapers that appreciate the possibilities for developing the interest which parents have in their children. The head of the school system may be a mixer whose contacts with the leaders in every phase of the community's activity spread confidence in the schools. The board of education may be composed of men and women of such recognized leadership that its wishes command public approval. However, in the long run, the faith which the people have in their schools and their willingness to finance activities which must continue to expand will depend upon the impression which the individual teacher makes upon the parents of the children in her charge. There is no substitute for mutual acquaintance and confidence between teacher and parent.

Professional Consciousness

THE BIRTH of professional consciousness is the beginning of professional growth. It is evidence that the teacher has or will quickly acquire a knowledge of professional ethics and with that knowledge a controlling desire to live on right relations with his fellows and with the public. Having become professionally conscious, the teacher immediately sets to work to improve himself in the practice of his profession—not in any half-hearted way, but with a genuine devotion to his life-work.

Without the professional attitude no amount of training will guarantee high standards of professional practice. The teacher whose pre-service training has not established this attitude is seriously handicapped, even if he has been honored with the highest degrees. The teacher whose pre-service training has been meager when he has acquired the professional attitude, begins immediately to improve his equipment for teaching through the careful reading of professional periodicals and books, through

summer sessions, and through correspondence courses.

It is no mere accident that a year of the greatest activity on the part of professional organizations resulted in an enrolment of a fourth of the 700,000 teachers of the Nation in the summer sessions of 1921. This highly encouraging achievement is the result of the professional renaissance. It is a prophecy of the blessings that will come to the childhood of the Nation when the still larger efforts of professional organizations—National, State, and local—have made themselves felt in the years that are ahead.

Without this awakened professional consciousness the present economic crisis would mean widespread disaster to education. The public has confidence in the teachers because the teachers have been worthy of confidence. In spite of unusual tax burdens there is no considerable demand for reduced expenditures on education; but there is a demand, which will grow even greater as the economic situation improves, for a larger comprehension of the primary importance of education—a recognition that must find practical expression in better trained teachers at higher salaries.

The seeds of professional organization which have been sown during the past few years are only beginning to bear fruit. The greatest possibilities are in the future. Let us, therefore, develop in students in teacher-training institutions and in every practicing teacher that high sense of professional opportunity and responsibility which is the only sound basis of a greater profession and a better democracy.

Dr. David Kinley on Federal Aid

MANY ARGUMENTS advanced against the Towner-Sterling bill turn out on analysis to be very forceful arguments in its favor. An excellent illustration is Dr. David Kinley's inaugural address[1] as President of the University of Illinois.

Dr. Kinley is opposed neither to a Federal Department of Education nor to the general principle of Federal aid for education. What he dislikes is the so-called "fifty-fifty" policy whereby Federal appropriations for specific purposes must be offset by equal State and local appropriations. He contends that this requirement will force the States and the local communities, in order to secure the Federal subventions for purposes which are fundamentally important to the Nation, to take money from types of education which may be much more important to them.

This condition, of course, was duly considered when the bill was under construction. The question as to whether the State and local "offsets" should be in the form of "new money" or in the form of existing appropriations was thoroughly discussed by the Emergency Commission with the conclusion that, precisely for the reasons which Dr. Kinley advances, "new money" should *not* be required. The only proviso was that the State and local appropriations used as offsets to the Federal allotments for the same purposes should be no lower than for the year preceding that in which the Federal funds are allotted.

Under this policy, no State would be required to find "new money" to offset the Federal allotments for equalization of educational opportunities or for the training of teachers—and these two items constitute sixty-five per cent of the proposed total appropriation. Whatever any State is now appropriating through both State and local effort for the reduction of adult illiteracy, for immigrant education, and for health education could, under the terms of the bill, be increased by an equal amount from the Federal allotments for these purposes, up to the limit of such Federal allotments, without involving one penny of "new money" from the States themselves.

It is clear, then, that the Towner-Sterling bill meets Dr. Kinley's basic criticism fairly and squarely. To his further contention that the bill will encourage officious meddling in State and local affairs by Federal officials, it is only necessary to point out that this is expressly and explicitly prohibited under the terms of the bill. If Dr. Kinley or anyone else can frame a clause that will more clearly safeguard State and local autonomy, the members of Congress who are sponsoring the Towner-Sterling bill have promised to insert such a clause. Up to date, however, the opponents of the measure have been far better at obstruction than at construction.

Finally, it is gratifying to note Dr. Kinley's strong emphasis of the importance of general education as compared with vocational education. An outstanding virtue of the Towner-Sterling bill is that it proposes to give to basic general education an encouragement and support comparable with that which the Federal Government has so generously extended to vocational education.

[1]See *School and Society*, December 14, 1921.

ENROLMENT *and* AFFILIATION

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 February JOURNAL:

ATLANTIC CITY, N. J., *Richmond Avenue School*, Elizabeth J. Conner, Principal.

BRIDGETON, N. J., *Monroe Street School*, Margaret H. Husted, Principal; *Vine Street School*, Clara T. Mulford, Principal.

BROOKLINE, MASS., *Edward Devotion School*, Charles H. Taylor, Master; *Lawrence School*, J. Harding Armstrong, Principal.

CAMPBELL, CALIF., *Campbell Union Grammar School*, Ernest J. Cuthbertson, Supervising Principal.

CASTLETON, VT., *Vermont State Teachers' Training Course*, Caroline S. Woodruff, President.

CONSHOHOCKEN, PA., *Conshohocken High School*, Byron K. Hunsberger, Principal.

DETROIT, MICH., *Amos School*, Katherine Hardie, Principal.

DOUGLAS, ALASKA, *Douglas Public Schools*, Gordon C. Mitchell, Superintendent.

FITZGERALD, GA., *High School*, A. M. Stephens, Principal.

GREELEY, NEBR., *Greeley Public Schools*, B. A. Kennedy, Superintendent.

HAMMOND, IND., *Hammond City Public Schools*, Mary A. Duyer, Secretary; *Central School*, Tenta Grissinger, Principal; *Columbia School*, Kate Hamilton, Principal; *Franklin School*, Stanford Conant, Principal; *Hammond Vocational School*, Fred S. Barrows, Director; *Industrial High School*, A. L. Spohn, Principal; *Irving School*, Herbert Cortright, Principal; *Kenwood School*, Jennie Mabbs, Principal; *Lafayette School*, Rena Ames, Principal; *Lincoln School*, Lulu Symms, Principal; *Maywood School*, Susie Shaffer, Principal; *Riverside School*, De Etta Curry, Principal; *Wallace School*, Blanche Nixon, Principal; *Washington School*, Nina Pettit, Principal; *Wilcox School*, Ocia McCool, Principal.

KEARNEY, NEBR., *Bryant School*, Leona Kuhn, Principal; *Nathan Hale School*, Edith M. Leadby, Principal; *Hawthorne School*, Elma Milam, Principal; *High*

School, Bessie Stansbury, Principal; *Kearney High School,* Albion Hale Brainard, Principal; *Kenwood School,* Alice James, Principal; *Union High School,* Hazel I. Schrack, Principal; *Whittier School,* Laura Robinson, Principal.

LOUISVILLE, KY., *Faculty League Girls' High School,* Lorena Dunmeyer, Secretary-Treasurer.

MARIETTA, OHIO, *Marietta Public Schools,* B. O. Skinner, Superintendent.

MASSILLON, OHIO, *Emerson School,* C. M. Smith, Principal; *Harvey School,* A. I. Mayer, Principal; *Lincoln School,* L. W. Lucas, Principal; *Longfellow School,* Mary E. Nill, Principal.

MILWAUKEE, WIS., *Cold Spring Avenue School,* W. Lincoln Smithyman, Principal; *State Normal School,* M. A. Bussewitz, Treasurer.

OAKLAND, CALIF., *Allendale School,* M. E. Hurley, Principal; *Bella Vista School,* Mrs. E. I. Hill, Acting Principal; *Beulah School,* Mrs. Abbie Valley, Acting Principal; *Campbell School,* Mary Campbell, Principal; *Cleveland School,* Kate C. Morris, Principal; *Dewey School,* E. F. Dyer, Principal; *Fruitvale School,* G. E. Furbush, Principal; *Garfield School,* W. E. Givens, Principal; *Harrison School,* Edna Yates, Principal; *Intermediate School,* I. D. Martin, Principal; *Jefferson School,* Elizabeth Sherman, Principal; *Lincoln School,* Wm. M. Greenwell, Principal; *McChesney School,* H. N. Massey, Principal; *Melrose School,* Paul Martin, Principal; *Peralta School,* Anne Bradley, Principal; *Sequoia School,* Ida Hammond, Principal.

OMAHA, NEBR., *Clifton Hill School,* Carrie Nash, Principal.

PHŒNIX, ARIZ., *Osborn School,* George A. Judson, Principal.

ST. JOSEPH, MO., *Blair School,* Julia Ford, Principal; *Central High School,* O. S. Wood, Principal; *Floyd School,* Della Nash, Principal; *Garfield School,* Eva Montgomery, Principal; *Hosea School,* Emma Mumm, Principal; *Humboldt School,* Albina Schmitz, Principal; *Krug School,* Nell Pritle, Principal; *Maxwell School,* Susie Hutchison, Principal; *Sherwood School,* Mabel A. White, Principal; *South Park School,* Bettie Bolen, Principal; *Washington School,* Margaret Quirk, Principal; *Wyatt School,* Grace McAnulty, Principal; *Young School,* Mary Moore, Principal.

SANDY, UTAH, *Jordan School District,* D. C. Jensen, Superintendent.

SANTA BARBARA, CALIF., *Santa Barbara Public Schools,* Paul E. Stewart, Superintendent; *Franklin School,* A. F. Sherman, Principal; *Garfield School,* W. J. Kircher, Principal; *High School,* H. Martin, Principal; *Junior High School,* H. V. Hills, Principal; *Kindergartens; La Mesa School,* C. E. Brant, Principal; *Lincoln School,* J. D. Silvia, Principal; *McKinley School,* E. L. McPhail, Principal; *Riviera School,* M. M. Morris, Principal; *Special Teachers; Washington School,* S. M. Welday, Principal; *Wilson School,* H. B. Phœnix, Principal.

TACOMA, WASH., *Franklin School,* Leroy L. Rogers, Principal; *McKinley School; Oakland School; Rogers School.*

TECUMSEH, NEBR., *Tecumseh Public Schools,* L. R. Gregory, Superintendent.

TEMPE, ARIZ., *Tempe Normal School,* A. J. Matthews, President.

TULSA, OKLA., *Clinton School; Jefferson School,* A. J. Keeling, Principal; *Springdale School.*

WABASH, IND., *Wabash High School,* M. C. Darnall, Principal.

WILKINSBURG, PA., *Wilkinsburg Public Schools,* J. L. Allison, Superintendent; *Horner School,* Mary H. Gibson, Principal; *Johnston School,* Elizabeth O. Evans, Principal; *Junior High School,* E. E. Hicks, Principal; *Kelly School,* Eleanor B. Ralston, Principal; *McNair School,* Mary A. Gregg, Principal; *Semple School,* Elizabeth J. Sloane, Principal; *Senior High School,* W. C. Graham, Principal; *Special Grade Teachers; Special High School Teachers.*

WINSTED, CONN., *First School.*

Affiliated State and Local Associations

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

AGRICULTURAL COLLEGE, MISS., *Faculty of the Mississippi A. & M. College,* J. C. Herbert, Secretary.

ALVA, OKLA., *Northwestern State Teachers' College,* Minnie E. Schockley, Secretary.

ARDMORE, OKLA., *Ardmore Teachers' Association,* C. H. Woodruff, Secretary.

ARLINGTON, MASS., *Arlington Teachers' Club,* Vera E. Libby, Secretary.

ATLANTA, GA., *Faculty of Georgia School of Technology,* F. P. Branch, Secretary.

AUSTIN, TEX., *Austin Teachers' Association,* Alice S. Harrison, Secretary.

BELMAR, N. J., *Monmouth County, N. J., Supervisors' Round Table,* Roland Fennimore, Secretary.

BRADDOCK, PA., *Braddock, Pa., Teachers' Association,* T. G. McCleary, Superintendent.

BRIDGEVILLE, DEL., *Sussex County Teachers' Association,* John F. Leininger, President.

BROCKPORT, N. Y., *State Normal School,* Alfred C. Thompson, Principal.

BROOKLYN, N. Y., *Public School 112,* Thomas H. Hughes, Principal.

CARLSTADT, N. J., *Bergen County Principals' Association,* George Kintner, Secretary.

CASTLETON, VT., *Vermont State Teacher Training Course,* Grace Wright, Secretary.

CLEVELAND, OHIO, *Western Reserve University,* Sidney S. Wilson, Secretary.

COLLEGE PARK, GA., *Cox College,* George A. Hawkins, Secretary.

CONCORD, MASS., *Concord, Mass., Teachers' Club,* Madalene B. Sawyer, Secretary.

DUBUQUE, IOWA, *Columbia College Faculty,* Edward A. Fitzgerald, Registrar.

FAYETTEVILLE, ARK., *Faculty of University of Arkansas,* W. H. Crorent, Secretary.

FLORENCE, ALA., *State Normal School Association,* Henry J. Willingham, President.

FLORIDA, N. Y., *Orange County Teachers' Association,* Mrs. Mary I. Dusinberre, Secretary.

FREDERICKSBURG, VA., *Fredericksburg Normal School Teachers' Association,* A. B. Chandler, Jr., President.

FROSTBURG, MD., *Faculty of Beall High School,* Marion Bell, Secretary.

GLENCOE, MINN., *McLeod County Minnesota Teachers' Association,* James E. Gildea, Secretary.

HASTINGS, MICH., *Hastings Teachers' Club,* Louella D. Arnold, Secretary.

HAZLETON, PA., *Hazleton City Teachers' Institute,* Hilda Wosnock, Secretary.

INDIANAPOLIS, IND., *Teachers' Association of Normal School,* Flora E. Drake, Secretary.

KUTZTOWN, PA., *Keystone State Normal School,* C. L. Gruber, Secretary.

LYNCHBURG, VA., *Faculty of Randolph-Macon Woman's College,* B. W. Arnold, Jr., Secretary.

MARION, IND., *Federation of Public School Teachers,* Bertha M. Anderson, Recording Secretary.

