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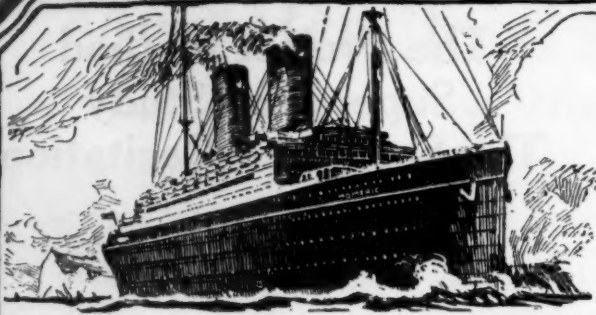
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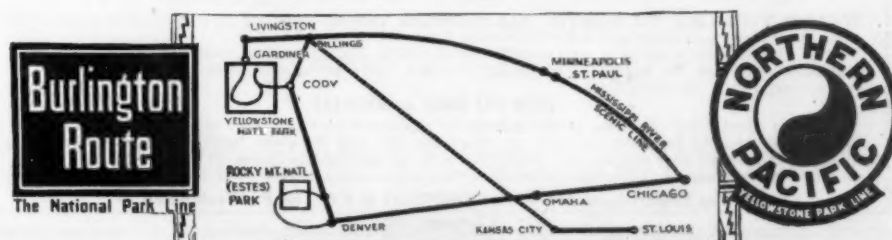
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Making Plans for Boston

THE NEXT GREAT CHAPTER in the life of the National Education Association, which will be written at Boston, promises to set a new high-water mark for professional meetings. The program for the Boston meeting is built around the conception that there is a definite connection between the great democratic impulse which has followed the war and the intensified interest in every phase of educational endeavor which is evident not only in America, but throughout the world. The democratic awakening is affecting education profoundly. It is influencing the technique of instruction. Socialized recitation, project method, and other devices designed to develop individuality are being used more sensibly and widely than in years past. The attitude which parents and teachers have toward children shows larger recognition of the child's point of view. Superintendents are finding many ways of utilizing the initiatives and originalities of the teaching force in the improvement of course of study and school management. The governments of the world are seeing with new clearness the fundamental importance of educating the entire electorate. People generally are coming to understand that education for political democracy must be followed by education for social and industrial democracy if the future of civilization is to be secured. Finally the leaders of humanity are facing with new courage the task of reconstructing the world's relationships so that the interests of the common man and woman shall receive larger recognition when world policies are shaped. These are some of the things that have come in consequence of the democratic awakening. For education they mean a new perspective, new problems, and new hope. The meeting at Boston the first week of next July will consider education in its relation to these deeper tendencies under the general theme, Education and the Democratic Awakening.

The democratic awakening presents a new world outlook. This new outlook will be discussed on the evening of July

2, with special attention to the New Europe, the far-reaching results of the Conference on the Limitation of Armaments, and outstanding features of American progress.

The democratic awakening emphasizes the importance of professional training for teachers. This will be the theme on the morning of July 3. The problem of teacher training will be discussed from



PAYSON SMITH, who as State Commissioner of Education for Massachusetts, will be one of the official hosts of the meeting of the Association in Boston, the first week of July.

the point of view of city schools and of rural schools. The training of teachers in service will receive careful consideration. The obligations and needs of normal schools and teachers' colleges will be discussed. Finally the responsibility of State and Nation for adequately trained competent teachers will be presented.

Educational policies of the future will be considered on the evening of July 3. These policies will be set forth in the light of the rich historical and educational background of New England whose distinguished citizens will welcome the lead-

ers in democracy and education to their midst.

Patriotism will be the keynote of the meetings on July 4. The higher type of patriotism which is inspired by the democratic awakening will be analyzed in the morning session. It will be considered in its relation to the women of America, to the deeper meaning of Independence Day, and to the heroes of the World War as leaders in the reconstruction of American ideals. The evening program will consider democracy in the classroom, the peace-time program of the American Legion, and woman and the new education.

The democratic awakening demands that rural life and education shall be improved until the rural dweller shall have opportunities commensurate with the service which he renders. On the evening of July 5 will be presented the outstanding needs of rural life, the consolidation and administration of a county system of schools, State aid for teachers' salaries, and National responsibility for rural-school improvement.

Citizenship of the highest intelligence and leadership of the highest quality is required by an awakening which places large responsibility on the common man and woman. This will be the theme of the meeting on the evening of July 6. Means of elevating the level of intelligence of the great mass of mankind will be considered at this time and attempts will be made to define clearly the responsibility of the colleges and the universities in the training of leaders who can wisely use the great forces of enlightened democracy.

The program is of course tentative, but these are the main outlines. Programs in the various departments and allied associations are also well under way. Taken as a whole the meeting promises great riches of professional inspiration in a setting that will enable every teacher who attends to return to her work with new inspiration, broader perspectives, and growing enthusiasm for her task as a trainer of the citizenship of tomorrow.

Growth of Education Associations

This table, revised for *The Journal* by the Association's newly-created Research Department, shows the standing of each of the States in the contest for the banners which will be awarded at the Boston meeting to the States having the largest percentage of members in State and National Associations. The total membership in the National Association was 48,814 on January 1, 1921; 83,412 on January 1, 1922; and 87,333 on February 15, 1922; while memberships are coming in at the rate of 500 daily as *The Journal* goes to press. The total State association membership as reported for December 15, 1918, was 127,603 and 339,154 for January 15, 1922.

States and other units	Population of State 1920 census	Membership in National Association						Membership in State Associations			
		Jan. 1, 1921	Jan. 1, 1922	Feb. 15, 1922	Members per 10,000 population Feb. 15, '22	Relative rank Feb. 15, 1922	Quota of State delegates as of Feb. 15, 1922	Dec. 15, 1918	Jan. 15, 1922	Members per 10,000 population Jan. 15, '22	Relative rank Jan. 22, 1922
1	2	3	4	5	6	7	8	9	10	11	12
Alabama.....	2,348,174	188	539	562	2.40	37	5				
Arizona.....	334,162	493	852	922	2.79	36	6	200E			
Arkansas.....	1,752,204	70	92	128	0.73	48	1	2,500E	20,214	115.5	2
California.....	3,426,861	3,218	7,352	7,429	2.17	38	19		15,000E	43.85	21
Colorado.....	939,629	1,414	2,981	3,173	34.11	4	10	2,249	6,142	66.04	7
Connecticut.....	1,380,631	438	586	665	4.81	29	5		7,200	52.17	15
Delaware.....	223,003	204	340	342	1.5	44	3		842	38.27	27
District of Columbia.....	437,571	336	458	476	1.1	45	5				
Florida.....	968,470	45	143	169	1.76	41	2				
Georgia.....	2,895,832	157	178	193	0.66	50	2				
Idaho.....	431,868	386	441	438	10.18	15	4		3,500E	81.39	4
Illinois.....	6,485,280	5,750	8,270	8,333	12.86	12	21	17,240	26,820	41.38	25
Indiana.....	2,930,390	996	2,476	2,517	8.58	18	9	10,011			
Iowa.....	2,404,021	1,011	5,586	5,552	23.13	6	15	10,977	15,600	65.00	8
Kansas.....	1,769,257	618	1,022	1,047	5.94	26	6	6,200E	13,330	75.73	5
Kentucky.....	2,416,630	272	336	363	1.5	44	4		5,000	20.74	34
Louisiana.....	1,798,509	390	827	835	4.66	30	6	1,200E	2,613	14.59	35
Maine.....	768,014	801	1,213	1,504	19.78	8	7		4,827	63.51	9
Maryland.....	1,449,661	302	442	447	3.1	35	4	825	2,000E	13.88	36
Massachusetts.....	3,852,356	1,306	1,809	2,049	5.32	27	8	12,000E	15,000E	38.96	26
Michigan.....	3,668,412	1,945	5,341	5,599	15.29	11	15	2,803	14,004	38.26	28
Minnesota.....	2,387,425	1,005	1,738	1,759	7.39	22	8	5,500E	10,540	44.24	20
Mississippi.....	1,790,618	58	130	135	0.75	47	1	672			
Missouri.....	3,404,055	1,574	2,923	3,029	8.9	19	10		16,800	49.41	18
Montana.....	548,889	400	390	389	7.2	23	4		2,000E	37.03	30
Nebraska.....	1,296,372	833	1,987	2,278	17.65	9	9		6,571	50.62	16
Nevada.....	77,407	193	321	347	49.51	2	3		400E	57.14	12
New Hampshire.....	443,083	239	318	329	7.47	21	3		2,215	50.34	17
New Jersey.....	3,155,900	1,790	2,797	2,944	9.34	17	10				
New Mexico.....	360,350	252	334	340	9.44	16	3	2,000	1,500	41.66	24
New York.....	10,385,227	1,953	3,484	3,575	3.44	33	11		18,300	17.63	38
North Carolina.....	2,559,123	162	243	286	1.12	43	3		8,805	34.52	31
North Dakota.....	646,872	238	364	418	6.53	24	4	1,143	4,000E	62.50	11
Ohio.....	5,759,394	5,043	6,874	7,193	12.5	13	18	7,500			
Oklahoma.....	2,028,283	402	584	793	3.92	32	6	3,000	12,700	62.86	10
Oregon.....	783,389	416	625	605	7.75	20	5	3,300E	5,205	66.73	6
Pennsylvania.....	8,720,017	2,030	4,043	4,213	4.83	28	12	18,326	40,500	46.45	19
Rhode Island.....	604,397	80	91	99	1.65	42	1				
South Carolina.....	1,683,724	52	59	63	0.37	53	1				
South Dakota.....	636,547	510	657	663	10.52	14	5		3,482	55.26	13
Tennessee.....	2,337,885	442	562	608	2.6	39	5		700E	3.43	37
Texas.....	4,663,228	259	656	862	1.84	40	6	2,940	13,862	29.74	33
Utah.....	449,396	2,737	2,750	2,761	62.75	1	10		4,500	102.27	3
Vermont.....	352,428	100	197	224	6.4	25	2		1,476	42.17	23
Virginia.....	2,309,187	655	932	942	4.09	31	6	8,000E	10,000	43.47	22
Washington.....	1,356,621	2,295	2,770	2,857	21.16	7	10	3,117	7,268	53.83	14
West Virginia.....	1,463,701	496	413	473	3.23	34	5	4,000E	5,519	37.80	29
Wisconsin.....	2,632,067	4,097	4,242	4,227	16.07	10	12		8,219	31.25	32
Wyoming.....	194,402	163	554	814	42.84	3	6	1,900E	2,500E	131.57	1
Alaska.....	55,036		54			54					
Hawaii.....	255,912		453	664	26.56	5	5				
Canal Zone.....	22,858		2	2	1	46					
Philippine Islands.....	10,350,640		493	487	0.47	52	5				
Porto Rico.....	1,299,809		87	87	0.67	49					
Virgin Islands.....	26,051		1	1	0.50	51					
Foreign.....				123							

The letter "E" indicates that the figure given is an estimate. The figures are probably somewhat below the present actual membership of State Association.

Louisiana's Program of Instructional Supervision

JOHN M. FOOTE

State Supervisor of Rural Schools, Baton Rouge, Louisiana

ADMINISTRATIVE and instructional supervision distinguished—There are two kinds of supervision commonly practiced. First, that which is primarily administrative in character; second, that which has to do with instruction. The first provides the facilities for education, exercises general control over the school system, and sees that the schools operate under reasonably favorable conditions. The second is concerned directly with the teaching performance and the conditions affecting it. It deals with teachers, pupils, the course of study, and the activities that grow out of classroom work. The purpose is to improve instruction. Administrative supervision is as old as American education; instructional supervision is yet in its infancy. The first has well developed standards of excellence while the second is still in the formative stage. Administrative supervision usually receives attention because it is more obvious, easier to execute, and more spectacular. Instructional supervision is more specific, requires more intensive study, greater technical skill, and a more intimate knowledge of child life, of subject matter, and of instruction.