MILFORD, IOWA, *Dickinson County N. E. A. Unit,* Gladys Jarard, Secretary.

MOUNT PLEASANT, UTAH, *North Sanpete Educational Association,* J. Elmer Johansen, President.

OMAHA, NEBR., *Faculty of the University of Omaha,* William G. MacLean, Secretary.

POMONA, CALIF., *Pomona City Teachers' Club,* Alonza R. Forbush, Treasurer.

PORTLAND, ORE., *High School Teachers' Association,* H. H. Dunkelberger, Treasurer.

PUEBLO, COLO., *Pueblo County Teachers' Association,* Lillie O. Baker.

RICHMOND, KY., *Faculty of the Eastern Kentucky State Normal School,* F. C. Gentry, Secretary.

ROCHESTER, MINN., *Faculty of Rochester Public Schools,* Mabel Seymour, Secretary.

ROCKPORT, MISS., *Copiah County Teachers' Association,* Nora B. Hood, Secretary.

ST. PAUL, MINN., *Faculty of the College of St. Catherine,* Sister Ste. Helene, Secretary.

TAUNTON, MASS., *Taunton Elementary Teachers' Association,* Alice S. Dean, Corresponding Secretary.

TOWSON, MD., *Maryland State Normal School,* Lida Lee Tall, President.

VILLANOVA, PA., *Augustinian College of Villanova,* Francis A. Driscoll, President.

WABASH, IND., *Wabash City Teachers' Club,* Owen Neigbours, Superintendent.

WASHINGTON, D. C., *Faculty of Georgetown University,* Thomas I. Gasson, Secretary.

WEST DURHAM, N. C., *Durham County Teachers' Association, Unit No. 4,* D. T. Stutts, Secretary.

WINONA, MINN., *Faculty of the College of St. Teresa,* Sister M. Rachel Dady, Secretary.

YELLOW SPRINGS, OHIO, *Antioch College,* Philip C. Nash, Dean.

THE SCHOOL TEACHER'S CREED—I believe in boys and girls, the men and women of the great tomorrow; that whatsoever the boy soweth the man shall reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of a printed book; in lessons taught, not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely. I believe in beauty in the schoolroom, in daily life and in out-of-doors. I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities, in the future and its promises and in the divine joy of living. Amen.—Edwin Osgood Grover.

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
Louisiana								
E. Feliciana	Ethel	High	150	25,000	1/ 7/20	—/—/—	E. R. Walter	Nolan & Co.
La Salle	Trout	Grade	600	9,000	—/—/21	1/ 5/22	W. T. Hodges	L. W. Smith
La Salle	Fellowship	Grade	400	5,000	—/—/21	1/ 5/22	W. T. Hodges	L. W. Smith
Massachusetts								
Franklin	Sunderland	Grammar	300	65,000	3/ 2/21	11/—/21	A. C. Warner	Mr. Putnam
Franklin	Whately	Grammar	100	18,000	9/—/21	9/—/21	A. H. Beers	Mr. Putnam
Franklin	Deerfield	Grammar	200	40,000	9/—/21	—/—/—	.....	.....
Michigan								
Chippewa	Rudyard	High & Grade	240	35,000	7/—/21	8/—/21	W. DeWitt	John B. Irwin
Minnesota								
Wright	Annandale	High & Grade	500	125,000	—/—/21	—/—/22	.....	Mr. Parsons
Missouri								
Mercer	Ravanna	Consolidated	200	30,000	—/—/21	—/—/21	Ed. Weaver	.....
Montana								
Missoula	District 1	Three Grade	1200	205,000	1/ 8/21	5/ 26/21	Ira B. Fee	Ole Bakke
Nebraska								
Dodge	Fremont	Junior High	.....	400,000	4/—/21	.....	A. H. Waterhouse	.....
New Jersey								
Union	Hillside	High Add	240	95,000	1/31/21	2/ 7/21	A. G. Woodfield	C. G. Poggi
Union	Garwood	Elementary	160	45,000	12/21/21	—/—/21	Warren Halsey	.....
Union	Linden	Elementary	570	240,000	7/27/20	8/11/20	D. A. Howell	Harold B. Brady
Union	Roselle	Elementary	320	93,000	4/—/19	4/—/21	E. V. Walton	Rasmussen & Wayland
Union	Springfield	Elementary	160	70,000	2/ 8/21	2/ 9/21	Fred Hodgson	C. G. Poggi
Union	Westfield	Elementary	640	250,000	12/28/20	4/ 5/21	Chas. Philhower	Wilder & White
North Carolina								
Durham	West Durham	Elementary	300	30,000	—/—/21	—/—/21	J. W. Carr, Jr.	Linthicum & Linthicum
North Dakota								
Bottineau	Hilton	Consolidated	140	15,000	—/—/21	10/—/21	G. W. Simon	J. H. Shannon
Ohio								
Athens	Rome Township	High	100	45,000	—/—/20	—/—/21	.....	Murray & Stover
Jackson	Bloomfield	High & Elementary	220	27,000	8/—/21	9/—/21	.....	Ben Jones
Lake	Mentor	Elementary	120	40,000	10/—/21	.....	E. S. Harrington	.....
Oregon								
Lane	Lorane	High	120	13,500	6/—/21	—/—/21	W. W. Jackson	Burggraff
Pennsylvania								
Berks	Wyomissing	Jr. & Sr. High	600	200,000	—/—/21	8/—/21	Board of Education	Ruhe & Lange
Berks	Hamburg	High	350	125,000	4/13/20	8/19/21	John N. Land	Hersh & Shollar
South Carolina								
York	Rock Hill	Grammar	300	75,000	—/—/20	2/—/21	R. C. Burts	H. D. Gilchrist
South Dakota								
Brown	Barnard	Consolidated	150	170,000	—/—/19	—/—/21	Ralph Wade	George Fossum
Tennessee								
Bradley	Cleveland	Central High Add	150	35,000	3/ 4/21	9/—/21	E. J. Frazier	Clarence Jones
Bradley	Charleston	Consolidated	125	3,000	3/ 4/21	7/26/21	E. J. Frazier	Rosenwald
Bradley	McKinneys	Consolidated	150	4,500	3/ 4/21	7/26/21	E. J. Frazier	Manley & Young
Bradley	Mt. Zion	Consolidated	100	3,000	3/ 4/21	7/26/21	E. J. Frazier	Manley & Young
Bradley	Taylors	Consolidated	100	3,000	3/ 4/21	7/26/21	E. J. Frazier	Manley & Young
Utah								
Beaver	Beaver	High	600	175,000	—/—/21	—/—/21	C. B. McMullin	Joseph Nelson
Beaver	Milford	Grade	440	60,000	—/—/21	—/—/21	Will Joseph	Joseph Nelson
Beaver	Adamsville	Grade	80	10,000	—/—/21	—/—/21	W. P. Murdock	Joseph Nelson
Virginia								
Accomack	Atlantic	Ward	200	10,000	—/—/21	—/—/21	H. E. Burger	J. W. Jones
Washington								
Thurston	Tumwater	Grade	200	7,500	9/—/21	9/—/21	F. D. Cook	Wahleb & Stanley
Thurston	Olympia	Grade	600	115,000	3/ 4/21	12/ 5/21	E. L. Breckner	Wahleb & Stanley
Thurston	Rochester	High	200	40,000	—/—/21	—/—/22	J. E. McCleery	.....
Walla Walla	Dixie	High	75	50,000	—/—/21	6/—/21	Mrs. Bella Actor	.....
Walla Walla	Prescott	High	75	30,000	—/—/21	3/—/21	Mrs. Nell Barrett	.....
Wisconsin								
Fond du Lac	Fond du Lac	High	1000	300,000	3/11/20	3/15/21	R. W. Fairchild	Childs & Smith
Marinette	Marinette	Jr. High & Man. Tr.	1600	300,000	11/ 2/20	5/21/21	P. F. Neverman	Parkinson & Dockendorff
Outagamie	Kaukauna	Jr. & Sr. High	500	200,000	4/19/21	.....	Leo G. Schussman	Parkinson & Dockendorff
Rock	Janesville	Jr. & Sr. High	1500	800,000	—/—/19	—/—/20	Francis Grant	Van Ryn & Degellecke
Rock	Beloit	Two Junior High	1000	430,000	8/ 1/19	9/ 1/19	F. E. Converse	J. C. Llewellyn
Wyoming								
Hot Springs	Thermopolis	High	300	200,000	—/—/21	9/—/21	Chester Marr	Walter DeMordaunt
Sheridan	Arvada	Grade	60	7,500	—/—/21	—/—/21	W. W. Sanders	Randall & Jordon
Sheridan	Sheridan	High	500	165,000	—/—/19	—/—/19	.....	Randall & Jordon

GUIDE TO NEW BOOKS[1]

ADAMS, ELIZABETH KEMPER. Women professional workers. N. Y., Macmillan, 1921. 467 p. $2.50.

Of the same quality of usefulness as Filene (*Booklist*, 17:140, Ja. 21), but dealing more specifically with those services which are professional. Advantages and disadvantages, qualifications, remuneration, and training are fully considered. References to authoritative reports. Annotated reading list (13 p.) Index.

CLARK, BARRETT HARPER, *ed.* Representative one-act plays by British and Irish authors. Bost., Little, 1921. 477 p. $3.

Contents: The widow of Wasdale Head, by Sir Arthur Pinero—The goal, by Henry Arthur Jones—Salome, by Oscar Wilde—The man in the stalls, by Alfred Sutro—'Op-o'-me-thumb, by Frederick Feen and Richard Pryce—The impertinence of the creature, by Cosmo Gordon-Lennox—The stepmother, by Arnold Bennett—Rococo, by Granville Barker—James and John, by Gilbert Cannan—The snow man, by Laurence Housman—Fancy free, by Stanley Houghton—Lonesome-like, by Harold Brighouse—Miss Tassey, by Elizabeth Baker—Makeshifts, by Gertrude Robins—The maker of dreams, by Oliphant Downs—The land of heart's desire, by William Butler Yeats—Riders to the sea, by J. M. Synge—Spreading the news, by Lady Gregory—The magnanimous lover, by St. John G. Ervine—The golden doom, by Lord Dunsany.

A companion to Mayorga's *Representative one-act plays by American authors* (*Booklist*, 16:49, N. 19) with introduction, bibliographical notes, and a bibliography of one-act plays by English and Irish dramatists.

CLUTTON-BROCK, ARTHUR. Essays on books. N. Y., Dutton; Lond., Methuen, 1920. 181 p. $2. 6/.

824 English literature—Addresses, essays, lectures. Russian literature—Addresses, essays, lectures.

—— More essays on books. N. Y., Dutton; Lond., Methuen, 1921. 174 p. $2. 6/.

Brief, critical commentaries on books and their makers, through which runs, with a faint tinge of color, a quiet philosophy—what Richard Le Gallienne in the *New York Times* defines as "transcendent common sense." Reprints from the literary supplement of the *London Times*, and range from Shakespeare, Morris, Dickens, Butler, and others to Whitman, Herbert, Tolstoy, Poe, and H. G. Wells.

[1] Titles and notes selected from *The Booklist* of the American Library Association, 78 East Washington Street, Chicago, Illinois, by students in the book selection course of the Library School of the Carnegie Library School of Atlanta, Georgia, under the direction of Miss Frances Newman.

CROCE, BENEDETTO. History; its theory and practice; tr. by Douglas Ainslie (European library). N. Y., Harcourt; Lond., Harrap, 1921. 317 p. $3.75. 15/.

Traces the development of the philosophical aspect of history from the Graeco-Roman period to the present. Rather for the student of history and philosophy than for the general reader.

DRINKWATER, JOHN. Oliver Cromwell. Bost., Houghton, 1921. 96 p. $1.50.

The story of Oliver Cromwell and his rise from a farmer to the protectorate of England, told in eight scenes covering the period from 1639-1654.

HALL, JAMES NORMAN. Faery lands of the South seas, by James Norman Hall and Charles Bernard Nordhoff. N. Y., Harper, 1921. 354 p. illus. $4.

"A lovely orchid among the many weedy volumes upon the South Seas."—Frederick O'Brien in the *New York Evening Post*. A delightful account of the authors' year in the islands after the war. Amusing and fresh, it tears away some popular illusions, but as Mr. Hall writes, "Although we are itinerant, we may as well be occasionally truthful and so gain, perhaps, a certain amount of begrudged credit."

KILE, ORVILLE MERTON. The farm bureau movement. N. Y., Macmillan, 1921. 282 p. illus. $2.

The origin, growth, activities, and purposes of organized agriculture; its meaning politically and economically are clearly and succinctly presented.

LOWRY, EDWARD GEORGE. Washington close-ups. Bost., Houghton. 1921. 275 p. illus. $3.

Humorous analytical pictures of prominent men in and about Washington. Each chapter is headed with the name of its subject followed by a verbal snapshot of some leading characteristic or outstanding experience in his career, *i. e.*, Taft: in port at last, Bryan: gaily the troubadour, Hays: a human flivver. Clever, but probably not the equal of the *Mirrors of Washington*.

MACKENZIE, COMPTON. Rich relatives. N. Y., Harper; Lond., Secker, 1921. 285 p. $2. 9/.

The story of Jasmine Grant, half English, half Italian, and her adventures among her wholly English relatives to whom she is an unwelcome problem. After being handed around from one family to another, she finally finds favor with miserly Uncle Matthew and gains her independence.

NORTHEND, MARY HARROD. The art of home decoration. N. Y., Dodd, 1921. 292 p. illus. $3.50.

The author here applies her wide knowledge of interior decoration, *Colonial homes and their furnishings* (*Booklist*, 15:237, Mr. 19) in planning a house, in all its details. Each chapter is devoted to a room and one is conducted from the front door to the attic. The illustrations are photographs and successfully carry out the ideas suggested in the text.

RAMSAY, ROBERT E. Effective direct advertising. N. Y., Appleton, 1921. 640 p. illus. $5.

A valuable book for the business man, showing by illustrations, charts, and tables, the best methods of presenting any sort of salable goods to the public. It is logically and conveniently arranged, and each chapter ends with a list of review questions which would be useful if it were used as a textbook.

STRATTON, CLARENCE. Producing in little theaters. N. Y., Holt, 1921. 258 p. illus. $2.90.