*Purpose of instructional supervision—*It is recognized that the purpose of instructional supervision is to secure efficient results in the classroom. The realization of this aim requires (1) the maintenance of standards of instruction on a level with the best prevailing practice; (2) such interpretation and application of the course of study as will insure to every pupil the opportunity of securing a well-balanced education; (3) directing the work of teachers so as to carry out the educational policies adopted by the school board and the superintendent; (4) providing opportunities for the further education and professional growth of teachers in service. Success in the attainment of these essentials depends upon the supervisor's doing three things, becoming a thorough student of subject-matter, methods of teaching, and classroom requirements; centering his work around the teaching performance; and recognizing that he exists solely for

the benefit of the teachers and pupils under his direction.

*The coöperation of teachers—*The first important objective in supervision is the enlisting of the hearty coöperation of the teaching staff. A sympathetic understanding and wholesome coöperation must prevail on both sides. Teachers should be led to realize at the outset that the supervisor visits the schools for the purpose of helping the teachers and that the interests of both teachers and supervisors are identical; namely, the improvement of classroom instruction. The supervisor makes his contribution to the education of the children mainly through the teachers and should enter freely and sympathetically into the daily problems of the teacher so that the combined efforts of teachers and supervisors will prove effective. The entering wedge that will thaw the coldest and most indifferent teacher of a school system is the actual teaching of the class, the giving of a test, or the engaging in some live schoolroom activity by the supervisor who will then invite the teacher, after the dismissal of the pupils, to enter into a discussion of the particular objects attempted in the classroom. When a spirit of mutual understanding and effective coöperation has been established between supervisor and teacher in the instruction of children then, and only then, can substantial results in instructional supervision be accomplished.

*The course of study—*Responsibility for interpreting and applying the course of study so as to satisfy the needs of the children being educated devolves upon the supervisor. He is to some extent responsible for the organization of the course of study. Assuming that the course of study is a sound educational document, that it contains materials and methods of instruction in keeping with the best thought and practice of modern authorities, and that the references for teachers and children are carefully selected, it at once becomes useful as a basis for supervision.

*Supervision on an objective plane—*Scientific studies in education have progressed far enough for supervision to be

raised from the realm of opinion and casual observation to the plane of objective measurement. Instructional supervision can at least be based on the results of educational and mental tests, supplemented by age-grade studies. The first factor determines the results of instruction in comparison with established standards, diagnoses class and individual needs, and may be used to determine the value of particular methods of procedure; the second ascertains the mental age which may be used as a means of determining the promotion and classification of pupils; the third shows the rate of progress of pupils through the grades in comparison with the expected progress. It is essential that supervisory officers measure the efficiency of their schools in terms of known standards. In doing this the results of the achievement tests and the age-grade data are the two most significant factors.

*The recitation period—*The time-honored recitation characterized by multitudinous questions, brief or monosyllabic answers, and meager preparation by the teacher must yield to the assignment-study-test-review recitation. This type of recitation places emphasis on very definite assignments, directed study, and testing to determine whether the lesson assigned has been mastered. The recitation period should be a learning period.

*Demonstration teaching—*The supervisor is expected to become thoroughly familiar with the content and organization of the several subjects taught and with the best prevailing practice in teaching these subjects. With this background he should proceed to give in the presence of teachers demonstration lessons to illustrate the organization of the material and the best methods of presenting it. No other activity is so effective in developing in the teaching staff the teaching procedure desired by the supervisor. It is unnecessary that such lessons be model or perfect, but they should be carefully planned to demonstrate the use of well-organized material presented in accordance with the proper methods of teaching that apply to the subject taught.

*Teachers' meetings—*The county institute or group meeting of teachers is a means of improving teachers in service that has been used for many years. Its effectiveness has been much lessened because of the emphasis upon theoretical discussions too far removed from the actual teaching process. A marked change is taking place in the programs of the teachers' meetings. The academic, stilted type of program is being supplanted by the kind that centers around

the material to be taught and the best method of presenting it. For example, a two-day institute may devote practically all of its time to the subject of reading, another to supervised or directed study, another to spelling, and so on. Such meetings are now the rule.

Directed reading—The supervisor may make a valuable contribution to his primary purpose by directing the reading and study of his staff along those lines that bear directly on his program for supervision. To do this successfully, requires more than a professional library in the superintendent's office and carefully prepared bibliographies. These are necessary, it is true, but the need of self-improvement through directed reading must be brought closer to the teachers. Raise questions that must be answered. Create situations that require reading before they can be solved. Occasionally tell a teacher frankly her method or practice is erroneous and then tell her where to find a full treatment of the subject, or better still, furnish her with the book or magazine giving the necessary information. Teachers will study and read when placed in situations that demand help. The need of such activity by the teacher must arise from the work of the supervisor. Many of our supervisory officers are proceeding as here suggested with splendid results.

Judging the teaching staff—Judging the members of the teaching staff is one of the difficult responsibilities devolving upon the supervisor. So far no emphasis has been placed upon any objective means of arriving at judgments. Training, education, growth, personality, conduct, and general teaching ability have been and are still the factors that govern in forming this judgment. Score cards and the measured results of instruction have been used to a limited extent as a basis for judging teachers. While fully recognizing the merits of score cards and educational tests we must question the advisability of using either or both in judging teachers. Any supervisor who does so systematically will have but little time for more urgent duties. Educational tests should be used to measure the achievement of pupils, teaching situations, and the like.

These seven activities constitute the program in Louisiana for instructional supervision adopted for guidance in 1919. Under the direction of the State Department of Education, these factors have been emphasized during this period. Fortunately, our school machinery is centralized in two units, the parish (county) and the State. This is a con-

dition that admits of the adoption and rapid execution of any educational program that may be agreed upon.

Summary of accomplishments—The accomplishments in terms of the seven activities employed may be summarized as follows:

1. Teachers and supervisory officers cooperate fully.

2. A new course of study has been prepared and is in use. In this work supervisors and many teachers took part according to their abilities. It represents an effort to place in the hands of teachers a document that contains the best material, method, and bibliographies bearing upon the several subjects taught.

3. The effort to place supervision on an objective basis has progressed to such a point that supervisory officers hesitate to talk of the accomplishments of their schools in terms of personal judgment. Instead, they refer to the standing of their schools as measured by this or that test. Tests are now commonly used over the State to measure classroom results. Educational and mental tests must be given high rank in our plan for supervising schools. Nothing is quite so stimulating as an interpretation of the results of a test. It places the teacher and pupils in a situation where excuses are useless—as a result, they work zealously to meet the objective standard set.

4. No activity in the schools is bringing such pronounced results in the improvement of instruction as the demonstration of good teaching through demonstration lessons. Under the leadership of the members of the Department of Education, many of the supervisory officers over the State are now giving demonstration lessons in the presence of teachers. Such lessons are carefully planned and usually represent sound pedagogy and well-organized material. Our experience proves that the demonstration lesson is effective in breaking down the barriers of suspicion and prejudice often exhibited by teachers. It commands respect and attention and wins sympathy and confidence. It invites the teachers to join in constructive criticism and stimulates and directs them into a more thorough study of their problems.

5. The inspirational, theoretical, "salt-and-pepper" institute has been supplanted by the type whose programs are built around the materials and methods of the several subjects taught.

6. Under the stimulus of this program and the suggestion of selected bibliographies, supervisory officers are now readers of several of the best National journals and many of the best

books of recent publication. Many teachers are following their lead.

7. Supervisory officers are not encouraged to use any objective method in judging teachers. The time may come later when methods of this kind can be recommended.

Who are the supervisory officers and why can the educational forces of a whole State become actively engaged in the execution of a program in so short a time? First, the leadership of the State superintendent is wise and forceful, and his assistants are active in field work over the entire State in carrying out the policies of the Department. Second, the parish superintendents and supervisors, a competent, trained group of school people, have accepted the program and are energetically and enthusiastically engaged in its execution.

Experience has demonstrated that organizing and presenting a program for the guidance of the school interests is essential to the success of instructional supervision on a state-wide basis. A supervisor without a program has no point of departure and no destination.

NO THOUGHTFUL MAN ever came to the end of his life and had time and a little space of calm from which to look back upon it, who did not know and acknowledge that it was what he had done unselfishly and for others, and nothing else, that satisfied him in the retrospect, and made him feel that he had played the man. That alone seems to him the real measure of himself, the real standard of his manhood. And so men grow by having responsibility laid upon them, the burden of other people's business. Their powers are put out at interest, and they get usury in kind. They are like men multiplied. Each counts manifold. Men who live with an eye only upon what is their own are dwarfed beside them—seem fractions while they are integers. The trustworthiness of men trusted seems often to grow with the trust.—From Woodrow Wilson's *When a Man Comes to Himself*.

PROMOTE, THEN, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion be enlightened.—Washington's *Farewell Address*, 1792.

The Boston Public Library

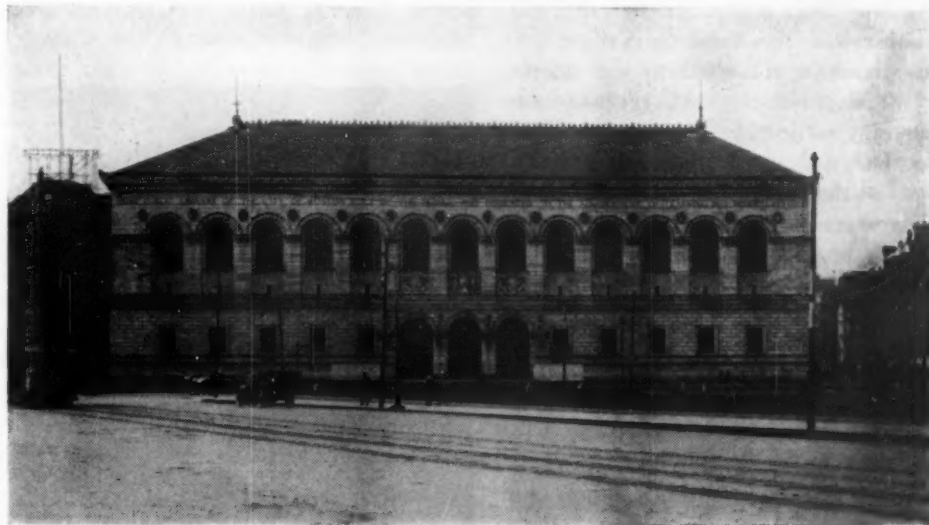
FRANK H. CHASE

Reference Librarian, Public Library, Boston, Massachusetts

TO TEACHERS who visit Boston next summer the Boston Public Library will be one of the chief points of interest. Teachers will wish to see the Library because it is said to be the first free public library in the United States maintained by taxation and the first library built at public expense. They will wish even more to see it because of its architectural and artistic significance. There are numerous artistic details that might be mentioned but this sketch is devoted to outstanding features which should be of interest even to the person who does not have an opportunity to visit Boston—the mural decorations by Abbey and Sargent.

THE CENTRAL LIBRARY building, fronting Copley Square on the southwest, was opened to the public in 1895. Its architect, Charles Follen McKim, drew inspiration for his design from a number of famous European buildings, including the Bibliothèque de Ste. Geneviève in Paris and the Palazzo della Cancelleria in Rome. The exterior of the building, which has a front-

age of 225 feet and a depth of about 300 feet, is constructed of Milford granite. On the platform in front of



THE PUBLIC Library of Boston on Copley Square is famous for its mural decorations, descriptions of which appear in this article.