Amateur producers of wide experience will quarrel with Mr. Stratton over many details, but the less enlightened workers will give him genuine gratitude. Invaluable to teachers who take on "dramatics" as an extra duty. Answers the majority of questions that arise in amateur work. Perhaps the most helpful chapters are those on organizing the group, choosing the play, rehearsing, costumes and make-ups, and lighting. Helpful pictures and appendix list of one hundred full length plays and one hundred one-act plays suitable for amateurs.—Condensed from *Drama*, 54 O.-N., 21.

VAN LOON, HENDRICK WILLEM. The story of mankind. N. Y., Boni & Liveright. 479 p. illus. maps. $5.

A fascinating book that follows history from the earliest time to today, bringing all times and all peoples into focus. Written in a conversational manner, clearly, without cluttering details. Interesting to any age, but especially to upper grades and high school. Illustrations, eight in colors, eight half-tones and over one hundred drawings and "animated maps." This completes what he projected in his other volumes, *Ancient man* and *History with a match*. Includes a very useful historical reading list for children (8 p.) compiled by Leonore St. John Power of the New York Public library which *The Booklist* is reprinting by special permission of the publishers.

WALPOLE, HUGH SEYMOUR. The young enchanted. N. Y., Doran. 1921. 335 p. $2.

A delightful romance of which the author says: "The whole Truth and nothing but the Truth—what absurdity! And what arrogance! This book is the truth about Henry and Millicent Trenchard so near as I can get to it, and the truth about that strange year 1920 in that Strange Town London . . . but it isn't everybody's Truth. Far from it—and a good thing too . . ." The Trenchards are known to readers of *The green mirror* (*Booklist*, 14:134, Ja. 18). Peter Westcott of *Fortitude* (*Booklist*, 10:37, S. 13) is here and is rewarded by fate for living out his philosophy.

The Great Question of Our Time

TEACHERS have shown keen interest in the conference on the limitation of armaments. This interest has been sharpened by recognition of the enormous improvement that could be made in education if a part of the huge sums spent for armament were diverted to the schools. There is also a growing conviction that permanent improvement in international relations can go no faster and no further than is made possible by the education of all the people—more especially of the children. The following list of recent books on this great question has been prepared by Mr. F. J. Libby, Secretary of the National Council for Reduction of Armaments, whose close association with the leaders in the movement for better world relationships places him in a position of unusual advantage as a student of the literature of the movement. The titles are arranged in the order in which the compiler recommends that they be read.

These and other books on the subject may be borrowed from the local public library. Persons living in communities not yet having public libraries may usually borrow them from the secretary of the State library commission or traveling library located in the capital city.

NASMYTH, GEORGE. Social progress and the Darwinian theory; a study of force as a factor in human relations. Putnam, 1916. 279p. $1.50.

Readable, scientific, convincing; of first importance to speakers against war. Part I states the philosophy of force and points out the biological and sociological errors in this philosophy, meeting current fallacies. Parts II and III present Mutual Aid and Justice as the alternative reliance, with world federation as the inevitable goal of progress.

ANGELL, NORMAN. The Fruits of victory; a sequel to The great illusion. Century Co., 1921. 338p. $3.00.

A study of the will to power and the economic futility of military power. Of first importance to an understanding of the European situation and the economic aspect of conditions in the Far East. An appendix answers critics of *The great illusion.*

ANGELL, NORMAN. The great illusion; a study of the relation of military power in nations to their economic and social advantage. Putnam, 1911. 407p. $1.50.

This earlier book by Norman Angell is still timely and worth reading.

KEYNES, J. M. Revision of the treaty; a sequel to The economic consequences of the peace. Harcourt, Brace & Howe, 1922.

This book is just appearing. Advance notices speak highly of it.

KEYNES, J. M. The economic consequences of the peace. Harcourt, Brace & Howe, 1920. 298p. $2.50.

Much talked of on its appearance and of undiminished value, as proved by events.

DICKINSON, G. LOWES. The choice before us. Dodd, Mead & Co., 1917. 268p. $2.00.

Arguments for and against militarism, and considerations that should govern the organization of any association of nations. The concrete examples in support of important points are especially valuable.

DICKINSON, G. LOWES. Causes of international war. Harcourt, Brace & Howe, 1920. $1.00.

Handbook in the International Relations Series. Simple, readable, valuable.

REELY, MARY KATHARINE. Disarmament. H. W. Wilson Co., 1921. 320p. $2.25.

In the Debaters' Handbook Series. Compiled from articles published in 1920 and 1921 and divided into two parts: For Disarmament; For Continued Armaments. Sub-headings cover the Army, the Navy, the Burden of Armament, the Next War. the Economic Background, the Demand for Disarmament, the Difficulties of Disarmament, and Disarmament versus Preparedness. The sources cover the ground from the Friends' Intelligencer to the Army and Navy Journal.

PALMER, FREDERICK. The folly of nations. Dodd, Mead & Co., 1921. 408p. $2.00.

Colonel Palmer has written here a very readable and intimate presentation of the case against war. The author has been described as having seen more war than any other living man, having been a war correspondent for twenty-five years.

HOLMES, JOHN HAYNES. New wars for old. Dodd, Mead & Co., 1916. 350p. $1.75.

A discussion of the ethics of the Sermon on the Mount with regard to force. Admirably written and always timely.

JEFFERSON, CHARLES E. What the war has taught us. Revell, 1919. 258p. $1.50.

Twenty sermons on various aspects of the religious and moral lessons of the war, preached in the early months of 1919 at Broadway Tabernacle, New York City, and of enduring worth.

DAWSON, CONINGSBY. It might have happened to you. Dodd, Mead & Co., 1921. 163p. $1.25.

Graphic sketches of Hungary, Austria, Germany, and Poland as left by the war. Instructive as to the present state of Europe as well as what war does.

NICOLAI, GEORG F. The biology of war. Century Co., 1918. 553p. $3.50.

A thorough study of war in relation to human instincts and to patriotism, and in Part II, a study from the standpoint of natural science of how war may be abolished. The book was written in a German prison primarily for the German people.

KREHBIEL, EDWARD. Nationalism, war and society. Macmillan, 1916. 264p. $1.75.

Written by the professor of Modern History in Leland Stanford University in the form of a brief or abstract against irresponsible nationalism with its concomitant war, and a study of the various methods of achieving peace. A very full and varied bibliography. Valuable for students and debaters.

HOUSE, EDWARD M. and SEYMOUR, CHARLES, *editors.* What really happened at Paris: The story of the Peace Conference by American delegates. Scribner, 1921. 507p. $4.50.

A series of eighteen lectures delivered in Philadelphia in the winter of 1920-21 by authoritative speakers on various aspects of the Versailles Conference. The celebrated lecture by Gen. Tasker H. Bliss on the Problems of disarmament is here.

STOCKS, J. L. Patriotism and the Super-State. Harcourt, Brace & Howe, 1920. 150p. $1.00.

International Relations series. Concise, lucid discussion of the relation of patriotism and nationalism to a federation of peoples.

WOOLF, L. S. Economic Imperialism. Harcourt, Brace & Howe, 1920. 111p. $1.00.

International Relations series. A brief illuminating study of one of the important causes of war.

VESTAL, COL. S. C. The Maintenance of peace. Putnam, 1920. 564p. $5.00.

An argument for preparedness and the balance of power as the only assurance of peace, the argument being based upon the author's interpretation of history.

LIPPMANN, WALTER. The stakes of diplomacy. Holt, 2nd Ed., 1917. 229p. $1.40.

A study of the economic causes of war and a plea for its prevention by conferences with provision for the carrying out of their decisions.

The National Council of Education

ADELAIDE STEELE BAYLOR

Secretary of the Council and Federal Agent for Home Economics, Washington, D. C.

THE NATIONAL COUNCIL of Education of the National Education Association had its inception forty-one years ago at a meeting of the National Department of Superintendence, held in Washington, D. C. The inspiration came from a paper read by Dr. Thomas W. Bicknell, Providence, Rhode Island, proposing the formation of such a body and setting forth the objectives to be sought. The proposition met with such favor that a committee was immediately appointed with Dr. Bicknell as chairman, to draw up a constitution and formulate organization plans to be submitted for approval at the annual meeting of the National Education Association in July, 1880. At this meeting, held in Chautauqua, New York, the report of the committee was adopted and the National Council of Education came into being, with Dr. Thomas W. Bicknell as the first president.

Those were the days of such educators as General John Eaton (U. S. Commissioner of Education), Dr. W. T. Harris, Dr. E. E. White, Hon. John Hancock, Dr. John D. Philbrick, and Hon. Henry Barnard, all enthusiastically in favor of the new organization. In the words of the first president:

> It was the unanimous opinion of the National Education Association that the Council could be made an efficient instrument of good foundation work, through philosophical studies and round-table debate and conclusions. Our first annual meeting of the Council was held at the hotel on Lookout Mountain, Tennessee, in July, 1881. Our sessions occupied three days, members only being present. All of the early members insisted on scholarly, unhampered round-table work.

The preamble to the present constitution of the National Council of Education shows that there has been little deviation from the plans and purposes in the minds of the founders over forty years ago:

> The National Council of Education shall have for its object the consideration and discussion of educational questions of general interest and public importance, and the presentation, through printed reports, of the substance of the discussion and the conclusions formulated. It shall be its object to reach and disseminate correct thinking on educational questions; and for this purpose, it shall be the aim of the Council, in conducting its discussions, to define and state with accuracy the different views and theories on the subject under consideration, and secondly, to discover and represent fairly the grounds and reasons for each theory or view, so far as to show, as completely as possible, the genesis of opinion on the subject. It shall be the duty of the Council, in pursuance of this object, to encourage from all its members the most careful statement of differences in opinion, together with the completest statement of grounds for the same. It shall further require the careful preservation and presentation of the individual differences of opinion, whenever grounds have been furnished for the same by members of the Council. It shall invite the freest discussion and embody the new suggestions developed by such discussions. Any member making such suggestion or objection may put in writing his view, and the grounds therefor, and furnish the same to the secretary for the records of the Council. It shall prepare, through its president, an annual report to the National Education Association, setting forth the questions considered by the Council during the previous year, and placing before the Association, in succinct form, the work accomplished. It shall embody in this report a survey of those educational topics which seem to call for any action on the part of the Association. The Council shall appoint, out of its own number, committees representing the several departments of education, and thereby facilitate the exchange of opinion among its members on such special topics as demand the attention of the profession or of the public.

At first, membership in the National Council of Education was restricted to sixty members, but on July 12, 1911, this number was extended to 120, which is the maximum membership at the present time. Of these 120 members, 60 are elected by the National Council of Education through its membership committee and 60 by the National Education Association, through its Board of Directors, each body choosing ten members annually to serve for six years. Only life or active members of the N. E. A. are eligible to membership in the Council, and no State can be represented in the Council by more than seven members.

Membership in the Council lapses by absence from meetings of the Council for two consecutive years. On the expiration of membership for any reason, except expulsion, the names are transferred to the honorary membership list, and these former active members are privileged to attend all regular sessions and participate in discussion. At the last annual meeting of the National Council of Education, two new types of membership were created, i. e., active *ex officio*, applicable only to the United States Commissioner of Education, whose duties are such that it is impossible for him to be subject to the ruling on attendance and maintain regular active membership, and honorary active, or those whose membership has lapsed, but who still attend the meetings and participate in the program and the work of the committees.

The National Council of Education holds two meetings each year; one, with the Department of Superintendence in the winter, and the other (the regular annual meeting) with the N. E. A. in the summer. At the present time studies are being made by the following committees under the direction of chairmen as indicated:

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Committee on Health Problems in Education—Thomas D. Wood, Columbia University, New York, N. Y.

Committee on Extension Education—Lewis H. Minkel, Superintendent of Schools, Fort Dodge, Iowa.

Committee on Changes Needed in Elementary School Courses—Katherine D. Blake, 101 W. 85th St., New York, N. Y.

Committee on State Administration of Schools—C. P. Cary, Madison, Wis.

Committee on Racial Well-Being—Helen C. Putnam, American Academy of Medicine, Providence, R. I.

Committee on Character Education—Milton Bennion, University of Utah, Salt Lake City, Utah.

Committee on the Continuity of Education—J. M. Gwinn, Superintendent of Schools, New Orleans, La.

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Committee on American Teachers Colleges—Charles McKenny, President State Normal College, Ypsilanti, Mich.

Committee on Educational Surveys—A. E. Winship, Editor *Journal of Education*, Boston, Mass.

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Committee on Reorganization of Seventh, Eighth, and Ninth Grades—Charles H. Judd, Chicago University, Chicago, Ill.

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Committee on the Status of the American Woman Teacher—Anna Laura Force, Century Bldg., 17th & Stout Sts., Denver, Colo.

Committee on State Levies and Other State Funds for the Support of Elementary and Secondary Education—A. J. Matthews, President Tempe Normal School, Tempe, Ariz.

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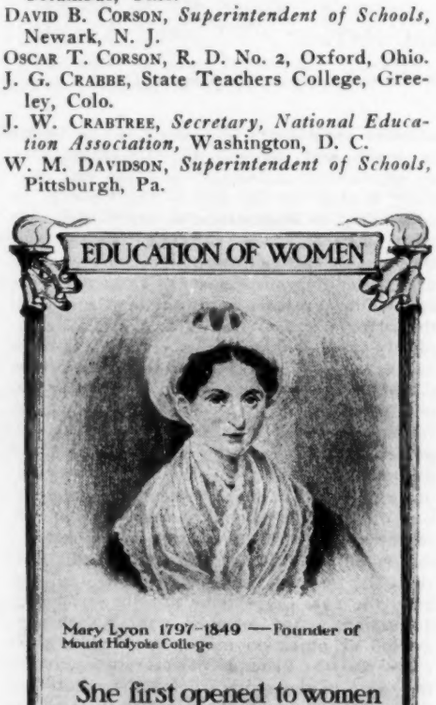

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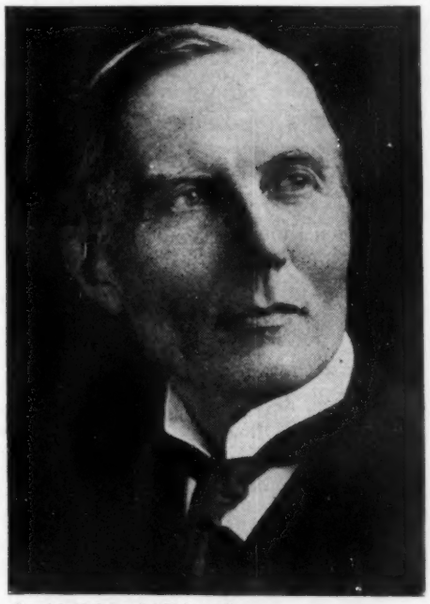

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THE RIGHT HONORABLE H. A. L. Fisher, M. P., president of the Board of Education, England, and author of the Fisher Act of Education in 1918. Mr. Fisher's eloquent championship of education as a basic human right is the highest form of statesmanship. During April, 1917, when England was struggling under the enormous burden of the war, Mr. Fisher demanded additional expenditure for education, saying, "We must ask not only whether we can afford to spend the money, but whether we can afford not to spend the money."

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[1]Kindly read this list with care and report any errors to Adelaide S. Baylor, Secretary National Council of Education, 200 New Jersey Avenue N. W., Washington, D. C.

IF YOU want knowledge, you must toil for it; and if pleasure, you must toil for it. Toil is the law. Pleasure comes through toil, and not by self-indulgence and indolence. When one gets to love work, his life is a happy one.—*J. Ruskin.*

National Leadership in Education[1]

IT IS NOT DIFFICULT to understand how those unfriendly to public education in America might look with disfavor upon efforts to stimulate and strengthen it by National leadership and assistance, but it is hard to see how President Nicholas Murray Butler, of Columbia University, who has long been one of the inspiring leaders in that field, can assume such an unfortunate attitude.

There seems to be but one possible explanation: Dr. Butler does not fully understand the proposal he attacks. He has made a splendid case against an awe-inspiring straw-man and has delivered admirable Quixotic thrusts at menacing windmills, but his force has been wasted in combating a phantom evil.

He says, for example:

"It is now proposed to bureaucratize and bring into uniformity the educational system of the whole United States, while making the most solemn assurance that nothing of the kind is intended. The glory and successes of education in the United States are due to its freedom, to its unevenness, to its reflection of the needs and ambitions and capacities of local communities, and to its being kept in close and constant touch with the people themselves."

Now, the Towner-Sterling bill, by which this proposed Department, with a Secretary in the Cabinet, is to be created, specifically provides:

"All the educational facilities encouraged by the provisions of this act and accepted by a State shall be organized, supervised, and administered exclusively by the legally constituted State and local educational authorities of said State, and the Secretary of Education shall exercise no authority in relation thereto; and this act shall *not* be construed to *imply federal control* of education within the States, nor to impair the freedom of the States in the conduct and management of their respective school systems."

It does not require, we believe, even a modicum of that "broader scholarship," resulting from the "renaissance of the classics" for which Dr. Butler pleads, to grasp the limpid meaning of this provision. The States can accept or reject any aid proffered by the Federal Government, but having accepted it they have full control of the expenditures, provided that they are used for the specific things for which the funds are granted.

What are these specific things? They comprise: the removal of illiteracy; Americanization; physical education, including health education and sanitation; the training of public-school teachers; and the equalization of educational opportunities in the States. Dr. Butler says, however:

"The major part of any appropriation that may be made will certainly be swallowed up in meeting the cost of doing ill that which should not be done at all."

Does Dr. Butler mean that these things should not be done in a democracy which depends for its very life and progress upon a strong, healthy, and intelligent citizenship, capable of understanding, defending, and perpetuating our American institutions? Does he mean to assert that such essentials of National safety and integrity are not matters of National concern, even to the extent of encouraging the States to accept financial assistance for carrying out exclusively under their own organization, supervision, and administration the facilities in their respective school systems, essential to achieving these ends?

Is it a waste for the Federal Government to offer $7,500,000 to the States, on the foregoing conditions, in a land where over 5,000,000 persons ten years of age and over cannot read or write any language and over 3,000,000 more cannot read or write the basic language of the country?

Is it a waste to offer $20,000,000 in Federal aid for physical education in a land where nearly one third of the men examined for military service, who represent, no doubt, the average citizenship, were disqualified by reason of physical defects, ninety per cent of which could have been prevented by a knowledge of simple health rules?

Is it a waste to offer $15,000,000 in Federal aid for the training of public-school teachers in a land where 300,000 out of the 700,000 public-school teachers have no professional training whatever; in which 200,000 have less than a high-school education; and in which 30,000 have no education beyond the eighth grade? The great university over which Dr. Butler has the honor to preside, has the greatest teachers' college in America. What, then, does he think of this lamentable showing throughout the Nation? Would he like to have had his children taught by one of the 100,000 teachers less than 20 years of age who are largely the product of the meager school facilities in which they are now teaching?

Is it a waste to offer $50,000,000 in Federal aid for equalizing educational opportunities in the States, when it is well known that the greatest need for improvement in education is found where there is least taxable wealth? The wealth of one State, for example, is $14,000 for each child of school age, while that of another is only $2000. Abraham Lincoln said, "To all an unfettered start, and a fair chance in the race of life." Is it not to the interest of wealthy industrial States to promote education in backward States and thus make better markets for their goods? And is it not essential to the safety and welfare of the Nation as a whole that there shall be no weak spots in its civic armor?

Dr. Butler views with horror the prospect of "inspectors roaming at large throughout the land," who "will not only fail to accomplish any permanent improvement in the education of the people, but will assist in effecting so great a revolution in our American form of government as one day to endanger its perpetuity." This would indeed be a calamity, and it is fortunate that these nomadic pests are but figments of an overwrought imagination. There is no authorization in this act for the appointment of Federal inspectors and supervisors. On the contrary the bill specifically forbids Federal control of education within the States. Not one penny of the money appropriated to the States will be used for administration of the act by the Federal Department. It does provide, however, for $500,000 for administration of the department *per se* and for studies and research in fields of education that will be of assistance to the States in formulating their own policies and programs.

[1]A reply to President Nicholas Murray Butler's criticism of the proposed Federal Department of Education by the Public School Association of the City of New York, Howard W. Nudd, Director.

There are but three statutory requirements which a State must establish and enforce to obtain this Federal aid—namely:—

1. A public-school opportunity of not less than 24 weeks.

2. Compulsory attendance at some school, public or private, for at least 24 weeks in the year, of all children between 7 and 14.

3. English as the basic language of instruction in all schools, public and private, in the common branches.

Does Dr. Butler consider these requirements excessive? There is nothing mandatory about them, remember. The bill does not say that every State in the Union *must* maintain these standards. It simply says that no State can receive Federal aid which does not maintain such meager educational facilities. Any State is free, therefore, to decline the Federal proffer and go on serenely exercising its rights in blissful ignorance.

As we said at the beginning, we can understand how those who are unfriendly to public education might oppose such a proposal, although there is no just ground for such opposition, as the act does not interfere in any way with the entire liberty of management of private and parochial schools. It has to do entirely with public education. It would seem, however, that a measure for the financial aid and encouragement of public education could not but stimulate all other educational agencies, whether private or denominational.

Our real surprise, therefore, is Dr. Butler's ire. Here is a proposal analogous to the early Federal land grants to the States for education and to the more recent grant of approximately $100,000,000 a year to the States for promoting good roads. This proposal scrupulously safeguards the principle of State rights while expressing in tangible form the interest of the Nation in the dignity and importance of public education as "the bulwark of democracy." It seeks to help, rather than to rule, in the task of educating children, in the same way in which the Federal Government has assisted in conserving mines and forests and in improving our National resources in cattle and swine. It assumes that, if the Nation can spend billions on the machinery of war, it can afford to spend a few millions on the machinery of peace and on preparation for personal efficiency if war should unfortunately come. This proposal provides also for an Advisory Council, which is to meet once a year at the call of the Secretary, for the purpose of interchanging ideas and experiences in the field of public education. This Council is to comprise: the forty-eight State Superintendents of Education, twenty-five educators representing different educational interests, and twenty-five other persons not educators.

This is the horrible thing which Dr. Butler attacks. How can he reconcile his opposition to it with his splendid professional idealism?

History Textbooks Under Fire

JACOB JACOWITZ

School Editor, The Evening Mail, New York City

DO AMERICAN HISTORY TEXTBOOKS used in the public schools misrepresent American history? A committee of teachers of the New York City public school system is endeavoring to answer this question. It is making an investigation not only of a half dozen texts specifically complained of, but it is planning to go through every history textbook on the book list of the city schools. This means some seventy-odd different works of elementary and secondary grade, not including supplementary readings.

That the work of the committee will have a Nation-wide effect is obvious. Several organizations of National importance have been represented at the open hearings which it has held. Others, including veteran organizations, are more than casually interested. One veteran society at its last National encampment appointed a committee to look into the question of "emasculation" of American history and to report at the next annual meeting.

"Emasculation" rather than misrepresentation is the charge which has been made against several textbooks. All the glory in the American Revolution, many of the soul-stirring incidents in our early National life, most of the spirit which enters into pride of country—these have been abstracted according to the charges which the committee of teachers is trying to sift.

In what manner has the alleged "emasculation" of our histories been perpetrated? Joseph T. Griffin, principal of Public School 114, Manhattan, New York City, has presented a voluminous brief on the subject to the Board of Superintendents, and the case can perhaps be no better presented than he does in this paper. Says Mr. Griffin:

"It may be assumed that the author of an American history, in addition to having in mind general cultural aims and the creation of high ideals of citizenship, should be actuated by the following general purposes:

1. To preserve for future generations the salient facts of American history.

2. To create and preserve the morale of the Nation through the dissemination of such information regarding the exploits of our people as will engender a feeling of pride in the deeds of heroic Americans.

"We charge that these fundamental principles have been grossly violated in the writing of some of the textbooks used in our public schools.

"We allege that many of the spirited facts have been purposely omitted, or, as one author puts it in his preface, he makes no apology for 'the omission of many of the yarns of American history.'

"We allege that a deliberate attempt has been made to break down the morale of the American people in so far as we may assume to take any pride out of our performance in the American Revolution and particularly in the War of 1812."

These are serious charges. They are quoted from Mr. Griffin's brief because he summarizes the feelings of many of the plaintiffs in this action against history textbooks. The committee of teachers, which consists of twenty-one, is acting as a jury. It will present its findings, somewhat in the form of sealed verdict, to the Board of Superintendents. What will these findings be? Indications are that not a few of the complaints against the texts will be upheld. District Superintendent Edward Mandel, who is chairman of the committee, and his associates are keeping a judicious silence. But judging from some of their remarks in unofficial moments they agree that some of the complaints are entirely justified.

There is hardly space here to give anything like a complete list of the charges. In a general way they allege that our history has been modified in an obvious effort to placate the feelings of our British friends. In the process of this modification or "emasculation," it is alleged that a deep injustice has been done to the memories of some of our most distinguished early heroes.

In one book there is no mention of Nathan Hale and his inspiring death message. In the same volume there is a detailed description of the sacrifice of Major Andre, the British officer who gave his life in much the same way that Nathan Hale did. Another book, while apparently not judging the Nathan Hale episode worthy of space, nevertheless gives considerable space to a description of how boys who did not attend church on Sundays were chastized in early colonial days. Another volume refers to John Hancock as a smuggler, without any extenuating explanation of what and why he smuggled and of how smuggling was regarded in those days. The American Revolution is taught in another as a civil war between British Loyalists and Whigs rather than a war for independence.

The foregoing are statements made either verbally at the open hearings of the committee or in written briefs. The side of the authors and publishers of the textbooks is still to be heard from. Everett Barnes, author of one of the books under fire, and himself a school principal, has made the reply that quotations taken from his work and used to sustain the charge of "emasculation" have been presented out of their context. Few of the publishers have made formal replies or have appeared at the public hearings. Those who did send representatives generally gave the message that they were awaiting with interest the decision of the teachers' committee.

The controversy is gradually attracting wider attention. Mayor Hylan has authorized his Commissioner of Accounts to go into the same subject. The newspapers of the city are not inclined to look seriously upon the efforts of the commissioner, who is the general investigating agent for the city administration and who has no fewer than a score of other inquiries on hand.

In a recent issue of the New York *Times,* Dr. James Sullivan, formerly principal of Boys' High School, Brooklyn, and now State Historian of New York, makes some pertinent remarks on the subject. He argues that there are bound to be differences among various writers of history and that, after all, the controlling element in the teaching of patriotism or the reverse is the classroom teacher. While he does not agree with all the criticisms made against the history textbooks under fire, he does make a plea against one-sided or injudicious statements.

After stating that history textbooks formerly used in the schools presented an undoubted bias against Britain and the Southern States, Dr. Sullivan goes on:

"In their anxiety to correct impressions which were decidedly erroneous, the more recent writers have, perhaps without any feeling of disloyalty or lack of patriotism, presented their facts in such a way as to cast reflections on their own people. I have known, or now know, many of the writers of the texts which have been criticised in the public press, and must say that there are no more patriotically devoted citizens known to me. They have naturally labored under the disadvantage that every textbook writer does who is called upon to put his statements within a confined number of pages, and have been unable to qualify statements which they would have qualified had they had unlimited space at their command.

"For example, one of the authors is in substance accused of stating that John Hancock and some of his most ardent supporters were smugglers, in that they were parties to the violation of the English navigation acts. That sounds ugly, even though it is true. If the statement has to be made, it should be qualified so as to show that the man who smuggled in those days was not looked upon with any aversion by his friends and neighbors, because it was felt that the acts themselves were unjust.

"A contemporary illustration may be found in the fact that at some of our public dinners at the present time beverages are consumed which the partakers of must have a suspicion are brought to them in violation of the Volstead act, yet these people have no pangs of conscience when taking their dinners. In other words, the simple statement with reference to John Hancock needed qualification."

It must be acknowledged that the committee of teachers has a delicate task. Apparently it realized this, for at one of its first meetings it adopted a set of standards to which, it maintained, all books used in the public schools of the country should conform. This quotation from its statement is significant:

"The textbook is a teacher. It must be judged by the standards applicable to the teacher. The textbook which fails to give unquestioning support to American ideals and traditions has no place in the public schools."

The committee agreed that the following aims and purposes should guide an author in the selection of the material he presents in a school textbook:

"1. To acquaint the pupils with the basic facts and movements, political, industrial and social, of American history.