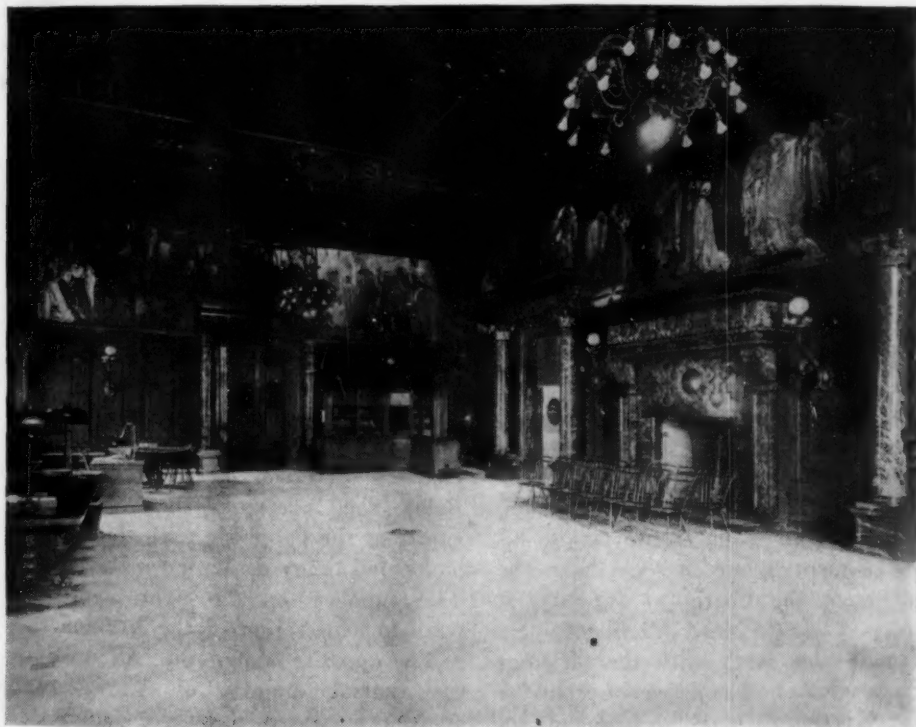
the building are two heroic bronze figures representing Science and Art. In the round arch above the main entrance are

three seals sculptured by Augustus St. Gaudens; in the spandrels of the window arches are carved the marks of thirty-three famous printers.

The vestibule, of Tennessee marble, is adorned by Frederick MacMonnies' bronze statue of Sir Harry Vane, Governor of the Massachusetts Bay Colony in 1636, and by three double bronze doors designed by Daniel Chester French. Each door contains an allegorical figure

in low relief; from left to right these figures symbolize Music, Poetry, Knowledge, Wisdom, Truth, and Romance.

The low entrance hall, Roman in feeling, has its vaults decorated with mosaics bearing the names of Boston's most famous sons. The floor is inlaid in brass with the signs of the Zodiac and the seal of the Library. On the right of the entrance hall are the Information Office, the Open Shelf Room, and the Government Document Service. Beyond this group of rooms are the Newspaper Room and the Periodical Department, which receives about fifteen hundred current periodicals and contains in addition about twenty-five thousand bound volumes of periodicals for reference. Beyond the Periodical rooms one reaches the interior court, perhaps the finest architectural feature of the building. It is designed in early Italian Renaissance and is surrounded by a beautiful marble arcade. From the entrance hall opens the great stairway, with walls of Sienna marble. At the principal landing are two great lions carved from Sienna marble by Louis St. Gaudens, each a memorial to a Massachusetts regiment in the Civil War.



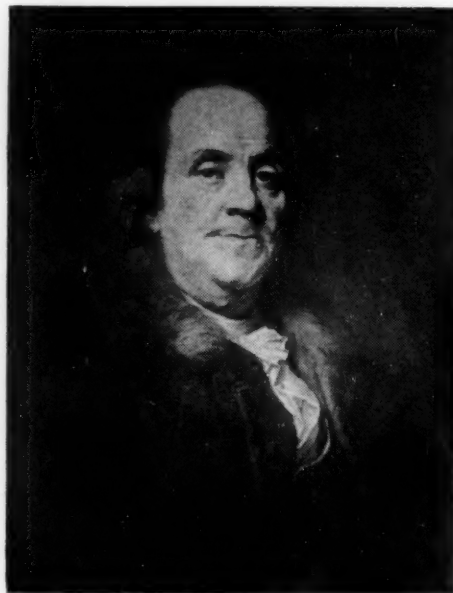
THIS ROOM contains the famous Abby paintings of the Quest and Achievement of the Holy Grail.

The upper part of the walls of the staircase and the main corridor at the head of the stairs is filled with mural decorations by Pierre Cécile Puvis de Chavannes, the great French mural painter. The main decoration in the corridor represents the nine Muses in a grove of laurel and olive which overlooks the sea, arising to greet the genius of enlightenment; the artist entitled it "The Muses of Inspiration hail the Spirit, the Messenger of Light."

As one looks out over the stairway from between the beautiful yellow columns above it, the eight arched panels, viewed from left to right, represent the following subjects: *Philosophy*—Plato talks with a disciple in the Academy at Athens; the Acropolis rises behind; *Astronomy*—The Chaldean shepherds observe the stars; *History*—A Muse commands the partly buried Doric Temple to yield its secrets; *Chemistry*—A fairy watches three winged spirits tending a retort; *Physics*—The spirits of Good and Bad Tidings float above the telegraph wires; *Pastoral Poetry*—Virgil visits his beehives; *Dramatic Poetry*—Aeschylus gazes at Prometheus bound to his crag; *Epic Poetry*—Two figures representing the Iliad and the Odyssey wait upon blind Homer seated by the roadside.

On the right of the staircase corridor one passes through the Pompeian Lobby into the Delivery Room, designed and decorated by the late Edwin Austin Abbey, R. A. This room, handsomely paneled in oak and adorned by a massive mantel of Rouge Antique, is famous for the series of paintings illustrating the Quest and Achievement of the Holy Grail, which occupies the upper portion of its walls. The series, beginning at the southwest corner of the room, consists of fifteen panels, as follows: *The Vision*—The infant Galahad in the arms of the nun to whose care he has been committed, lifts his hands to greet the Holy Grail brought before him by an angel; *The Oath of Knighthood*—The youthful Galahad keeps his vigil in the convent chapel while Sir Lancelot and Sir Bors attach his spurs; *The Round Table*—Sir Galahad is conducted by Joseph of Arimathea to the Seat Perilous while King Arthur rises in recognition and the knights greet Galahad by raising the cross-shaped hilts of their swords; the hall is surrounded by angels who are invisible to the knights; *The Departure*—The knights, about to set forth on the Quest

of the Holy Grail, receive the episcopal benediction; Sir Galahad bears his Red Cross banner; *The Castle of the Grail*—Galahad stands dumb beside the couch of the sick King Amfortas while the procession of the Grail passes unquestioned among the spellbound inmates of the castle; *The Loathly Damsel*—The Damsel, riding upon a mule, upbraids Sir Galahad with his failure to break the spell by asking what the procession means; *The Seven Sins*—Sir Galahad breaks his way into the Castle of the Maidens by overcoming the Seven



ONE OF AMERICA'S most celebrated and beloved citizens—Benjamin Franklin, born in Boston in 1706.

Knights of Darkness, who typify the Seven Deadly Sins; *The Key to the Castle*—Sir Galahad receives the key from the porter monk; *The Castle of the Maidens*—Sir Galahad is welcomed by the host of beautiful maidens, typifying the virtues, who have been imprisoned in the castle; *Blanchefleur*—Sir Galahad, bade to marry his first love, repents of his intention and leaves her on the wedding morning to continue his quest; *The Death of Amfortas*—Sir Galahad, having returned to the Castle of the Grail and asked the Question, tends the aged King Amfortas in his dying moments while an angel bears the Grail from the Castle to the city of Sarras; *Galahad the Deliverer*—Sir Galahad rides forth with the blessings of those whom he has delivered from the spell; *Solomon's Ship*—Sir Galahad, accompanied by Sir Bors and Sir Perceval, is wafted across the seas to Sarras;

the Grail, carried by an angel, guides the ship; *The City of Sarras*—Across the view of the city lie the sword and Red Cross shield of Galahad, its king; *The Golden Tree*—His life work accomplished, Sir Galahad builds a Golden Tree upon a hill at Sarras; Joseph of Arimathea, with a company of red-winged seraphs, appears before him with the Grail, now no longer covered.

In this remarkable series of paintings the artist has dealt with the story somewhat freely; he has rearranged some of its incidents and has combined the story of Galahad with certain elements from the legend of Perceval.

By the window of this room stands an ancient railing from the Guildhall of Boston, England, before which, in the year 1607, some of the Pilgrim Fathers stood for trial.

Through the Venetian Lobby, decorated by Joseph Lindon Smith, near the entrance to the Children's Room, one approaches the stairway leading to Sargent Hall, the main corridor of the upper floor of the building. All the decoration of this room is the work of John Singer Sargent, R. A. Its four sections illustrate the thought and technique of the artist during a period of nearly thirty years. The general subject of the paintings is the *Triumph of Religion* as it depicts the various phases through which religion has passed from Paganism through Judaism to Christianity.

The lunette at the north end of the hall shows the Children of Israel kneeling beneath the yoke of Egypt and Assyria; their hands are raised in supplication to Jehovah, whose face is screened by the red wings of seraphim. On the vaulting in front of the lunette are represented the pagan divinities whom the Israelites were tempted to worship. Here the background is formed by the black form of the Egyptian Neith, Goddess of the Heavens; above the cornice on one side towers the savage figure of Moloch, balanced by the beautiful but sensuous figure of Astarte, Phœnician Goddess of Love, on the other hand. Below the lunette is the well-known Frieze of the Prophets, with the massive sculptured figure of Moses in the center. The Prophets on the right point forward in expectation of the Messiah.

The opposite end of the hall presents the central dogmas of Christianity. Above are seated the three figures of the Trinity, their faces all cast from a single mold. The middle of the wall

is occupied by a crucifix in high relief, with the bodies of Adam and Eve bound to that of Christ and holding cups in which to catch the sacred blood for the healing of mankind. The frieze below is occupied by figures of angels bearing the crown of thorns and other instruments of Christ's passion.

The niches at the right and left of the end wall contain two representations of the Virgin Mary; that on the right shows the happy Mother with her child, crowned by angels; that on the left Our Lady of Sorrows, conceived as a statue behind a row of altar candles, with seven swords thrust into her heart. Upon the vaulting above these niches are depicted the events in the life of Christ and of the Blessed Virgin collectively called the Fifteen Mysteries. On the left are the Joyful Mysteries, centering about the birth of Christ; on the right the Sorrowful Mysteries, culminating in his death; and in the center, in high relief, the Glorious Mysteries, including the Resurrection, the Ascension, and the Assumption of the Virgin.

Above the side walls of the hall are six lunettes. The central lunette of the east wall is entitled *The Law*, and represents the Hebrew people, conceived as a child crouching between the knees of Jehovah and protected by the scroll of the Law. The lunette on the left is called the *Fall of Gog and Magog* and pictures the final moment when all things earthly shall perish; altar and temple, chariot and horses, false gods and their symbols, are tumbling through space. The lunette at the other end of this wall presents the *Dawn of the Messianic Era*, in which a child leads humanity through the Gates of Paradise, swung open by beautiful youths. The three lunettes on the opposite side of the hall present *The Judgment*, in a single composition. In the center an angel weighs the souls of men, called up from the grave for the purpose. The good soul is welcomed into the Celestial Choir on the left; at the right, the lightweight soul is scornfully dragged away to a frightful Hell, where a green monster crams souls of the doomed into his jaws.

In the frames above the stairway are the two panels last painted by Mr. Sargent. They represent the mediæval conception of Church and Synagogue. The Synagogue, on the left, is typified by a haggard woman, blinded and fallen, clutching a broken scepter. The Church, on the right, is a majestic seated figure

gazing outward with clear vision; between her knees is the figure of the dead

Christ; about her head are grouped the symbols of the evangelists.

Behind the European Conference

FREDERICK J. LIBBY

Executive Secretary of the National Council for Reduction of Armaments

OUR STATE Department is very greatly hampered by our National ignorance regarding other countries. Not often is great constructive world leadership, such as characterized the work of the American delegation at the Washington Conference, possible because "the people are not ready." The "New Day" in international affairs will die at dawn unless public opinion in all countries—and particularly in our own, which should lead—sets about becoming enlightened upon world problems. It cannot be reiterated too often that our public schools must teach a great deal about Europe and Asia that is not in textbooks on geography or history. Most of all, if the spirit of the Washington Conference is not to fade, a new international goodwill must be fostered in us from childhood. President Harding and Secretary Hughes have done and are doing their part nobly. Will our teachers do theirs? I believe so.

The Washington Conference succeeded because we were ready for limitation of armaments. Greater success in the solution of the problems of the Orient could have been achieved if the peoples of the world had known more about China. A Chinese secretary, on being asked what the chief obstacle to constructive results seemed to be, replied without hesitation: "The fact that no one knows anything about China." We need to know more about Europe if we are to help solve—as we must eventually do—the problems that make chaos there now.

Germany the key—Economists agree that the key to European reconstruction and to world rehabilitation is the recovery of Germany. The depreciation of her currency is such that she cannot buy the wheat, wool, cotton, and other commodities which stuff our warehouses. Violent fluctuations in the value of the German mark make the granting of credit too risky a venture for all except gamblers. Normally worth nearly a quarter of a dollar, today it is worth but half a cent. To-

morrow it may be worth a third of a cent or perhaps a cent. Who knows?

The results are curiously contradictory. Wages range from ten to thirty cents a day. This underbids the world's labor market and factories hum there while England's workers walk the streets and our tariff-makers are puzzled by an abnormal condition which they do not know how to meet. On the other hand, German wages will not buy imported articles. A servant girl must spend three months' pay for a pair of shoes and a laborer a month's pay for a pair of trousers. A can of condensed milk is an incredible luxury. Even street cars are an extravagance. The salaried classes freeze or starve, or both. The rich make fortunes by means of the cheap labor. Their employees wear the clothes they had in 1915 or sell furniture to get the means of purchase.

German reparations—The size of German reparations is at the bottom of this situation. The sum imposed at Paris was recognized as apparently impossible by the American financial advisers but in the hope that the impossible might be achieved it was acquiesced in. England at that time was as insatiable as France. The normal way of meeting the indemnity would be by the excess of exports over imports. This has been altogether insufficient. Consequently, the printing presses of Germany have been making paper money to meet the demands of the Allies with the resulting depreciation of value referred to and disruption of international trade. It is only fair to Germany to add that this has been done with the approval of the Allied Reparations Commission which is a kind of super-government in all the economic affairs of Germany.

England's attitude towards Germany—The depressed wages of Germany, combined with the resulting diminution of her purchasing power, have laid industry low in England. Her workmen cannot overcome by increased productiveness the vast differ-

ence between their daily pay and that of the workmen beyond the Rhine; nor if this obstacle were surmounted, could goods be produced at a price that Germans could pay. The only hope for recovery in English industry is the return of the mark to a value nearer normal and, for the benefit of international credit, its stabilization.

This can come about only when the printing presses stop turning out paper money. The printing presses must run to pay the indemnity and the cost of the army of occupation. Therefore England is anxious to cut the indemnity and the costs of occupation provided Germany will make her budget balance, stop the presses from printing paper money, and thus make possible normal international trade once more.

The attitude of France—France can be understood in her European relations only if you start with the realization that she is seeking to "reap the fruits of victory," as her spokesmen often declare. The point of view is one that all of us easily appreciate. How best to do it is puzzling her politicians increasingly.

If only Germany would stay put! The payment of the full sum of the indemnity, whether possible or impossible, is essential to French finance, which has boldly made its slogan for three years, "Germany will pay." In these three years since the war the French debt has doubled despite the payments Germany has made; yet the policy has continued unimproved. Debts pile up still with reckless improvidence. The army is big and expensive.

Far more ominous than the debt in the eyes of Poincaré and his party is the thought that a few years hence Germany will be as strong as ever. Then how shall France maintain her present supremacy on the continent? How shall she keep Germany from winning back her Alsace-Lorraines—Danzig, Upper Silesia, the Saar basin, perhaps Alsace-Lorraine itself? How shall she keep Germany and Russia apart? How shall she reap the fruits of victory when Germany "comes back"?

The ideal fate of Germany from the French point of view would clearly be that she should pay her debt in full and then disintegrate. Since one cannot have all one's desire in this world, French policy has vacillated between the two objectives. All that the other Allies would permit was detached from Germany by the Versailles Treaty. Then an effort was made to start an

independent Rhine republic. America refused to countenance this intrigue. Bavaria was stirred to revolt, but this failed also. Finally the military party in France took the ground that the indemnity was doubtful at best while the recovery of Germany was dangerously sure, and seizure of the Ruhr District—the coal and iron heart of German industry—on the first pretext regardless of the economic consequences of the resulting German paralysis, would be the only way to insure permanent victory.

This coup has been prevented once by the vigorous opposition of all the Powers. Poincaré still threatens it. It would



JOHN K. NORTON, formerly director of the bureau of research and extension, San Jose State Teachers College, San Jose, California, who is now director of the research department of the National Education Association. Mr. Norton trained under Doctors Cubberley and Terman at Stanford. He will begin at once collecting data for use in the Association's campaigns for improved educational conditions.

ruin England as well as Germany and cause a financial crash of world proportions. America as the universal creditor would suffer with her debtors. Nor could France attain her object. The German people would ultimately gain their freedom and meanwhile militarism would rule the world.

The small states of Europe—The states of Czecho-Slovakia, Yugoslavia,

Hungary, Rumania, and Poland are likely to wield considerable influence at the Conference. France has been cultivating them and arming them, partly against Germany and partly against Russia. They constitute her hegemony. Poland is her vassal, bought and paid for with the munitions furnished for the Russian war. The others are likely to see more advantage in siding with her than with England in the clash of interests between the two great powers at the Conference.

For the spirit of goodwill and co-operation that prevailed at Washington and made the recent Conference different from others is hardly to be expected at Genoa. Jealousies are too keen. Interests are too divergent. Poincaré, is too implacable. Though nominally a conference on economic questions, there will be much playing for political advantage between England and France, between France and Germany, between Russia and all of the rest, with the smaller states as pawns in the struggle.

Russia—And what about Russia? Russia requires an article by itself. This may come later. As far as her relation to the European Conference is concerned, and to all future European conferences for that matter, it is clear when one looks at the map of Europe that she has to be present if conclusions are to be reached. As well leave the United States out of an American Conference as ignore Russia's position in Europe.

The salient facts regarding Russia are, first, that Lenine is more firmly seated than the head of any other European state; secondly, that he has abandoned communism for a modified capitalism; third, that Russia, though now starving, will recover more rapidly than the rest of Europe because of her predominantly rural population; and fourth, that the world is so intimately bound together that Russia, like Germany, is as necessary to the general welfare as the other nations are to hers. Isolation has become impossible for any nation. Every nation henceforth must, for its own good, contribute generously to the family life of the world.

BLESSED BE the man whose work drives him. Something must drive men; and if it is wholesome industry, they have no time for a thousand torments and temptations.—*H. W. Beecher.*

Achievements of the Disarmament Conference

CHARLES A. COULOMB

Superintendent of District No. 1 Schools, Philadelphia, Pennsylvania

THE CALL for peace—The rejection by the Senate of the Versailles Treaty and the League of Nations which it included greatly disappointed many people of our country. Ever since there has been a growing feeling that some means should be found by which the United States would join with other nations not only in lessening the preparations for future war, which were making such great demands on national budgets, but also in removing as far as possible the jealousies and disputes which so often cause war.

Convinced of the existence of this desire and wishing to have his plans strengthened by a formal expression of opinion, President Harding asked Congress if it would approve a plan for the limitation of armaments through international agreement. In response to the request of the President the so-called Borah amendment was introduced and passed in the Senate and was adopted by the House of Representatives on June 29, 1921, by the overwhelming vote of 330 to 4. This resolution requested the President to invite Great Britain and Japan to a conference which should provide for the reduction of naval expenditures and building programs of the said governments for a period of five years. Two weeks later the President announced that the governments named, together with France and Italy, had been approached to ascertain whether such a conference would be agreeable to them, in which event formal invitations would be issued. The President added the problems of the Pacific as matters for the consideration of the conference, and for that reason China, Holland, Belgium, and Portugal were included among the nations invited. Later it was further announced that the invitations had been accepted and that the first meeting of the conference had been fixed for November 11, 1921, the third anniversary of the date of the armistice.

The news was received all over the land with acclamations of delight. Editors, in newspapers and magazines,

clergymen from their pulpits, and public speakers on the platform commented on the fact that in issuing the invitation the President had spoken to the people of other nations as well as for our own. The people of other countries who regretted our failure to ratify the Versailles Treaty and to join the League of Nations felt that at last the United States was going to do its share in bringing about a renewed order in the civilized world. It was recognized that the World War was the result of competition in armament coupled with the desire on the part of one nation to encroach on the territories or the rights of other nations. All realized that the success of the conference in eliminating these two great causes of war would bind the greater nations into a fellowship that would make future wars remote or impossible.

*The personages at the Conference—*The conference was attended by some of the greatest statesmen and diplomats in the world, vying in that respect with the Peace Conference at Paris. Great Britain's chief representative was Lord Balfour, Lord President of the Privy Council, who, as prime minister, had been responsible for the Anglo-Japanese alliance formed in 1902, which the conference was to replace by the so-called four-power treaty. Besides Lord Lee of Fareham, First Lord of the Admiralty, and Ambassador Geddes, Great Britain's other delegates were Sir Robert Borden, from Canada, Hon. George F. Pearce, from Australia, Mr. Srinivasa Sastri, from India, and Sir J. W. Salmond, from New Zealand. These overseas dominions of the Empire were those that were chiefly concerned in the problems of the Pacific.

Premier Briand was the chief of the French delegation. M. Viviani, former premier, who visited the United States shortly after we entered the war, M. Albert Sarraut, Minister of the Colonies, and M. Jusserand were the other French delegates.

Developments in Europe with respect to reparations from Germany under the

terms of the Versailles Treaty, caused M. Briand to leave this country in November, after which ex-Premier Viviani, and still later Minister of Colonies Sarraut, acted as chief of the French delegates.

Japan sent as the chief of her delegation Prince Tokugawa, President of the Japanese House of Peers, Admiral Kato, Minister of Marine, and Baron Shidehara, the Japanese ambassador to the United States completed the group of principal delegates for Japan.

The chairman of the Italian delegation was His Excellency Carlo Schanzer, ex-Minister of the Treasury. The delegation was completed by Ambassador Ricci, ex-Minister of the Treasury Filippo Meda, and Senator Albertini.

The representatives of the United States were Secretary of State Hughes, who was chosen chairman of the conference, Mr. Elihu Root, whose former services as a senator and a Secretary of State, as well as his work as American delegate to The Hague Tribunal had given him a world-wide reputation in the fields of diplomacy and international law; Senator Underwood, former chairman of the Ways and Means Committee of the House of Representatives and leader of the Democratic party; and Senator Lodge, chairman of the Senate Committee on Foreign Relations and leader of the Republican majority of the Senate. The delegations of the other countries were equally representative of the statesmanship and genius of their respective countries. Besides the principal delegates there were from each country a long list of technical advisers, secretaries, translators, chancellors, naval and military attachés, as well as minor officials. The official list of the most important members of the delegation from Japan, for example, would cover nearly a page of this magazine.