"2. To emphasize the principles and the motives which were of greatest influence in the formation and the development of our government.

"3. To inspire in the pupil an appreciation of the hardships endured and the sacrifices made in establishing and defending American ideals.

"4. To present the ethical and the moral principles exemplified in the lives of patriotic leaders.

"5. To awaken in the pupil a desire to emulate all praiseworthy endeavor.

"6. To establish ideals of patriotic and of civic duty.

"7. To emphasize the importance of weighing evidence in forming judgments.

"8. To enable the pupil to interpret the present in terms of the past and to view intelligently the functions and the value of existing institutions.

"9. To bring the light of reason and of experience to bear on radical or alien theories of economic and political systems.

"10. To develop in the pupil a love for American institutions and the determination to maintain and to defend them.

"The writer of a textbook for use in the public schools must be unwavering and unquestioning in his loyalty to American ideals and traditions. Yet he must breathe the spirit of the martyred President in the most embittered hour of the struggle for the preservation of the Union: 'With malice toward none; with charity for all.' "

I SHOULD never have made my success in life if I had not bestowed upon the least thing I have ever undertaken the same attention and care that I have bestowed upon the greatest.—*Charles Dickens.*

Social Rating

A. S. BARR

Assistant Director of Instruction, Public Schools, Detroit, Michigan

PERENNIALLY the question is raised of the success or failure of pupils in school and their success or failure after school life is over. Somehow in the past the school's labels Excellent, Good, Average, Fair, Poor have failed to show the desired correlation with success in adult life. Business men have criticised the schools, and the schools desirous of service have doubled their efforts in the direction of more training. At the same time, the realization of this discrepancy between school and life has gradually, during the past two decades, awakened a consciousness of the need of additional labels for pupil activities. The intelligence test is a move in this direction. But success in a practical world makes demands not only upon knowledge, training, and intelligence but upon industry, qualities of leadership, team work, personal qualities, social qualities, character, ambition and ideals, willpower, and the like. And this emotional side of the individual's development seems to have been, relatively speaking, untouched.

The delay in this field is doubtless due to the seemingly intangible nature of such qualities. However, the man to man rating scale is now fairly well-known. A recent issue of *The Journal of Educational Psychology*[1] carries a constructive discussion of the validity of social rating. There is no doubt that it is a crude instrument. Possibly under more ideal conditions, however, a better showing might be made. Some time ago, the writer conducted an experiment in which fifty-seven college freshmen were rated on the Rugg Social Rating Scale.[2] Three independent ratings were made for each of the five different qualities listed in the scale. An attempt was made to determine the accuracy of a single individual rating. Assuming that the average of three ratings was the best average for any given individual student, the average deviations from this ranking were determined. On a scale of fifty-seven points the deviations were as follows:

	Average deviation	Average deviation on ten highest students	Average deviation on ten lowest students
Ability to learn...	5.29	2.8	2.9
Industry	5.91	3.0	3.1
Leadership	7.95	5.3	6.0
Team work.....	7.77	3.1	5.7
Social qualities...	8.5	5.8	6.3

Certain of these deviations are rather small when considered in the light of errors in school work. A number of minor studies by the writer in grading examination papers shows a probable error of approximately five per cent on a scale of 60 to 100. Of the 116 marks on a geometry paper reported by Dr. Monroe, in *Educational Tests and Measurement*, there was an average deviation of 7.5. Considering such studies, social rating seems to be about as reliable as school grading; at least, reliable enough to make a beginning. The table above also indicates that there is possibility of improvement. Teachers are now naturally more interested in their pupils' ability to learn and their industry. Consequently there is a lower average deviation in these qualities. A further study was made on the first ten and last ten in each group. These pupils at the extremes have attracted more attention because of their position. The average deviations for these are indeed small. An average room of forty pupils under the daily observation of the teacher, for the period of a half year, a year, or longer, should not present a less ideal condition than what has been described, especially when the problem is clearly brought to the attention of the teacher.

Rating need not be the ultimate scheme for measuring such qualities. In fact there now appears to be two immediate roads open to improvement and advance: (1) direct measurement, (2) definition. From the standpoint of measurement, the individual's emotional responses or reactions to specific situations might be recorded. This is especially desirable just now in the field of vocational guidance. A boy—granting that he has had the experience—who doesn't like old people, who doesn't like sick people, who doesn't like to study, who doesn't like to speak in public, and who doesn't like extremely religious people probably would not succeed as a minister. And so the various occupations might be analyzed into their outstanding emotional elements. People fail and succeed in life, at least to a certain degree, because of their emotional reactions.

From the standpoint of definition it is probably true that our ideas of character, leadership, and personal qualities are inferences rather than observable facts. A study in sportsmanship may illustrate the point. Spectators speak of teams and players as sportsmanlike or as unsportsmanlike. These are inferences based upon observable facts. Did the two captains shake hands before entering the contest? Did players give aid to injured players on the opposing side? Did the captain refuse to count a score secured by the unfair play of a teammate? Such a statement of the observable facts for the various personal, social, and moral qualities will make these elements somewhat more tangible than they now seem. This procedure is similar to the present tendency in statistical work that insists that original data appear.

With a more perfect knowledge of these personal, social, and moral qualities we may become interested in combinations. To date, we seem to have limited our discussions to a one-dimensional relationship; that is, we have tried to find a single measure upon which to base predictions of future success. Possibly we shall say that a "D" grade in school subjects, an average score in intelligence, and an "A" grade on social qualities will make a highly successful salesman or something else: and that an "A" grade in school subjects, a high score on intelligence, and a "D" grade on social qualities will make a highly successful research man. The field of personal, social, and moral qualities seems to offer an unlimited opportunity for research, study, and contribution.

THANK GOD every morning when you get up that you have something to do that day which must be done whether you like it or not. Being forced to work, and forced to do your best, will breed in you temperance and self-control, diligence and strength of will, cheerfulness and content, and a hundred virtues which the idle will never know.—*Charles Kingsley.*

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[1] Rugg, Is the Rating of Human Character Practicable? in *The Journal of Educational Psychology*, December, 1921.

[2] Barr, A Study in Social Rating, *School and Home Education*, October-November, 1921.

NOTES *and* ANNOUNCEMENTS

BE SURE to notify headquarters of any change of address to insure getting THE JOURNAL promptly. Give both the old and the new address.

ALL-STATE drives for increased membership in the National Education Association are underway in most of the States. Advance reports indicate that the response will be better than ever before.

WASHINGTON is recovering from the worst snow storm since 1899. Weather reports indicate a snowfall in excess of twenty-six inches, which was so unusual as to tie up traffic on all street-car lines. The collapse of the roof of the Knickerbocker Theater under the weight of this snow emphasizes the importance of careful inspection of buildings and provision of liberal margins of safety. School authorities may well profit by this disaster to take every precaution for the safety of school buildings.

HEADQUARTERS is pleased to announce the addition to its staff of Miss Agnes Winn, classroom teacher of Seattle, Washington, as assistant secretary. Miss Winn will help to handle the enormous growth in activities which has come as a result of the increased membership. Plans are also well underway for the department of research. It is expected that definite announcement of its personnel can be made in the April JOURNAL.

EDUCATORS who visit Washington are proud of the Association's beautiful headquarters on Sixteenth Street. The property has proved an excellent investment. Although it was purchased in 1919 for $98,000 it could now be sold for $150,000.

THE COMMITTEE ON SCHOOL HOUSE PLANNING and Construction of the Department of Administration of the National Education Association announces that it has moved its headquarters to 172 Tremont Street, Boston, Massachusetts. Mr. Frank Irving Cooper is chairman of this committee.

SUPERINTENDENT IRA B. BUSH, of Erie, Pennsylvania, who was vice-president of the Department of School Administration of the National Education Association has become president following the resignation of Mr. George B. Thomas as president.

THE RAPID GROWTH of the Association and the extension of its activities has created an unusual demand among libraries for complete files of its publications, which have been characterized by a member of Congress as "the greatest set of educational documents in the world." The supply of bound volumes for the following years is already exhausted: 1871, 1872, 1873, 1875, 1877, 1878, 1882, 1883, 1885, 1887, 1897, 1898, 1900, and 1901.

THE ASSOCIATION is maintaining at headquarters a current file of educational periodicals—local, State, National, and foreign. These help to keep headquarters in close touch with the field and are greatly appreciated by persons who visit headquarters.

A WORLD ESSAY CONTEST, under the auspices of the American School Citizenship League, is open to students of all countries for 5000-word essays on The Function of Education in the Promotion of International Understanding (open to students in normal schools and teachers' colleges) and The Essential Foundations of a Coöperating World (open to seniors in secondary schools). The six prizes, totaling $300, will be given the three best essays on each of these two subjects. Further information as to conditions governing the contest, which closes June 1, 1922, may be had of Mrs. Fannie Fern Andrews, secretary of the American School Citizenship League, 405 Marlborough St., Boston 17, Massachusetts.

Adolescent Boys Out of School

A RECENT INVESTIGATION of 245,000 employed boys yielded many facts about such boys that are interesting and suggestive to educational authorities. The study,[1] which was made by Mr. H. G. Burdge for the New York State Military Commission, is based on a questionnaire sent to sixteen-, seventeen-, and eighteen-year-old employed boys and shows the following findings.

Six sevenths of all sixteen-, seventeen-, and eighteen-year-old boys in New York State are out of school.

Over sixty-five per cent of the employed boys remained in school one or more years beyond the compulsory age limit.

Over thirty per cent left on or before reaching the legal age for leaving school.

About six per cent left illegally.

About thirty per cent left school before fifteen.

The median employed boy left school at about 15.5 years of age.

The median employed boy completed about 8.3 grades.

The grades completed by the median employed boy vary from 8.3 in Greater New York to 7.7 in the farm-boy group.

The vast majority of these boys left school because they "wanted to go to work" and not because they were obliged to.

Less than fifteen per cent reported that they were obliged to go to work.

About ninety per cent of the employed boys received their education in the public schools.

Relatively few employed boys received any training in State-aided vocational schools.

Mathematics is the best liked study among the employed boys.

English is the least liked study.

Less than ten per cent of the employed boys attend night school.

Over sixty per cent state that they do not wish to attend.

Less than three per cent of foreign-born boys attend night school.

The median employed boy received between fifteen and eighteen dollars per week.

Less than two per cent of the employed boys are assisted by schools, churches, and employment agencies in getting employment.

About one fourth get their jobs through friends and acquaintances.

About three fourths get them by applying.

Over forty per cent spent less than four and one-half months on their last job.

About sixty per cent spent less than seven and one-half months on their last job.

Most boys leaving school on or before completing the eighth grade enter and desire to enter the industrial trades and occupations.

Most boys who complete one or more years in the high school enter and desire to enter professional, clerical, and retail business occupations.

[1] Burdge, H. G. Our Boys. New York State Military Commission. 345 p.

IN THE FIELD

THE EDUCATIONAL RESEARCH COMMITTEE of the Commonwealth Fund held its third meeting in October, 1921. Its next meeting will be on March 4, 1922. Projects to receive consideration must be in the hands of Dr. S. P. Capen, 818 Connecticut Avenue, Washington, D. C., two weeks prior to this meeting.

PROFESSOR EUGENE A. GILMORE, of the Law School of the University of Wisconsin since 1902, has been appointed Vice-Governor-General of the Philippine Islands.

NEW YORK CITY evening schools have a shortage of teachers.

BIG INDUSTRIES, seriously concerned with the defective eyesight of their employees, are trying to minimize accidents and reduce the number of the Nation's industrial blind, now about 15,000.

THE MODERN LANGUAGE ASSOCIATION OF AMERICA at its meeting in Baltimore, December 28, 1921, approved a plan to have colleges contribute $25 a year for making rotograph reproductions of manuscripts and rare books from foreign libraries. The rotographs are to be deposited in the Division of Manuscripts of the Congressional Library, Washington, D. C., and sent on request to institutions and individuals throughout the country.

HIGHER EDUCATION FOR WOMEN in the Orient has come to stay. Within a few years, seven colleges for women have been established in India, China, and Japan. Lack of room prevents many applicants from being admitted.

THE VIRGINIA STATE TEACHERS ASSOCIATION recently in annual session in Richmond elected County Superintendent J. A. C. Hurt, of Wytheville, as president. A progressive program is planned.

THE NEW YORK STATE TEACHERS ASSOCIATION at its last annual meeting in Buffalo appointed a committee to report at Syracuse on the advisability of holding district meetings in different parts of the State for the benefit of the many teachers who are now unable to attend the larger meeting. The new members on the Executive Committee are: Mr. H. S. Weet, superintendent of schools, Rochester, and Mr. Austin R. Colson, grammar school principal, Albany.

"ENGLISH is becoming the universal medium of expression in the Orient," says an editorial in *The Peking Express*, the first daily printed in English to be edited and owned by Chinese.

UTICA INSTITUTE enables the people of Utica, N. Y., and vicinity to take lecture courses on current events, the British Empire, business economics, and appreciation of music.

SIXTEEN THOUSAND New York State boys and girls, between the ages of 10 and 19, are doing definite work in agriculture and homemaking under school-directed study and with the help of bulletins and project manuals supplied by the State College of Agriculture at Cornell University.

THE MICHIGAN STATE TEACHERS ASSOCIATION has been recently reorganized on the basis of six district associations for the lower peninsula and one in the upper peninsula, in which association meetings accessible to all members will be held each year. The general association is controlled by a representative assembly and will probably employ a full-time secretary.

SOUTH CAROLINA has made a greater percentage of reduction in illiteracy according to a statement in *South Carolina Education*.

THE SOUTH CAROLINA legislature will be urged to provide for a complete survey of the educational forces of the State.

A COURSE IN AERODYNAMICS has been added to the mechanical engineering course of the Kansas State Agricultural College at Manhattan.

GRADES IN COLLEGE and success in subsequent life are in essential accord according to a recent study of graduates made by Dean E. L. Holton of the Kansas State Agricultural College at Manhattan.

THE PUBLIC EDUCATION AND CHILD LABOR ASSOCIATION OF PENNSYLVANIA, with headquarters at 1720 Chestnut Street, Philadelphia, is making a campaign to avoid a reaction from the high educational standards set by the constructive legislature of 1921.