*President Harding opens the Conference—*At 10:30 o'clock on the morning of November 12, 1921, in Continental Memorial Hall of the building of the National Society of the Daughters of the American Revolution, Secretary of State Hughes acting chairman, rose in his place and facing the assembled delegates, announced "The President of the United States."

In his welcome to the delegates the President expressed his hopes that the conference would find means to turn expenditures for destruction into means of construction; that some way might be found to render war itself less carnal

and destructive and that finally by recognizing varying needs and peculiar circumstances, the nations might be able to act together to remove causes of apprehension through reason and conscience and fellowship. In his opening address, Secretary of State Hughes presented the epoch-making plan of the United States for the reduction of the present strength of naval armaments and for a ten-year naval holiday on the part of the five principal nations represented at the conference. The delegates and spectators listened to the reading in intense silence and its conclusion was followed by a storm of applause. A new chapter had begun in the history of mankind.

The work of the Conference—The conference organized for work into two committees of the whole, one on questions of the Pacific, the other on disarmament, with numerous subcommittees which dealt with different phases of each of these problems. There were besides several groupings of delegates for the consideration of special topics not directly connected with the main object of the conference. Among these subordinate conferences were that resulting in an agreement between the United States and Japan with regard to the mandated islands under the care of Japan; and the conference on the Shantung problem between China and Japan. Including the above, no less than six completed treaties and two others agreed to in substance, fourteen resolutions, ten declarations of national policy were the results of the conference. Some other matters, the most important of which were the formation of new articles of war and the question of extraterritoriality in China, were deferred to future conferences. The details of the various treaties and agreements have been so fully reported in newspapers and magazines that it is unnecessary to report them here. Let it be enough to say that every problem of the Pacific Ocean that seemed to have in it possible germs of future wars has either been solved or has been put in the way of settlement.

Even more significant is the treaty for the reduction of armament and for the naval holiday. A recent English picture shows Britannia making the sacrifice of her command of the seas for the purpose of allaying world jealousy and so bringing about world peace. It is a long step toward the abolition of war when the great British nation is willing to abandon its cherished ideal of naval supremacy.

The conference held its final session for the purpose of signing the treaties and conventions on Monday, February 6, 1922, after being in session for twelve weeks. The doubts that clouded the early days on the conference because of the realization of the stupendous task confronting it had all been cleared away by the sunshine of success. In probably no other country than our own, could this conference have been held, or if held, could have produced such a record of achievement.



OSBOURNE MCCONATHY, president of the Department of Music of the National Education Association and president of the National Association of Music Teachers. Mr. McConathy is director of the Department of Music at Northwestern University, Evanston, Ill.

The Conference and what it means to our schools—In all this business of disarmament and anti-war propaganda there stands out clearly the obligation of teachers to emphasize the fundamental righteousness of peace. As has recently been said "Duelling did not stop because people stopped carrying guns, but people stopped carrying guns because somehow or another they came to see that duelling was wrong." It is just the same with war. Nations will not stop fighting because they are made to disarm, but they may be made to disarm when fighting is seen to be an unprofitable way of settling controversies. In spite of all the fun that has been made of the saying, it remains true that

a nation may be, and indeed often should be, too proud to fight. Let us as teachers get the lessons of the conference over to the boys and girls now growing up, who in a few years will take the leadership of the world into their hands. Let us be sure that the weeds of international jealousy and hate are rooted out and that the seeds of co-operation and friendship and confidence are planted. It is a fine story to tell how the nine great countries represented at the conference by their greatest statesmen—putting aside their individual interests, desires, and jealousies—sat around the table and came to honest and straightforward conclusions with each other. It needed the terrible lesson of the World War to make it possible. But it will not be sufficient merely to denounce war. If we want peace, we must think peace, talk peace, and act peace. Unless we do these things, the race between education and catastrophe will not be won by education.

A PROPHECY—The twentieth century will apply the word of the Prince of Peace to international life. The wisdom of statesmen will devise the solution which soldiers and people will accept with thankfulness. The beginning will not be made at the end of a war, but in some time of peace. The suggestion will come from one of the six great powers. It will come from a nation which has no large permanent military establishment; that is to say, it will probably come from the United States. This nation in the most friendly way will propose to the other great powers to name each one a jurist of world-wide fame, who with the other five shall form a permanent tribunal of the highest dignity. Everything will be done to give this tribunal the honor and respect of the world. As an international court it will be organized without reference to the special case under discussion. Then it will exist. Its members will prepare themselves as they choose for its great duty. Timidly, at first, and with a certain curiosity, the nations will refer to it some international question, not of large importance, which has perplexed their negotiations. The tribunal will hear counsel and will decide. Their decision will be the first in the series which will mark the great victory of the Twentieth Century.—Edward E. Hale in a sermon on *The Twentieth Century*, preached in Washington in 1889.

Education and the Classroom Teacher¹

AGNES S. WINN

Assistant Secretary of the National Education Association, Washington, D. C.

NO ACT of the Association has made such a direct appeal to teachers as its adoption of a definite service platform. According to the January JOURNAL, "The platform properly begins with the most vital element in a system of education—the teacher—a competent, well-trained teacher in hearty accord with American ideals, in every public-school position in the United States. It recognizes the serious obstacle that immature, transient, and untrained teachers place across the path of educational progress."

No one is more ready to help solve this problem than the progressive teacher herself. She is glad the day has arrived when leading educators are demanding that teaching be made a real profession, that our schools be manned by scientifically trained people who look upon teaching as a life-work, and that these ends must find a place in a large and constructive program of education. But is there any reason why those who give to the problems of the classroom the same intensive study as the successful physician, lawyer, engineer, and business man give to their work should not be compensated and recognized comparably with them? The compensation must be great enough to provide for professional growth, for a competency against the period of non-employment, and to promote happiness and contentment among the teachers.

It is futile to talk of increased expenditures for the training of teachers until the facilities now provided are used to their capacity, and whether they are so used depends upon whether teaching is made attractive. Everyone admits that greater social recognition and a more just compensation are two of the strongest factors that must be reckoned with in elevating the profession, but another problem that must be given the most serious consideration is that of tenure. Although salary and pensions have much to do with making the vocation a permanent one, tenure is funda-

mental to the efficiency of the schools, for our most capable young people will not choose a life-career that offers no reward for experience and faithful service and carries with it uncertainty of appointment and promotion. Satisfactory tenure can be secured only through the strongest kind of team work by teachers, administrators, and legislators, for teachers alone cannot make teaching a pro-



AGNES S. WINN, formerly of the Seattle Public Schools, who began her duties as Assistant Secretary of the Association on February 15, is widely known as a student of teachers' problems and as a leader among classroom teachers.

fession. Much depends on legislative enactment.

I wish to emphasize here another factor that enters largely into the problem of keeping men and women of character and ability in the profession—namely, conditions of service. Thousands of splendidly trained teachers leave the schoolroom every year after one or two years of experience, and why? Because they found they were unfitted for their task? No! Because of lack of help, sympathy, and vision of the

principals and supervisors entrusted to guide them through these first trying years. Rather than yield to autocratic methods and surrender their self-respect they seek another calling. Many a so-called leader is himself ill-prepared and unsympathetic toward modern methods and often objects even to the teacher taking part in activities outside of her own school because of the added recognition it may bring the teacher. Many excellent teachers of years of experience have been driven out of the profession through jealousy, personal grievances, or perhaps misrepresentation, and we find many of them among our most successful men and women in the business world, often using their influence to keep others from choosing this calling. So if the National Education Association would carry out its platform it must use its influence to have placed in executive positions men and women of broad, constructive leadership to whom any teacher may look for justice and inspiration.

Had the National Education Association accomplished nothing more the past three years than creating public sentiment in favor of equal salaries for equal service to all teachers of equivalent training, experience, and success it would have justified its existence. In many places this principle has become a living reality, and every progressive community is looking forward to the day when the old differential between groups will be abolished and a single salary schedule adopted. The constant demand for better-trained teachers will have its full share in bringing this about. Nothing will do more to break down "group consciousness" and make for a united teaching profession than the recognition of this principle. Such a schedule would accomplish five definite things.

1. It would give to the elementary schools, that part of our public-school system which serves all the children from all the people, an even chance of choosing the most highly skilled teachers.

2. It would break down the time-honored aristocracy of high-school caste and unite the teaching body of a com-

¹Delivered before the National Education Association at Des Moines, Iowa, July 4, 1921.

munity into a professional force which would command the respect of school boards and citizens.

3. It would remove the economic barrier and would encourage every teacher to seek the place to which she is best fitted and in which she can render the maximum service to the community.

4. It would stimulate professional growth of teachers in service and encourage those who have not had the advantage of college or university to work toward this end or pursue some line of study that would better fit them for the work in which they are engaged.

5. It would create among teachers a sense of justice and fair play, releasing their full energies for expert service.

The carrying out of this great national program is of vital concern to every teacher in the country, but it is difficult to prove to the rank and file that our National Association is really working for their uplift and advancement. As a representative of one of the large teachers' organizations of the country and as a student of organization work, I am convinced that our first task is to strengthen our local organizations. If we can get the teachers to see what can be accomplished through united effort at home, then we may hope to get them to look beyond local problems to State and National ones. Progressive administrators welcome this effort on the part of teachers themselves to live and to work together in harmony and coöperation for the betterment of the profession. It may be of interest to you to hear what Seattle teachers are trying to do. We are so far from the center of things that it often takes longer for our work to become known.

About two years ago the leaders of the Seattle Grade Teachers' Club began to realize that as one of the largest women's clubs of the city our club must reach out and take a more active part in the civic life of Seattle. We had proved to ourselves the value of professional organization, and early in our history had affiliated with the City Federation of Women's Clubs. But were we contributing our full share to awaken the community to a realization of its responsibility toward the schools? Accordingly, a school-betterment program was carried out by the joint professional service committees of the grade and high-school organizations. The results were most gratifying. The Educational Committee of the Chamber of Commerce began to assist the teachers in their salary

campaign and in other ways. Members of both organizations joined the Chamber and are now working on various committees. The *Seattle Times* opened a "department of education" in order to give the public school news. Work with the other clubs of the city was carried on consistently, two of our members being given full time to attend the monthly meetings of the Federated Clubs. We responded to every reasonable call that was made upon us, which proved to the public that our interests extended beyond our own school problems.

And what were we doing within our own ranks to create interest in all of these activities? First, we launched an intensive membership campaign which resulted in a practically 100 per cent membership, reaching almost to the one-thousand mark. Then we began mobilizing our forces, our aim being to put as many members as possible at work. The standing committees were made representative of the various schools. Advisory committees were elected by

the teachers of each grade. In large buildings the number of representatives was increased, giving more members an opportunity for active service. These representatives were charged with the responsibility of keeping the teachers of their building informed on all club activities, including the time and place of meetings, and of making all collections and reports for the building. Often representative meetings were held between the monthly meetings. Interest and enthusiasm in the monthly meetings increased, which was soon followed by increased attendance. We now realized that with the constant expansion of our aims and objectives some means of communication with the individual members, with outside organizations, and with similar clubs in other cities must be provided, so the *Seattle Grade Club Magazine* was launched. This has proved to be one of the club's greatest assets. With the activities of the club constantly increasing, the necessity for headquarters next presented itself. Beginning in

WHY SHOULD I TEACH?

Clara Louise Dentler

English Department, Polytechnic High School, San Bernardino, California

"Why should I teach?" I ask. "Is it for gold—
That shining, glistening gold which men since time
Began have loved, then cursed, have hoarded to
Their bosom, ere long finding it an asp
Envenomed, bringing only torturing death?
For gold, just gold?" My soul makes answer, "Nay!
For that alone, the price is far too great.
Thy recompense in coin cannot be named
Because its substance is a finer thing,
Enduring when the visible has past."
"Speak on, my soul," I said, "and tell me what
The teacher's recompense." Thus spake my soul:
"In service only comes the great reward,
Soul-satisfying, bringing happiness;
Today, this comes to him who hears the call
To teach the youth, to mold the tender lives
Who are our country's citizens tomorrow,
To teach, to watch development of mind,
But lovelier far, watch character unfold
Beneath the magic touch of sympathy—
This rich reward awaits him who would teach."
"Oh let me teach," I cried, "let all that's best
Within my heart and mind be dedicated
To this, the grandest, noblest work of life!
Because I am a patriot, it is
A duty to my country that I owe;
Because I love my God, I'll heed the call
To teach and serve my God's humanity."

a small way, we now have a club home. The president, now relieved of much routine work by the appointment of an executive secretary, can use her time in building up the organization. The work of our club is carried on through nine departments or standing committees. This year the president organized the executive board of nine members into a cabinet, each one of whom was made responsible for one department. About three hundred of our members are now actively working in some capacity, and the others we hope are actively interested. It would have been impossible to carry on this work had we not recognized the value of coöperation with the administration.

Through this spirit of coöperation in the Seattle schools and willingness to work with outside organizations one of the biggest projects for spreading the gospel of support for home industries was carried out this spring, including a "Northwest Products Exhibit." A committee from the schools worked with a similar committee from the Chamber of Commerce. Local plants were visited by the students, the trips providing live material for English, history, geography, and science classes. The schools worked out slogans, posters, exhibits, and interesting projects. Northwest products were featured in the

lunchrooms. Teachers took an active part in staging the exhibit.

This is just a summary of the work of Seattle teachers. Through the monthly and quarterly publications of similar organizations throughout the country we keep in touch with the work of their members, and we know that they too are working along lines that will raise the profession to a plane where it inspires public confidence. In many cities we find the teachers actively engaged in Americanization work, child welfare, and working with the legislature on tax problems. Molding public sentiment and advertising work of the schools is the big job before us at the present time. Active participation of teachers in shaping school policies through councils or central committees can but result in better schools if the desire for this springs from the teachers themselves.

If we are going to look to our National Association for inspiration and leadership, it is also duty to keep its officers informed on the activities of our local clubs. This the Seattle Club has tried to do. Our correspondence and friendly relations with our National Association have been of great help.

So every teacher who would have a part in this National program must be a member of a local teachers' organiza-

tion, a State teachers' association, and the National Education Association for "the essential strength of the Association under its new organization lies in the vigor of its component units. The influence of each of these adds to the power and prestige of the central body, each unit partaking of the strength of all the others." The Association, then, has an important service to perform in promoting teachers' organizations. The pledge of the Association to carry out the foregoing principles would be futile unless it recognized that the biggest step toward this is "the unification and federation of the educational forces of the country in one great professional organization and the promotion of the highest welfare of the Nation."

It would be impossible to carry out this National program without the support of the Nation. The Towner-Sterling Bill, written to meet the National need for better schools and better teachers, is another important step that has been taken to carry out this comprehensive program. When education has been lifted to its rightful place in a separate department with a secretary in the President's cabinet, it will be only a beginning of what may be accomplished by the educational forces of the country working under its leadership. With the revelations of the Great War before us, we know that education can hardly be kept in its place as keystone of the American system unless its full powers are co-ordinated. Are we as classroom teachers shouldering our full responsibility in this National legislation?

The classroom of the public schools of America are the only common meeting places of America's children *at work*. Right ideals of work and service are inculcated there. Public-school playgrounds and recreation centers are the only common meeting places of America's children *at play*. Respect for the rights of others is inculcated and enforced there. The classroom teacher is the only person who holds the true key to the mystery of making young Americans work and play together without trespassing on the other fellow's rights—the greatest skill ever required in a democracy. She is the true leader, the real guide. Consequently, greater stress must be placed on classroom work and recreation, and I emphasize again the fact that greater recognition and compensation must follow.



THIS IS the Education Building of the State of New York. It is located across the street from the State capitol at Albany and houses the great State Library and the varied activities of the State department of Education. It is within walking distance of the Union Station and will be visited by many teachers passing through Albany for the summer meeting in Boston next July.

Educational Progress in New Jersey

D. C. PORTER

Superintendent of Schools, Bridgeton, New Jersey

EDUCATIONAL progress in New Jersey the past twelve months has probably been attended by fewer spectacular features than in previous years. It has rather been a steady advance, a consolidation of gains already made. But notwithstanding the apparent quietude, progress has been marked.

Chief among these advances is the esteem in which the teacher is regarded in her community. The teacher's status in New Jersey has almost uniformly been reported good. In some instances, the law has been invoked to protect her good name and the slanderer has paid the penalty of arrest and fine. Through the publicity of recent years, through experience with war certificates, public opinion in New Jersey is beginning to realize that the teacher is the most important factor in the present-day school problem. It is beginning to realize that so long as the teacher remains the nomadic figure of the emergency, or of the passing school year, so long is there little hope of permanent advancement. And with the coming of the trained teacher has also come the public realization that to obtain and to retain ability in the classroom, it is necessary to accord that teacher not only a fair wage but also a fair opportunity for community leadership.

Under the head of Teacher Coöperation in School Administration, it is gratifying to report marked progress in the desire for democracy in the school. The present day demands a teacher of initiative and resourcefulness, a teacher who is eager for this responsibility. In numerous places, among them East Orange, Newark, Jersey City, Kearney, Elizabeth, Bloomfield, and New Brunswick, the idea of the Teachers' Council has taken root. In some of these systems, the Council has been endorsed by the Board of Education, thus giving it a professional and also a semi-official standing. In some cities, committees of teachers are working out with their superintendents revisions of salary schedules and of courses of study. In others, they are considering problems of health instruction or of professional growth through extension teaching. In still

others, they are providing lectures to inform their communities of the real aims of modern education.

Considering the industrial unrest in certain quarters, salary conditions in New Jersey may be regarded as very favorable. In some districts salaries have been materially increased, particularly in high-school positions. In others, bonuses of previous years have been incorporated in regular salary contracts. There is a greater tendency than ever to adopt salary schedules embodying the principles of scholastic training and professional merit for financial advancement in the profession. The range of salaries for elementary teachers varies in these schedules from \$1300 to \$2000 in the smaller cities, and from \$1400 to \$2700 in larger municipalities, with increased pay for high-school and supervisory positions. The principle of equal pay for equal work is also being recognized.

New Jersey has always been an enthusiastic supporter of the National Education Association and of its programs. The "N. E. A. Publicity Campaign" followed by New Jersey's own "School and Teacher Campaign," to make teaching a nation-wide profession with adequate remuneration was of enormous value to the teachers of the State. In the reorganization of the N. E. A., New Jersey has therefore been one of the banner Eastern States in affiliations and also in individual memberships. Moreover, our State association was well represented by its president and by other official delegates in the first national delegate convention at Des Moines last July.

The most conspicuous advance of recent years is now being made in what has been called the "Schoolhouse Drive." The long period of "no building" seems to be ending and a revival of building operations seems to be at hand. From all sections of the State come encouraging reports of progress. A conservative estimate of New Jersey building programs for the next few years would place them at from \$50,000,000 to \$60,000,000.

Associated with this advance in building operations, is the organization of

new Junior High Schools. In some cities, new junior school buildings are in process of construction; in others, the former high school buildings are being used as junior schools when new structures are erected for Senior High Schools.

The growth of project teaching and of educational measurements presents an interesting development. Good teachers everywhere have long made use of purposeful activities in the training of their pupils. Better coördination of these activities is now possible through such investigations as have been made by the Education Department of Rutgers College and by the special committee of the New Jersey Council of Education. Other studies of project teaching are now being carried on in progressive school systems. Intelligence tests are also being used. Entering classes of high-school students are being grouped according to their intelligence quotients and the results are being watched with interest.

Some other phases of progress to be emphasized are the following: The promotion of music appreciation, especially in the rural schools; the growth of vocational education and guidance; the extension of Americanization and of adult education, particularly in the larger centers; the improvement of the State summer schools; health and malnutrition programs; and the almost universal improvement in visual instruction and in the use of the materials and aids furnished by the State Museum and other sources.

EDUCATORS write papers and cite statistics as to 'high-school mortality.' The stupendous thing in modern high-school evolution is not high-school mortality at all but high-school 'vitality.' The really significant and hopeful thing, sociologically considered, is not that so many pupils 'drop out' but that so many enter and stay at least one or two years.—David Snedden, in *Educational Administration and Supervision*, February, 1922.

CULTIVATE in the children a strong love for reading. Tell them how they can get most interesting books from the public library. Reading helps to educate them.—*The North American Teacher*.

IT IS MUCH more important to do right than not to do wrong; further, the one is possible, the other has always been, and will always be, impossible.—*R. L. Stevenson*.

A School and Some Trees

ARTHUR CHARLES WATKINS

Editor, The Forest Service, Department of Agriculture, Washington, D. C.

WHEN NEW YORK STATE does not lead it sometimes recognizes and follows good leadership. In the year 1872, upon the suggestion of Honorable J. Sterling Morton, Nebraska had appointed a special day for tree-planting in that well-nigh treeless State, and a million trees were planted the first year. By 1885 six States had adopted the plan, and the National Education Association that year recommended "the general observance of Arbor Day for schools in all our States." Perhaps this was the encouragement the Empire State needed. At any rate, in 1888 it enacted the law providing for the annual observance of Arbor Day.

In the spring of the following year we had Arbor Day exercises in the high school of our town. On the school grounds we planted a tree, the actual work of digging the young tree, bringing it from the woods, and setting it out being done by Martin Kellogg, a man of the town who understood such things. The grounds were large, and that one tree did not make much of a showing. The occasion, however, remains in my memory as a sort of sacramental one. We performed a ceremonial act of high solemnity and significance. Voluntarily we entered into a partnership with Nature. She must do the great and mys-

terious thing; but we could invite her to work in our locality, and we could assist her—humbly.

I remember distinctly some details of that first Arbor Day celebration. The pupils sang patriotic songs; a charming girl recited a part of Bryant's "Forest Hymn;" a chum of mine recited some selections from Parkman's "California and Oregon Trail." To us youngsters this last gave a suggestion of the newness and vastness of our "western" prairie country. The boy who recited the selection has since become a prominent lawyer and a useful citizen in his native State. Not the least among the things he did was to help make the "agricultural fairs" of the State something more than "hoss races" and curiosity shows, featuring "The Wild Man from Borneo," "The Bearded Lady," and the Indian boa constrictor. Strangely, I do not recall the declamation I gave. I remember only the sense of awe I felt in attempting to do a part on an occasion so impressive. The local lawyer who gave the address that day was a leader in the State Legislature and later served the Commonwealth in the Department of Public Instruction. In the last office he did much to increase the value of Arbor Day celebrations, and eventually he shaped the monu-

mental legislation that unified the educational system of the State.