THE TEXAS STATE TEACHERS ASSOCIATION is conducting an organized campaign to prevent the lowering of teachers' salaries throughout the State.

THE NEXT ANNUAL MEETING of the Texas State Teachers Association will be at Houston, November 20 to December 2, 1922.

MIAMI, ARIZONA, a town of about 7000 population, has recently installed a research department in its high school.

THE ILLINOIS STATE TEACHERS' ASSOCIATION has provided $1000 in its budget to pay $50 each toward the expenses of its delegates to the Boston meeting.

THE ALUMNI and former students of Teachers College, Columbia University, have pledged $250,000 of the $300,000 required for the new library.

RABINDRANATH TAGORE has embodied the basic principles of his philosophy in his open-air school at Bolpur, India. Western sports and student government proclaim the result of Tagore's travels in America while the two fifteen-minute periods for meditation give the true Eastern touch.

MR. DANIEL W. MACLEAN, headmaster of the high school at Berlin, New Hampshire, was recently appointed State Director of the National Education Association in place of Mr. Justin O. Wellman, who has moved to Massachusetts.

THE PENNSYLVANIA STATE EDUCATION ASSOCIATION at its meeting during the holidays adopted resolutions endorsing the constructive policies of Dr. Thomas E. Finegan and his assistants in the State Department of Education; favoring the establishment of a State university; urging a Federal Department of Education; approving the movement looking toward the reduction of armaments; and urging the teaching of respect for law and its enforcement.

THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH announces that its annual meeting will be held at Chattanooga, Tennessee, December 1 and 2, 1922. Professor W. Wilbur Hatfield, of Chicago Normal College, is secretary of the Council.

AGRICULTURAL EDUCATION is the title of U. S. Bureau of Education Bulletin, 1921, No. 40, prepared by C. D. Jarvis, specialist in agricultural education. It may be had on application to the Superintendent of Documents, Washington, D. C., for five cents. It includes agricultural education in colleges, secondary schools, and rural elementary schools.

THE OKLAHOMA EDUCATION ASSOCIATION met in Oklahoma City, February 9, 10, and 11.

THE MUSIC SUPERVISORS NATIONAL FEDERATION will hold its annual convention in Nashville, Tennessee, March 20-24, 1922. Boards of education are being urged to pay the expenses of their music supervisors to this convention.

THE EXPENDITURE for moving pictures in the United States ranges from $750,000,000 to a billion dollars a year, according to testimony recently given before the Senate Committee on Finance.

THE AMERICAN HOME ECONOMICS ASSOCIATION met in Chicago February 28 and March 1.

MORTALITY FIGURES for Washington, D. C., given out by the Census Bureau for the year 1920, show a death rate of 71 per thousand among white children and a rate of 149 among colored children. The difference has been attributed to the lower level of intelligence among colored families.

TO PROTECT SCHOOL CHILDREN from accidents, over one hundred women in Washington, D. C., are giving their services as traffic policemen during the hours when children are most on the streets going to and from school.

EFFORTS ARE BEING MADE in California to increase the salaries of county superintendents of schools. Of the fifty-eight county superintendents, twenty-five receive less than $1800 and eleven $1500 or less.

LOOKING FORWARD to the employment of a full-time secretary the New Jersey Teachers Association at its recent meeting instructed its local committee to inspect the work which is now being done by such secretaries in other States and submit the report not later than November, 1922.

THE NEW JERSEY STATE TEACHERS ASSOCIATION at its recent meeting adopted a resolution opposing secret organizations in high schools and calling upon the Association's legislative committee to obtain the enactment of a law to prevent their establishment.

THE OFFICERS for the National Society for Vocational Education for 1921-22 are: president, L. A. Wilson, State Department of Education, Albany, N. Y.; vice-presidents, W. F. Lusk, Agricultural College, Miss.; F. G. Nichols, State Director of Commercial Education; K. G. Smith, State Supervisor of Industrial Education, Lansing, Mich.; Margaret Johnston, State Supervisor Home Economics, Wis.; and Oscar Sullivan, Director Reëducation of Injured Persons, St. Paul, Minn.; treasurer, John Clyde Oswald, Oswald Publishing Company, New York, N. Y.

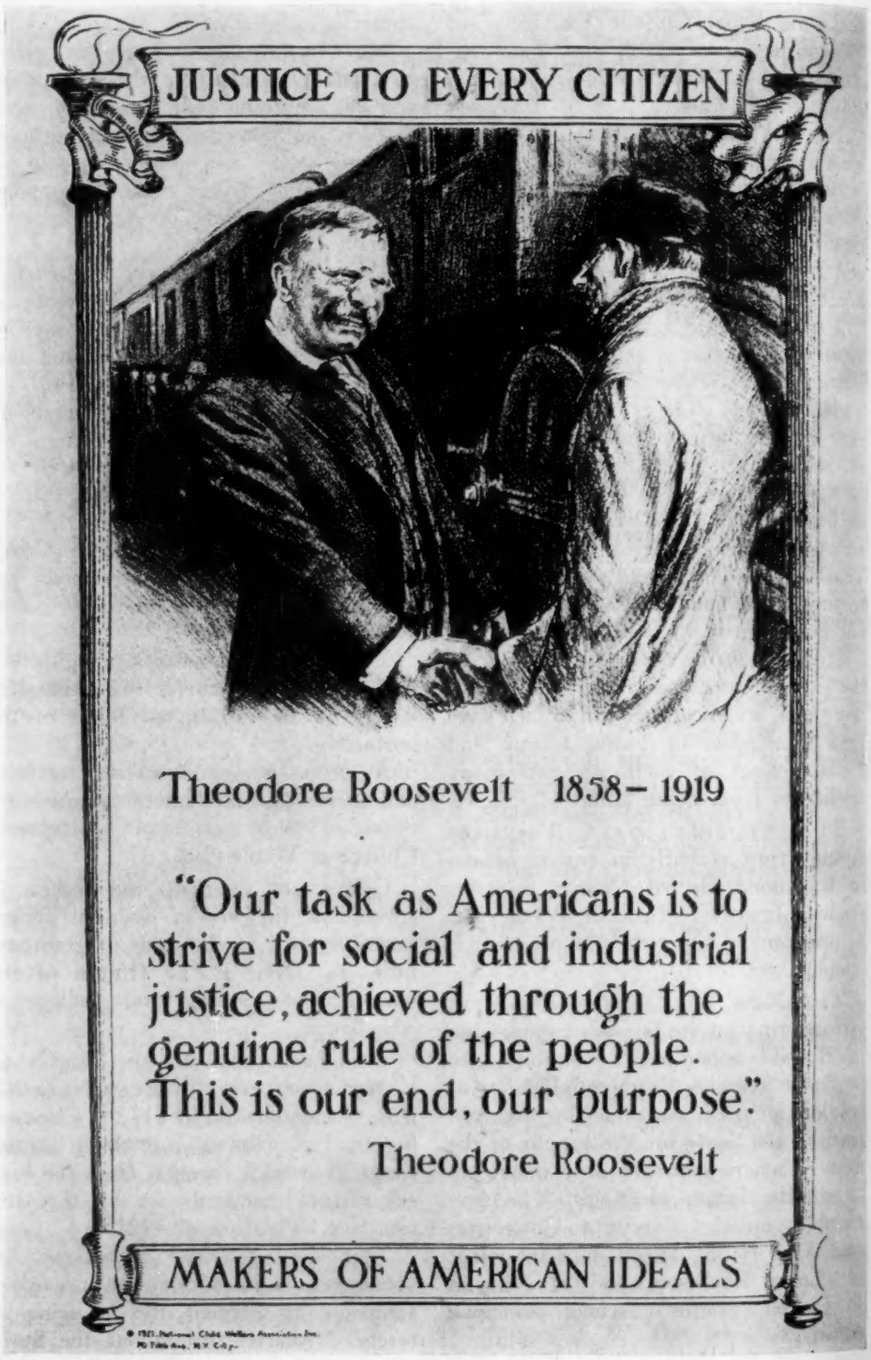
MR. LINNAEUS N. HINES, who resigned the Indiana State superintendency of schools last fall to enter the teacher-training field, was formally inaugurated as president of the Indiana State Normal School at Terre Haute on January 6, and as president of the eastern division of the normal school, which is located at Muncie, on January 13, 1922.

FORMER UNITED STATES SENATOR CHAUNCEY M. DEPEW, of New York, deposited $100 in a savings bank in 1860 and later forgot about it. When he again learned of the account recently it had grown to $800.

THERE WILL BE NO REDUCTION in the salaries of the teachers of Cincinnati. Although a program of retrenchment has been forced upon the schools, the reductions have been made at other points.

THE GRAND RAPIDS (Michigan) Public Library celebrated its fiftieth anniversary on January 12. Commissioner John J. Tigert was one of the speakers.

THE IOWA STATE convention in Des Moines pledged itself to raise $15,000 to carry on a campaign to secure an adequate annuity law.



DEPARTMENT OF RESEARCH—Since page 120 of this number of THE JOURNAL went to press the Association has received the acceptance of Mr. John K. Norton, of the department of research of the San Jose (California) State Normal School, as head of its newly created department of research. Mr. Norton will begin work in time to attend the meetings at Chicago in February and March and will come on to Washington immediately thereafter.

A REPORT from Deputy State Superintendent Job Wood, Jr., of California, on school building shows that there are under construction buildings which will cost $18,871,054 and that additional buildings have been authorized amounting to $12,432,400.

ALTHOUGH ADVERTISING in THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION has been increasing, the quantity of advertising in magazines has decreased during the winter. According to tables compiled by *Printer's Ink* the total January advertising in sixty-one leading magazines and weeklies was 1,092,975 lines in 1919; 1,806,652 lines in 1920; 1,541,600 lines in 1921; and 1,111,600 lines in 1922.

THE NON-FICTION BOOKS in greatest demand at the public libraries of the United States during 1921, according to statistics found in the *Bookman*, are: Well's *Outline of History;* Margot Asquith's *Autobiography;* O'Brien's *White Shadows in the South Seas; Americanization of Edward Bok;* Lytton Strachey's *Queen Victoria;* Gibb's *Now it Can be Told;* and O'Brien's *Mystic Isles of the South Seas.*

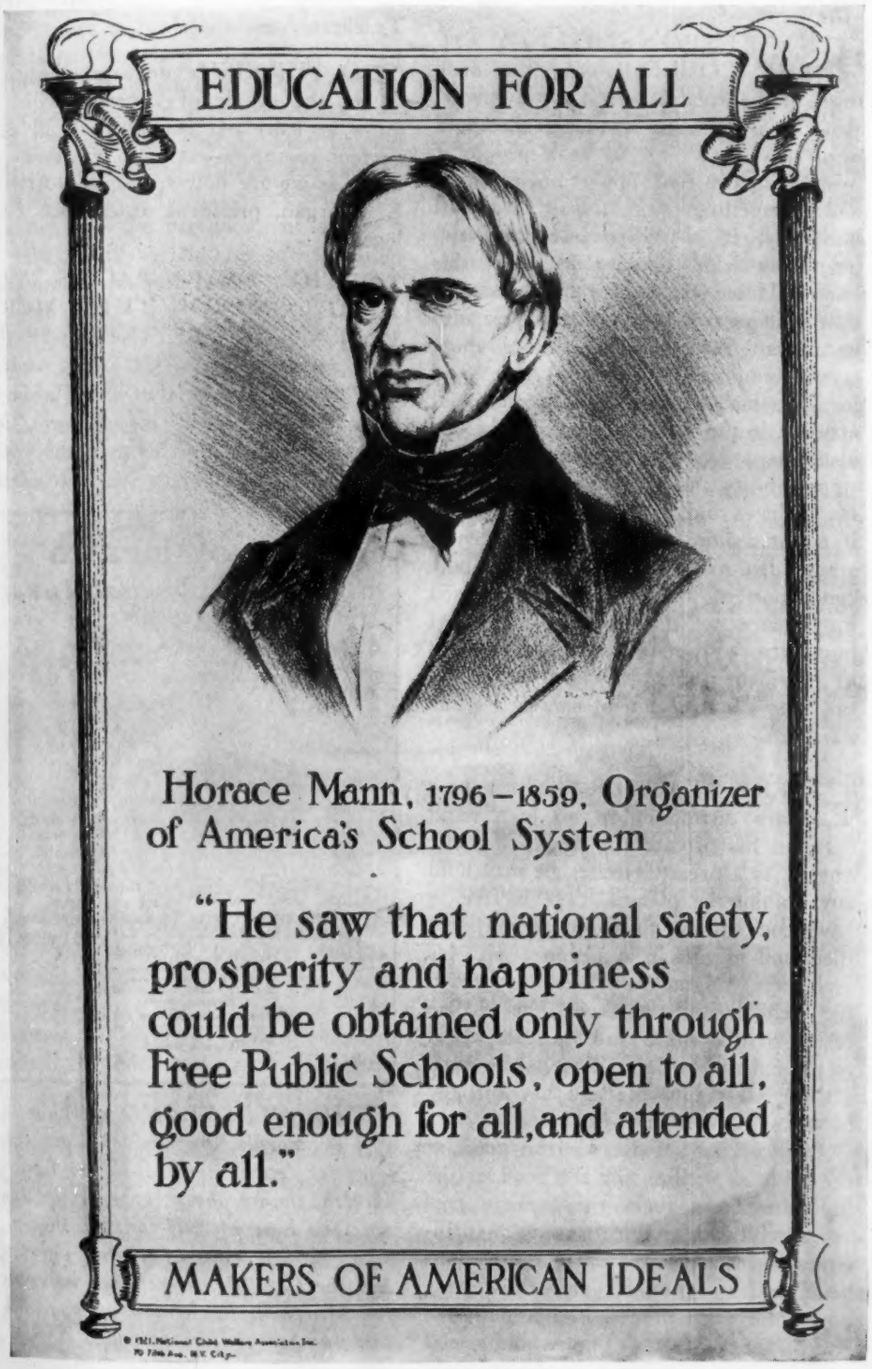
PENNSYLVANIA has more Federally-aided vocational schools than any other State in the Union, according to the annual report of the Federal Board for Vocational Education. There are 406 such schools in Pennsylvania, 197 in New York, and 175 in Texas.