The solitary tree we set that day was part of a plan first worked out by principal and school. A map of the six-acre grounds was made, on which the schoolhouse, other buildings, drives, and walks



Photo by the Forest Service

A LARGE hole has been prepared for the planting of a tree. It is large enough and deep enough not to cramp or crowd the fibrous roots of the young tree. The fine soil is being carefully packed around the roots.

were marked, and places were determined for the trees and shrubs. This map was put on a large blackboard and shown at a citizens' meeting in the schoolhouse. Although the fine and effective parent-teacher associations of the present day had not then been dreamed of, the citizens of the district coöperated with the school people. The plan was modified to meet the ideas of the majority of the people. It involved the planting of a belt of maples and oaks along the back of the yard, to the north of the schoolhouse. How grateful the students were for that windbreak in the winters after the trees grew up! Also, the school board found that the coal bills were less after those trees got tall and thick. Groups of trees of different species were to be irregularly spaced along each side of the grounds, with plantings of shrubs close to taller trees and next to the foundations of the buildings. Some buildings we did not want to have conspicuous were to be hidden by screens of trees.



Photo by the Forest Service

"HEELING IN" trees that have just been brought from the plantation with canvas holding a large ball of earth on the roots.



Photo by the Forest Service

GIVING out free trees to school children on Arbor Day at the Government Nursery, Honolulu, Territory of Hawaii.

Our tree-planter selected the trees he knew would grow in that climate and on that kind of soil—elms, oaks, maples, beeches, chestnuts, walnuts, ashes, pines, and spruces. There were, indeed, few chestnuts and walnuts, for this wise man knew these trees would likely suffer at the hands of youngsters in the season of maturing nuts. He chose mostly the rugged trees that would not be the worse for children's playing around them. He selected certain quick-growing trees, for he knew we all wanted some early results; but he provided for the slow-growing and long-lived trees as well. Kellogg gathered all his young trees from neighboring woodlands, from the banks of our streams, from plantations, and even from open fields, as soon as the freezing was over. They were promptly "heeled in," and some years he set them out on the first cool, cloudy day without waiting for the exercises. He would not plant trees on a dry and sunny day.

It was a joy to us youngsters to watch old Kellogg planting a tree. As gently as though the little tree were a child he spread its fibrous roots in the large hole he had dug knee-deep, and put the loose, fine soil around them. Then he tamped it down securely enough to keep the tree from tipping over. One day our principal watched this tree-planter with more than ordinary earnestness as he tenderly arranged the roots of the little tree he was setting out. The principal

went into the schoolhouse with something glistening on his eyelashes. To the preceptress he said: "We must be more careful and patient with Frank Doyle's bad habits and bad manners. He has just lost his mother, and I fear the boy finds it hard being placed in the hands of strange people."

Martin Kellogg told some of us boys that now we had planted the trees our work was just begun. For some time we must see to it that the soil around these newly planted trees was neither too wet nor too dry. After a few years we must prune the branches and repeat

the process every three years or thereabouts. Always we must protect our trees from their insect and fungous enemies, and see that neither children nor animals injured the bark. Many classes of beginning botanists studied the habits of those trees and learned not only the love of trees but also what trees mean to a community and a nation. They developed a beautiful school-yard; they adorned their own village or farm homes; and today the trees they planted along the streets lock their arms over the heads of the passers-by all summer long.

In that high school several keen and earnest young fellows served us as principals. I recall J. Edmund Lossee, the agile, red-headed, dominating spirit who did not disbelieve in corporal punishment on occasion, and who came to us at a time when his positive leadership was greatly appreciated. Then there was R. J. Towns, the fine, sweet soul who took great joy in reading to his pupils such books as Charles Dudley Warner's "Being a Boy" and such poems as John Hay's "Jim Bludso of the Prairie Belle." There was also Thomas C. Silver, whom I shall remember with love and enthusiasm as long as I live. He had graduated from one of the State normal schools and from Syracuse University. He had an unusual power of independent reasoning. He taught us arithmetic, but more than that, he taught us to reason. Then there was another principal who had lived a few years in the Far West just before he came to take charge of our school. He had a great enthusiasm for



Photo by the Forest Service

A GOOD STREET planting of poplars in mixture with Norway maples, in Albemarle Road, in the Flatbush section of the Borough of Brooklyn, New York City.

commercial geography and taught it with the spirit of an evangelist. I recall a story he told us one day. It was quite like this:

"Not so many years ago a great mining company on a range of the Sierra Nevada Mountains sent an army of several thousand men with axes into the woods. The trees were thick and tall and strong. The climate and soil had been right for their growth for many years.

"The forest was leveled to the ground. The best trees were taken for use; the others were left in confusion. Fire was started among these waste trees. It burned the trees; it consumed the soil, which was a thick leafy mold made up of the fallen leaves of countless years. The superheated rocks crumbled. The winter rains and the snows of spring, which melted rapidly because they had no tree foliage to protect them from the sun's heat, swept the remaining soil, the ashes of the trees, and the gravel down the sides of the mountains. The banks of streams were torn and overflowed, and the fertile meadows down in the valleys and plains were covered with this material from the mountain sides.

"In earlier years the water of the mountains had been stored in the spongy soil under the protecting trees and had been sent out slowly through the streams to water the lands of the settlers in the valleys. Now torrents of water in the



Photo by the Forest Service

FOUR-YEAR-OLD pine and spruce trees are being planted under white birch, near Saranac Lake, Franklin County, New York.

spring and droughts in the summer time forced the abandonment of farms that had once been productive and prosperous. Now naked rocks stood out on the mountains where green slopes had once flourished. At the best it will be many years before those mountain sides are again covered with trees, and through all this time the valleys and plains will remain a desert. That is what greed and recklessness have done."

When the principal finished this tale, he went on to remind us, as though it were actually a matter of life and death, of how vitally wood is related to the life of modern man, into how many of our activities it enters, and what it would mean to us all if we had less wood than we require. Although that was before the days of organized forest work in America, this man realized that our loggers were taking not only the crop of the woods but the woods themselves.

If you were to visit that region now, you would scarcely believe my statement that ten or fifteen miles east of that town thirty-five years ago there were large timber tracts. The railway station was a shipping point of considerable importance for lumber and certain other woods products. A tannery consumed much tanbark, and a factory made large quantities of butter plates and boxes from wood veneers. Bill Smart, who had been "out West" for a time, now owned much of this New York timberland. As Smart was of an inventive and ingenious turn of mind, he devised what was locally known as "Smart's Steam Wagon." This was a great platform 30 or 40 feet long, with three large, heavy iron wheels—two behind and one in front—and an upright steam engine in a covered space on the rear of the platform. Cordwood or tanbark were piled on the front part of the platform, and several wagons loaded with lumber were hauled behind. It was no incon-



Photo by the Forest Service

ON a worn-out field of three acres on a side hill white pine seedlings were planted in 1873. In 1901 the tract was sold for \$350, and in 1912 for \$1000. The timber today is worth on the stump more than \$1500. The operation has yielded a return of five per cent on the total investment of land, labor, and annual outlay, and an added equivalent of a yearly net profit from the start of over \$5 per acre.

siderable task, however, to steer the wagon by means of the one wheel in front, and manage the brakes of the trailing wagons as the train came down the steep hills. All the bridges broke down the first time the "steam wagon" tried to pass over them! Although the authorities rebuilt and strengthened the bridges, and Smart improved his early forerunner of the modern tractor, the lumber continued to be hauled from the mills to the railway on horse-drawn sleds or trucks. In those days—the days of the crude and ridiculous "steam wagon"—the logging companies were clear-cutting thousands of acres of that virgin forest land east of our town.

As he remembered the things he had seen in the far West, our principal did not inveigh against the loggers working east of us, or even against the companies engaged in skinning the land they had bought. He saw that here was a problem requiring time to solve and that much education of the people would be necessary. I do not know whether he ever got so far as to think of the need of educating the men who composed the great logging companies and of showing them on which side their own bread was buttered. Being a practical man, however, and inclined to do what lay nearest his hand, he preached this gospel in the commercial geography class, as I have told you. Not an hour of new class work was added to the already crowded program of studies; but he showed his teachers how to correlate this practical instruction with geography and botany, and even with history, civics, and arithmetic. We heard it in nearly all our classes and in all the grades, and boys who finished high school certainly had some clear ideas about how important it is for farmers to cut only the proper amount of timber each year from their woodlands and to see that the land is growing more timber to keep up the supply.

That is what this school principal was doing in his own quiet and common-sense way back there thirty-five years ago. I do not know where he got his schooling; he could not have gone to the Yale Forest School, for it was not then established, but he had been led to water somewhere—and he had drunk!

In a way these things seem far in the past. Certainly we have come a long road in the intervening years. Much forest history has been made. Great names appear on the pages of that history, and nearly all are names of living

men. Many of the names of great workers are not widely known, but most people have heard what Fernow, Pinchot, Graves, and Greeley have done and are doing. Another name no one would intentionally leave unmentioned—that of

THE FOLLOWING list will assist in the selection of the species suitable for planting in various portions of the United States. The list is suggestive, and the absence of any particular species from it does not necessarily mean that the species is unsuitable, but all the species included are suited for general use in parks, school grounds, and streets. For street planting, care should be taken to have all the trees on a street of one species and to choose a species suited for the width of the street, and, especially in cities, one which will thrive under hard conditions. Only under very unusual conditions are the evergreens suitable for street planting.

For New England States, New York, Pennsylvania, New Jersey, Ohio, West Virginia, Kentucky, Indiana, Michigan, Illinois, Missouri, and Iowa: *Deciduous trees*, as—sugar maple, Norway maple, scarlet maple, green ash, white ash, American white elm, red oak, white oak, pin oak, American linden, and scarlet oak.

Evergreen trees, as—white spruce, Colorado blue spruce, white pine, Scotch pine, balsam fir, hemlock, and arbor vitae.

For Delaware, Maryland, District of Columbia, Virginia, North Carolina, South Carolina, Georgia, Tennessee, Florida, Alabama, Mississippi, Louisiana, Arkansas, Oklahoma, and Texas: *Deciduous trees*, as—tulip, sycamore, pin oak, white oak, scarlet oak, black oak, red oak, white ash, bald cypress, Norway maple, scarlet maple, red elm, American white elm, Kentucky coffee tree, American linden, red gum, black gum, hackberry, and willow oak.

Evergreen trees, as—white pine, long-leaf pine, slash pine, magnolia, live oak, cedar of Lebanon, and American holly.

For Wisconsin, Minnesota, North Dakota, South Dakota, Nebraska, Kansas, Colorado, Wyoming, Montana, and Idaho: *Deciduous trees*, as—bur oak, linden, Norway maple, green ash, wild cherry, larch, American elm, black walnut, hackberry, honey locust, and black locust.

Evergreen trees, as—Scotch pine, Austrian pine, white pine, Norway spruce, Colorado blue spruce, white spruce, red cedar, and arbor vitae.

For New Mexico, Arizona, Utah, Nevada, and southern Idaho: *Deciduous trees*, as—bur oak, Norway maple, American elm (infested with rust in Utah), honey locust, black locust, green ash, linden, hackberry, mountain cottonwood, valley cottonwood, sycamore, black walnut, and silver maple.

Evergreen trees, as—Austrian pine, arbor vitae, deodar cedar, box, western yellow pine, blue spruce, Douglas fir, western larch, and mountain red cedar.

For California, Oregon, and Washington: *Deciduous trees*, as—Large-leaved maple, European linden, sycamore, and weeping willow for the Coast Region, and Norway maple, European linden, sycamore, green ash, silver poplar, Russian poplar, and white willow for the Columbia Basin.

Evergreens, as—deodar cedar, Monterey cypress, Monterey pine, Lawson cypress, bigtree, Douglas fir, and western yellow pine.

a great friend of the policy of protecting and rightly using the Nation's natural resources—the name of Roosevelt.

When we are told on Arbor Day that this country has already used four fifths of all the timber its forests originally contained, and that we are now consuming the remainder four times as fast as we are growing new supplies, we see

that the need for tree-planting becomes greater with each succeeding year.