THE SCHOOL AUTHORITIES of Denver, Colorado, are classifying all pupils according to mental age, studying the cost of instruction per pupil, and helping children choose vocations when they leave school.

MR. RALPH W. SWETMAN, extension director in the State normal school at Ellensburg, Washington, and former president of the Washington Education Association, is now giving his full time as field agent of the associations' campaign for the "30-10" measure. The bill is to be presented as an initiative measure in the fall. Under it the State would provide $30 annually for each census child.

THE AMERICAN SCHOOL for January, 1922, outlines the causes which it proposes to champion throughout the year. These include a school in every community—rural and urban—good enough for any child; the enactment of the Towner-Sterling bill; the establishment of a National university at Washington; provision for raising adequate school revenues; a well-qualified teacher in every schoolroom; the county unit of administration; financial independence for school boards; full recognition of normal schools; and clear definition of rights and duties as between lay and educational authorities.

FOUR YEARS OF TRAINING beyond the high school in all North Carolina institutions for preparing white teachers was provided by a special session of the State legislature in December, according to word received from President Robert H. Wright, of the East Carolina Teachers College.



EDUCATIONAL OPINION

THE DEEPER ISSUE—The proposal to cut down educational expenditure is not, as the commercial magnates blindly imagine, a mere question of arithmetic or percentages. It is a direct challenge to certain forces which have arisen and become powerful since 1914. The war has changed everything, we are told, and certainly the new styles of dancing and the development of the picture house are not the most important of the transformations. Among the chief is a new determination on the part of the more thoughtful of the younger men and women to have some kind of educational opportunity. A wise administration would spare no effort to introduce continuation schools at once and to provide the promised facilities for adult education. The only remedy for certain disquieting symptoms of unrest is increased knowledge. If this is lacking we are left to the operations of demagogues working on untutored minds. The result may easily prove to be far more expensive than was even Sir Eric Geddes in his former rôle of Super-spender. In 1914 we were forced to undertake a heavy task against an enemy outside our borders. Today we have before us the more momentous and enduring labor of overcoming in our own community a poverty of mind and narrowness of vision which are not confined to one social grade but are found equally among Dukes and Dustmen. Education is no longer to be regarded as a class privilege. It is an essential part of our national life.—From the *Educational Times* (London), January, 1922.

I AM THE SCHOOLHOUSE—I am of many storied stone, soaring above busy city thoroughfares, or I am a mere cluster of weatherbeaten boards in a wilderness that is trackless save for the path leading to my door.

I am the guardian of the hopes of every generation, and I am true to my trust.

In me all things are equal; in me are no distinctions among those who come to me except the paramount distinctions between those who are proud to serve and those who seek only to be served.

It is my duty not alone to teach, but equally to learn; to keep perpetually a light upon my altars, kindling them forever afresh from the inextinguishable flame that burns in every young heart, the sacred fires of love of knowledge and love of freedom and love of country, for as I succeed, America succeeds. I am the true democracy.

I am the schoolhouse.—*American Legion Weekly*.

THE RESPONSIBILITY OF THE COLLEGE—As the dark mists of the great war roll slowly away, America is standing upon the threshold of a new day. To us as a people it brings unparalleled opportunities, deep and compelling obligations. For all humanity, it is of paramount consequence in what manner we meet this crisis. If we are guided by the divine that is in us, we may yet transfuse into permanent forces of beneficence those superb impulses of self-sacrifice and loyalty which characterized our national attitude in the war. On no one of our institutions does this burden of national responsibility fall more heavily than on the colleges and universities. Theirs it is to set a new standard of excellence, a new ideal of service to mankind, a new conception of the devotion of trained intelligence to the essential needs of humanity.—From the inaugural address of President James Rowland Angell at the Yale Commencement exercises, June 22, 1921.

EVERY TEACHER should make a sharp distinction in his own mind between his private life and his public duty. As a private citizen, he may hold any opinion he pleases. He is free to have convictions, to work actively for them and to vote in accordance with his own best judgment. As a teacher in the schoolroom, however, he is an officer of the State and must be loyal to the existing order. That is, he must act for all the people and not for any group or section of them.

Public schools exist for the good of the State as well as for the good of the individual. In them the average person receives his major training in principles of citizenship. Early impressions produce lasting effects and thus great power for good or evil is placed in the hands of teachers. The whole social structure may be undermined by teaching what is fundamentally wrong.—Frank Cody in *The Detroit Educational Bulletin*.

BE IT RESOLVED, that we urge upon teachers everywhere the transcendent importance of training young people in the right use of leisure—in the appreciation of good literature, good music, good pictures; our school education should result in the development of a taste for the nobler and better things in life, in the growth within each one of our pupils of an ability to enjoy life on the higher levels.—One of the fifteen resolutions of the Michigan State Teachers Association.

TO FURNISH adequate education of the people of America will require at least ten per cent of all our current resources—at least five times as much as we are now spending.—Arthur E. Morgan, president of Antioch College.

IF THE DEMOCRACIES ARE TO CONTROL THEY MUST LEARN THE BUSINESS—If the democracies of the world are to control international affairs, they must make it their duty to learn the business, for without such comprehension they will run amuck. Autocracy has now passed

Law of Health

The Good American Tries to Gain and to Keep Perfect Health

THE welfare of our country depends upon those who try to be physically fit for their daily work. Therefore:

1. I will keep my clothes, my body and my mind clean.
2. I will avoid those habits which would harm me, and will make and never break those habits which will help me.
3. I will try to take such food, sleep and exercise as will keep me in perfect health.

Health, happiness, good cheer, encouragement and friendship are all hygienic.

I crave not glory,
I crave not wealth;
What I most desire
Is perfect health,
For if I'm blessed
With perfect health,
Then will I have
Abundance of wealth.
—Charles P. Flaskamp.

Sparkling world and shining sky,
Sleigh bell jingling, jangling by,
Skates that gleam and sleds that fly,
Make up January.

Snow and shine and shine and snow,
Days that swiftly come and go,
Thirty-one of them you know,
Make up January.
—Selected.

THE CLEVELAND calendar-code of morals for children gives one law for each month. The Law of Health, shown above, appears for January; the Law of Self-control, shown on page 125, is emphasized in February; and the Law of Self-reliance is featured for March as illustrated on page 88 of this number of The Journal.

and democracy has entered to rule the world. Open diplomacy is its demand and within certain limitations who is to deny it the right that the real ruler, the people, should know?

The new governing democracies are generous. They mean what is right. They are honest. They wish for peace. They abhor war, but they are most imperfectly informed. In every country you will find people, even in the democracies, holding that their country is always right. For them there is only one side to every question, and that is their country's side.

They must learn that the idea of justice is not only justice to themselves, but justice to others; that liberty is not only that they shall be free, but that they shall be glad that others are free. They must learn that in international affairs, just as in family affairs and neighborhood affairs, respect for the feelings and the prejudices of others is a condition of having one's own feelings and prejudices respected.

EVERETT M. HOSMAN, who began work as the first full-time secretary of the Nebraska State Teachers' Association on February 1. Mr. Hosman was formerly superintendent of schools at Ord, Nebraska. The practice of employing full-time secretaries is fast spreading. Other States which now employ such secretaries are: California, Illinois, Iowa, Kansas, Minnesota, Mississippi, Missouri, New York, North Dakota, Oklahoma, Pennsylvania, Texas, Virginia, and Washington. The Colorado and New Mexico associations are planning to employ full-time secretaries in the near future.

They must become internationally minded; they must learn that it is not what a nation does for itself, but what a nation does for humanity that makes greatness. They must learn that in God's good world the way to sustain the heights of prosperity is not to pull down others and climb over them, but to help all up together to united success.

This will be a long, slow process. It is not merely difficult to assimilate knowledge into millions and millions of minds of all degrees of capacity, but it is the slow, difficult task of molding character, for it is a matter of character as well as a matter of knowledge. Human nature does not change, but human standards of conduct change, and among the plain peoples of the earth, if we are to attain peace and justice, standards of conduct must change. It is a matter of growth.—Elihu Root.

THE SCHOOLS AS WEALTH PRODUCERS—Back of modern science is the school; the basis of the practical arts is pure science; behind scientific farming is the experiment station; guarding our water and milk supply stands the bacteriologist; manufacturing waits on the chemist and the physicist; our transportation systems demand the engineer; and the mathematician furnishes the instrument of calculation and precision of measurement without which the achievements of the other sciences would be impossible.

The schools not only train the scientific experts but what is quite as necessary produce a body of intelligent men and women who appreciate and apply to practical purposes whatever the genius of the race discovers.

The school is the greatest wealth producing agency in the world because it develops and furnishes with power and purpose that greatest instrument for creating wealth—the human mind. The wealth of the world, both material and spiritual, is in the possession of the nations that spend most on their schools.—Charles McKenny, President Michigan State Normal College, Ypsilanti, Michigan.

SCHOOL OBJECTIVES—In connection with each school exercise, every teacher should ask herself the question "Whither goest thou?" She may be going toward the end of the period or she may be trying to reach the close of the day, or Friday afternoon, or the end of the term. That's exactly what many a day laborer is striving to do. He has sight but lacks vision and hence does not see beyond pay-day. No big purpose far ahead lures him on. He is listening for the whistle or the gong that signals him to lay down his tools. He works eight hours a day for so much pay and nothing beyond that concerns him. So it is with the teacher who has no worthy objectives.—*Ohio Educational Monthly*, November, 1921.

Law of Self-Control

The Good American Controls Himself

THOSE who best control themselves can best serve their country. Therefore:

1. I will control my tongue, and will not allow it to speak mean, vulgar or profane words.
2. I will control my temper, and will not get angry when people or things displease me.
3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

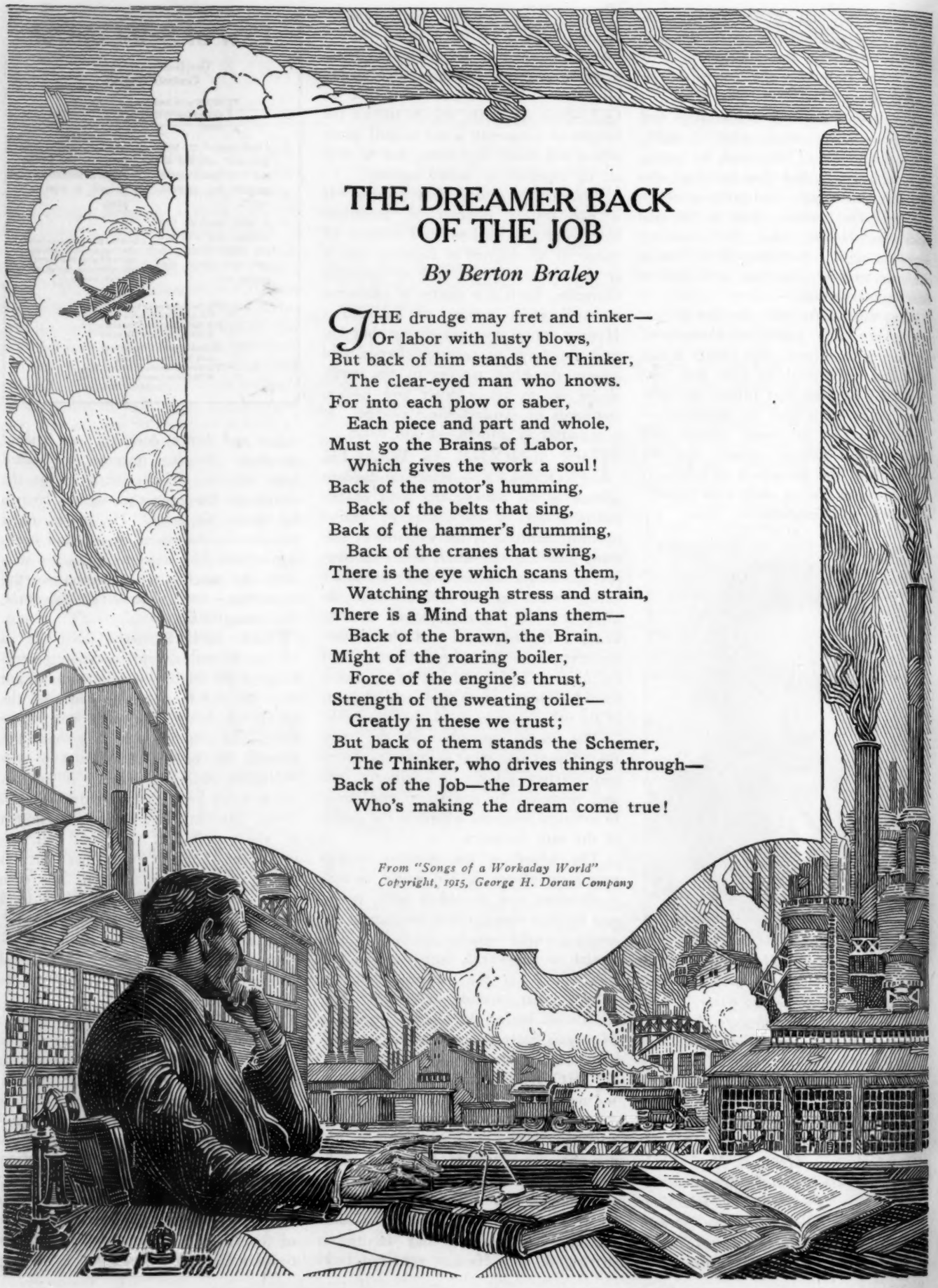
I think the first virtue is to restrain the tongue; he approaches nearest to the gods who knows how to be silent even though he is in the right.—Cato.

Will the winter never be over?
Will the dark days never go?
Will the buttercup and the clover
Be always hid under the snow?

Ah, lend me your little ear, love!
Hark 'tis a beautiful thing;
The weariest month of the year, love,
Is the shortest and nearest to spring.
—Adeline Whitney.

THE ESTABLISHMENT of a sound, stable, representative government in the Philippine Islands must not fail, for the far-reaching effect of the efforts which we have made here in the Orient to establish such a government extends far beyond the limits of the Philippine Islands; indeed, it reaches out to every people who are dreaming of liberal institutions and of government by the people. It shall not fail, because the United States has put its hands to the plow and will not turn back. In the great work before us I bespeak your coöperation and assistance. Working together, we cannot fail.—From the inaugural address of General Leonard Wood as governor-general to the Philippines.

OUR COUNTRY, like all democracies, is in the long run controlled by public opinion, and it is all-important that it be an intelligent public opinion. The great majority of our people have to leave school young—far too young—and they must rely upon the use of libraries for their after-school education. What under such conditions is of greater importance than well-supported public libraries?—Sherman Williams, president of the Library Department of the National Education Association.



THE DREAMER BACK OF THE JOB

By Berton Braley

THE drudge may fret and tinker—
Or labor with lusty blows,
But back of him stands the Thinker,
The clear-eyed man who knows.
For into each plow or saber,
Each piece and part and whole,
Must go the Brains of Labor,
Which gives the work a soul!
Back of the motor's humming,
Back of the belts that sing,
Back of the hammer's drumming,
Back of the cranes that swing,
There is the eye which scans them,
Watching through stress and strain,
There is a Mind that plans them—
Back of the brawn, the Brain.
Might of the roaring boiler,
Force of the engine's thrust,
Strength of the sweating toiler—
Greatly in these we trust;
But back of them stands the Schemer,
The Thinker, who drives things through—
Back of the Job—the Dreamer
Who's making the dream come true!

From "Songs of a Workaday World"
Copyright, 1915, George H. Doran Company

Used through the courtesy of *Trained Men.*

Cantilever Stores

Cut this out for reference

Akron–11 Orpheum Arcade
Albany–Hewett's Silk Shop–15 N. Pearl St.
Altoona–Bendheim's, 1302–11th Ave.
Asbury Park–Best Shoe Co.
Asheville–Anthony Bros.
Atlanta–Carlton Shoe & Clo. Co.
Auburn & Geneva, N. Y.–Dusenbury Co.
Austin–Carl H. Mueller
Baltimore–325 No. Charles St.
Battle Creek–Bahlman's Bootery
Bay City–D. Bendall Co.
Birmingham–219 North 19th St.
Boston–Jordan Marsh Co.
Bridgeport–W. K. Mollan
Brooklyn–414 Fulton St.
Buffalo–639 Main St.
Butte–Hubert Shoe Co.
Camden–Curran's, 110 B'dway
Cedar Rapids–The Killian Co.
Charleston–J. F. Condon & Sons
Charlotte–221 Piedmont Bldg.
Chicago { 30 E. Randolph St. (Room 502) / 4750 Sheridan Rd. (Room 214)
Cincinnati–The McAlpin Co.
Cleveland–Graner-Powers, 1274 Euclid Av.
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–224 Foster Bldg.
Des Moines–W. L. White Shoe Co.
Detroit–T. J. Jackson, 41 E. Adams Ave.
Easton–H. Mayer, 427 Northampton St.
Elizabeth–Gigl'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–W. C. Goodwin, 342 Main St.
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.
Kingston–E. T. Stelle & Son
Knoxville–Spence Shoe Co.
Lancaster, Pa.–Frey's, 3 E. King St.
Lansing–F. N. Arbaugh Co.
Lawrence, Mass.–G. H. Woodman
Lincoln–Mayer Bros. Co.
Little Rock–Poe Shoe Co., 302 Main St.
Los Angeles–505 New Pantages Bldg.
Louisville–Boston Shoe Co.
Lowell–The Bon Marche
Macon–The Dannenberg Co.
McKeesport–Wm. F. Sullivan
Meridian–Winner, Klein & Co.
Milwaukee–Brouwer Shoe Co.
Minneapolis–21 Eighth St., South
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–Kroll's, 37 Lexington Ave.
Pawtucket–Evans & Young
Philadelphia–1300 Walnut St.
Pittsburgh–The Rosenbaum Co.
Pittsfield–Fahey's, 234 North St.
Plainfield–M. C. Van Arsdale
Portland, Me.–Palmer Shoe Co.
Portland, Ore.–353 Alder St.
Poughkeepsie–Louis Schonberger
Providence–The Boston Store
Richmond, Va.–Seymour Sycle
Rochester–148 East Ave.
Rock Island–Boston Shoe Co.
Saginaw–Goeschel-Brater Co.
St. Louis–516 Arcade Bldg.
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. Salina St.
Tacoma–803 Fidelity Bldg.
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
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Agencies in 244 other cities

What a difference Cantilever Shoes make

"Oh, come along."

But Dorothy dropped back limply in her chair. "My feet hurt, Peggy. Honestly, I feel just all in."

Peggy kept Bess from leaving, then went at Dorothy again. "You've been shopping with us not two hours and here you are, letting your feet spoil your fun."

"I guess if your feet hurt the way mine do, you—"

"They used to, Dorothy," Peggy interrupted, "only I did something about it. My feet used to throb like a toothache. They spoiled ever so many good times. I was getting to be a real grouch, when Bess got me into Cantilevers.

"And look at Bess! She took a long tramp this morning, she's been shopping with us, but—can you see her missing this tea and the dancing tonight? Indeed she won't! She's been wearing Cantilever Shoes most all the time and never has a bit of foot trouble. She took the physical director's advice at college, like most of the other girls.

"You'll just love Cantilevers, Dorothy, they're such good form and so good-looking. See how neat and trim ours are. And while you're feeling wretched, tired, just all in, we're up and ready for anything. Dorothy, I can't begin to tell you what comfort Cantilevers are—they make you feel full of pep."

Dorothy squirmed, but she could think of nothing to say.

The following morning three girls entered the nearest Cantilever Store. From that time on, Dorothy was to realize what a difference Cantilever Shoes make in one's enjoyment of everything.

* * * * *

And why shouldn't every girl, every woman of any age, enjoy the supreme foot comfort that Cantilevers give? They fit like a soft glove. The ordinary shoe seldom fits the arch of the foot. A stiff shank will not conform to the curve of your foot arch, nor will it flex with your arch in walking. Cantilevers do both.

When you lace Cantilevers, the flexible shanks fit right snugly under both arches and support them, not like a crutch, but gently and completely, without any restraint, giving perfect circulation and freedom. Your feet feel light and springy.

Stop wearing tight shoes that weaken the muscles and ligaments of your feet. Wear Cantilevers and bring your feet back to life. Go to the nearest dealer now for a fitting.

If no dealer listed at the left is near you, write to the manufacturers, Morse & Burt Co., 10 Carlton Avenue, Brooklyn, N. Y. for the address of a nearby dealer and a copy of the Cantilever Shoe Booklet which everyone ought to read.

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.

SPEND A PROFITABLE SUMMER TRAVELING

And Go Back to Your School Room Next Fall with a Wonderful Store of New Knowledge and Experience and a Nice Bank Account

HUNDREDS of other women teachers have done it. They say it makes you a more sympathetic teacher, broader in your relationship to the parents, and more appreciative of the limited opportunity of the average child in his desire for knowledge. Other teachers who closed their school year all tired out and looked forward to a summer spent fighting the high cost of living have enjoyed it and found it profitable. Why not you?

If you're between the ages of 25 and 40, willing to learn, ambitious to do big things, free to travel extensively, and have two years' normal school or college training, combined with three or more years of teaching experience, we would like to tell you about this work of ours. It's so different from school work that it offers complete change and a profitable happy vacation.

Last summer we added several teachers to our organization; some of them made over $1,000 during the vacation period and the average was better than $50.00 a week—33% of them were offered permanent positions in September and are with us today.

Don't answer this unless you are a live, keen, ambitious woman, actually interested in working hard for big returns and willing to spend the whole vacation with us. Good health is very essential.

Tell us about your education, about your teaching experience. Give your age and any other information that will help make your application stand out from the mass. Remember that first preference will be given to those who can start earliest and work longest.

We will carefully train those selected, furnish them with everything needed, free of charge, and pay all railroad fare as they move from point to point throughout the summer.

A regular weekly check will be sent to each teacher selected, for the purpose of taking care of expenses while she is getting started and learning the business, and every one will be given an opportunity to earn at least $50.00 per week.

Write! Find out if you are qualified.

Give approximate date for beginning work. Address, Dept. 17, S. J. Gillfilian, Garland Building, Chicago, Ill.

This Magazine is from Our Presses

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Happier School Children

Today, music is more than a class-room study. Its influence is felt in all school work. It is needed for song accompaniments, singing games, folk dances, orchestra and glee club practice. It puts new life and interest into all school work, makes school children happier, makes them better students, makes teaching more enjoyable.

W. Otto Miessner's improved piano, the Monogram, was designed to meet school requirements. It is an achievement praised in glowing terms by musicians and educators throughout America. Its tone is remarkably big and beautiful. It is light and easily movable, not a one-room piano but an all-school instrument. Has many exclusive features. The Monogram catalog explains them. Send for it today. Clip and mail the coupon.

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Monogram

The "Baby Upright" Supreme

MIESSNER PIANO CO., ..., 1922.
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Please send your free 32-page book, "Ways to Raise Money For a School Piano"; also the Monogram catalog and details of your special 10-Day Trial Offer to schools.

Name.....

School.....

Position.....

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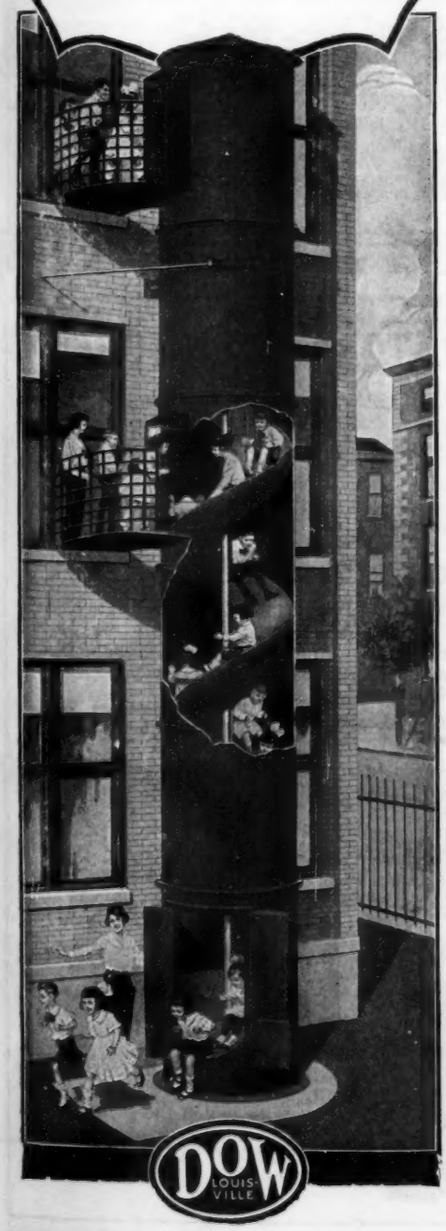
A Quick Slide---and Safety

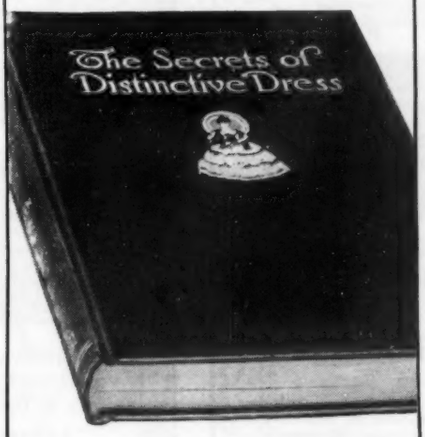
Reaching safety through a **Dow Spiral Slide Fire Escape** means just that—a quick slide. Stumbling or falling is impossible—a child of six can escape as quickly and surely as a boy of eighteen.

How different from the hazardous, unsightly step fire escapes. The peril of attempting to escape on one of these spidery, fear-inspiring contrivances is as great as in fire itself. For statistics show that more people are killed and crippled because of them than are burned in fires. It is your duty to see that your building is provided with the utmost of safety.

THE DOW CO.
INCORPORATED
311 Buchanan St., Louisville, Ky.



Every Teacher Should Read This Book



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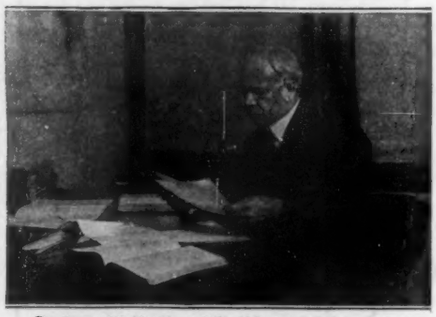

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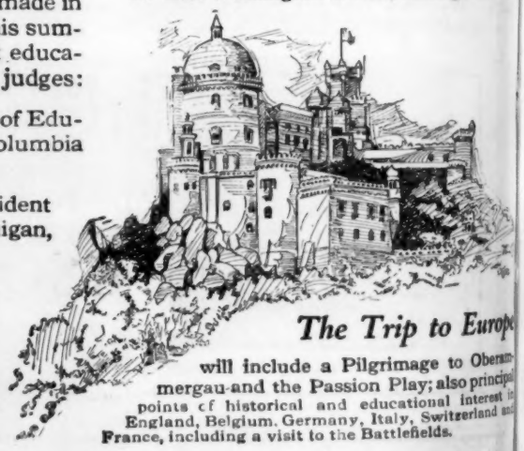

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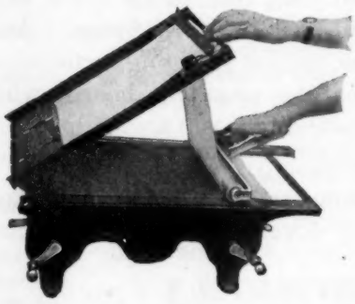

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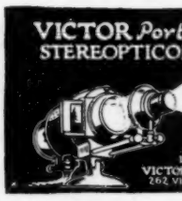

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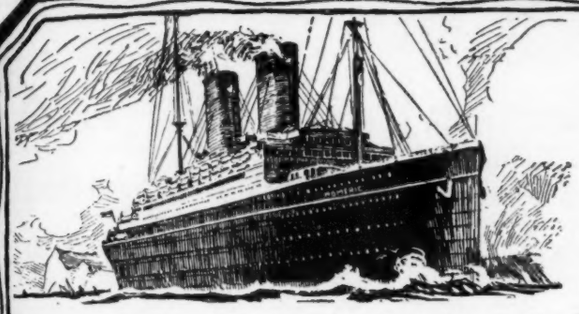

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