The number of trees planted on Arbor Day may be insignificant—and I believe it usually is,—but the tree sentiment aroused by the observance of the day and the various educational forces it will certainly set in motion should be most helpful in arresting the wasteful use of our forests. Before many years have passed we should have in this country all the private and public planting of trees that the needs and happiness of the people require. The struggle to bring about a policy of scientific logging and of adequate protection of all forests, especially against fire, a struggle which must be carried on by means of education and legislation and practical work, will have produced here in America a great deposit of good-citizenship tradition.

THE REORGANIZATION of Mathematics in Secondary Education, the complete report of the National Committee on Mathematical Requirements, will be ready for distribution in April. Through the generosity of the General Education Board the National Committee is able to distribute free large numbers of this report—a copy in every regularly maintained high-school library and for every individual who is interested enough to ask for it. Requests should be sent in before the edition is exhausted to the chairman, Mr. J. W. Young, Hanover, N. H.

Part I of this report, which consists of about 500 pages, deals with general principles and recommendations, including chapters on mathematics for the years seven to twelve, college entrance requirements, lists of propositions in plane and solid geometry, the function concept in secondary-school mathematics, and terms and symbols in elementary mathematics. Part II contains investigations conducted for the Committee. The Present Status of Disciplinary Values in Education is discussed by Vevia Blair; the Theory of Correlation Applied to School Grades, by A. R. Cuthorne; Mathematical Curricula in Foreign Countries, by J. C. Brown; Experimental Courses in Mathematics, by Raleigh Schorling; Standardized Tests in Mathematics for Secondary Schools, by C. B. Upton; and the Training of Teachers of Mathematics, by R. C. Archibald. A bibliography on the Teaching of Mathematics, by D. E. Smith and J. A. Foberg, is appended.

Standards of Library Service

THE YEAR 1921 brought forth three statements of standards for libraries, which are of great importance. The Library Department, under the direction of its president, Dr. Sherman Williams, framed a statement of standards for library development which was adopted by the Library Department of the National Education Association, The National Council of Teachers of English, and the American Library Association. The Council of the American Library Association at its meeting in Chicago, December 30, 1921, adopted a statement setting forth that one dollar *per capita* is the minimum revenue for the library in a community desiring to maintain adequate public-library service. The committee on normal-school libraries of the National Education Association has prepared a tentative statement of standards for libraries in teacher-training institutions. These statements taken in connection with the code of standards for secondary schools, known as the "Certain Report,"¹ indicate that the time has come when leaders conceive of the library in both school and community as an institution which should be universal.

Standards adopted by Library Department and other groups—A joint meeting of the Library Department and the National Council of Teachers of English adopted a statement about libraries in education at the Des Moines meeting of the National Education Association. The statement was endorsed by the American Library Association Tuesday, June 21, 1921. It was prepared under the direction of Dr. Sherman Williams, chief School Libraries Division of the State Department at Albany, N. Y., by a committee made up of librarians from nine different States, with Dr. J. I. Wyer, Jr., director of New York State Library, as chairman. These standards of library development are as follows:

1. All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained (a) to love to read that which is worth while; (b) to supplement their school studies by the use of books other than textbooks; (c) to use reference books easily and effectively;

(d) to use intelligently both the school library and the public library.

2. Every secondary school should have a trained librarian, and every elementary school should have trained library service.

3. Trained librarians should have the same status as teachers or heads of departments of equal training and experience.

4. Every school that provides training for teachers should require a course in the use of books and libraries and a course on the best literature for children.

5. Every State should provide for the supervision of school libraries and for the certification of school librarians.

6. The public library should be recognized as a necessary part of public instruction and should be as liberally supported by tax as are the public schools, and for the same reasons.

7. The school system that does not make liberal provision for training in the use of libraries fails to do its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education.

Standards of public library support as stated by the Council of the American Library Association in a resolution adopted December 30, 1921. The American Library Association believes that one dollar *per capita* of the population of the community served is a reasonable minimum annual revenue for the library in a community desiring to maintain a good modern public library system with trained librarians.

This sum should cover a main library with reading-room facilities, branch libraries and reading rooms within easy reach of all the people, a registration of card holders equal to at least thirty per cent of the population, and a considerable collection of the more expensive books of reference, with a home use of about five volumes *per capita* per year.

This allowance of *per capita* revenue may need modification in the case of very small or very large communities, or communities which are otherwise exceptional. Small communities may often obtain increased library service for the same expenditure *per capita* by enlarging the area of administration. The situation in large communities is often modified by the presence of good endowed libraries free for public use.

Communities desiring their libraries to supply these needs extensively and with the highest grade of trained service, will find it necessary to provide a support much larger than the minimum of one dollar *per capita*. This should cover extension work sufficient to bring home to children, foreign-speaking people, business men, artisans, advanced students, public officials, and in general all classes of the people, the opportunities that such a library is not only ready but able to afford, with a service that is administered by trained librarians having special knowledge in their particular departments.

A measuring stick for libraries in teacher-training institutions—Interest in libraries in the institutions that train teachers is especially significant in view of the fact that the conception acquired by teachers in training as to the functions of the library will largely determine their ability to make the school library a vital factor in the lives of children as well as their ability to lay good foundations for continued education through the use of public libraries.

To meet the need for a definite statement of standards by which to measure libraries in normal schools and teachers' colleges a committee of the Library Department of the National Education Association has set up a tentative code of standards as a basis for criticism and further elaboration. The committee consists of the following members, working under the chairmanship of Willis H. Kerr, librarian at the Kansas State Normal School, Emporia, Kansas:

William C. Bagley, Teachers College, Columbia University, New York.

Mary J. Booth, Librarian, State Teachers College, Charleston, Illinois.

W. M. Davidson, Superintendent of Schools, Pittsburgh, Pennsylvania.

O. M. Dickerson, President, State Teachers College, Moorhead, Minn.

Martha Caroline Pritchard, Librarian, Detroit Teachers College, Detroit, Michigan.

Mary C. Richardson, Librarian, State Normal School, Geneseo, New York.

Alexander C. Roberts, President, State Normal School, Centralia, Washington (1921-1922: Associate in Education, University of Washington, Seattle).

The statement is divided into two parts—standards for two-year normal schools and standards for four-year teachers' colleges. Each section deals with the four fundamentals—(1) building and equipment, (2) library fund, (3) the librarian and his staff, and (4) library instruction.

¹ *Standard Library Organization and Equipment for Secondary Schools*. Report of a committee of the National Education Association. C. C. Certain, chairman. Proceedings, pp. 691-719. 1918.

Two-year normal schools—The standards for schools of this type are based on an initial enrolment of three hundred students with added increments for each three hundred additional students.

Building and equipment—The library in two-year normal school with three hundred students should have one reading and periodical room of 1875 square feet to accommodate 75 readers, with 1250 additional square feet to accommodate 50 readers added for each 300 additional students.

It should have one reference room of 500 square feet to accommodate 25 readers with a like amount added for each 300 additional students.

It should have a children's room of 1000 square feet to seat 40 readers, with fifty per cent additional for each 300 students.

It should have a library classroom of 600 square feet to seat 50 students; a cataloging and workroom of 225 square feet with 200 square feet added for each 300 additional students; and an office of 180 square feet.

Book stock—The library in the two-year normal school should contain 20,000 books with 7000 added for each additional 300 students. This stock should include 15,000 for general circulation and assigned reading with increments of 5000 for each 300 additional students; for special reference, including bound periodicals, 3000 volumes with increments of 1000; for the children's library, 2000 volumes with increments of 1000.

Equipment—A statement covering stacks and shelving, illustrative material, furniture, and library apparatus is to be developed.

Library fund—There should be at the disposal of the librarian, not including salaries and building maintenance \$2500, with \$1000 more for each additional 300 students.

Librarian and staff—The librarian should be a college graduate; plus one year of special training in an approved library school; plus three years' successful library or high-school teaching experience, preferably both. Members of the staff should be college graduates, plus one year of library-school training; plus one year of high-school teaching experience.

The librarian should rank as a full professor with a vote in the faculty. Staff members should rank as instructors. For the first 300 students there should be one librarian, one reference and children's librarian, one cataloger, and three loan desk attendants. One loan desk

attendant should be added for each 300 students. The salary of the librarian should be comparable with that received by the professor of English. Salaries of the staff should be on a par with the better-paid instructors in English.

Library instruction—At least twelve lessons in the use of the library should be required of all freshmen. These should be taught by a member of the library staff. A three-hour course in children's literature should be required for graduation.

Four-year teachers' colleges—The standards for teachers' colleges are based on an initial enrolment of five hundred students with added increments for each additional five hundred students.

Building and equipment—The library in a four-year teachers' college with 500 students should have one reading and periodical room of 2500 square feet to accommodate 100 readers with 1500 added square feet to accommodate 75 readers for every 500 additional students.

It should have one reference room of 1250 square feet to accommodate 50 readers with like amount added for each 500 additional students.

It should have a periodical room of 1000 square feet to seat 50 readers with 400 square feet to accommodate 25 added readers for every additional 500 students.

It should have a children's room of 1000 square feet to seat 50 readers, with 500 square feet to accommodate 25 added readers for every 500 additional students.

It should have a library classroom of 750 square feet to seat 60; a cataloging room of 300 square feet; 2 workrooms of 400 square feet each; and an office of 300 square feet, with 200 added square feet for each additional 500 students.

Book stock—The library in a four-year teachers' college, which enrolls 500 students, should contain 20,000 books for general circulation and assigned reading, with an added 10,000 for each additional 500 students; 7500 special reference books including bound periodicals, with an added 2000 for each additional 500 students; 2500 children's books with an added 1000 for each additional 500 students.

Equipment—A statement covering stacks and shelving, illustrative material, furniture, and library apparatus is to be developed.

Library fund—There should be at the disposal of the librarian not including salaries and building maintenance

\$6000 per year with \$3000 more for each additional 500 students.

Librarian and staff—The librarian should be a college graduate; plus one or two years' training in an approved library school of five years of conspicuously successful experience; plus five years' successful high-school teaching or library experience, preferably both. Members of the staff should be college graduates; plus one year of library-school training; plus one year of high-school teaching experience.

The librarian should rank as a full professor and head of a department with a vote in the faculty. Staff members should rank at least as instructors, but library department heads with sufficient academic attainments should rank as associate professors. The staff of the librarian should consist of five, namely, one reference and library instructor, one cataloger, one children's librarian, and two loan desk attendants, with two added attendants for each additional 500 students. The salary of the librarian should be comparable with that received by the professor of English or other important department heads. Salaries of the staff should be on a par with the better-paid instructors and associate professors.

Library instruction—At least twelve lessons in the use of the library should be required of all freshmen. These should be taught by a member of the library staff. A three-hour course in children's literature should be required for graduation. Credit should be given for elective courses, such as library organization, bibliography, and reference work.

THE SCIENTIFIC SPIRIT has today come to dominate all lines of human thinking, and the applications of scientific principles have, in the past century, completely changed all the conditions surrounding human life. Applied to education, this new spirit has transformed the instruction and the methods of the schools, led to the creation of entirely new types of educational institutions, and introduced entirely new aims and methods and purposes into the educational process.—Ellwood P. Cubberley.

THE TEACHER—whether mother, priest, or schoolmaster—is the real maker of history; rulers, and statesmen, and soldiers do but work out the possibilities of coöperation or conflict the teacher creates.—H. G. Wells.

Teacher Councils

E. J. ORTMAN

Dean of Fisk University, Nashville, Tennessee

An organized means for more effective participation of teachers in determining the governing policies of schools

THE FIRST teacher council was established to solve a specific problem. In 1908, the city schools, of Dallas, Texas, were disrupted by antagonisms among some of the teachers and the officials. Mr. Arthur LeFevre, who assumed the duties of superintendent of schools in 1909, devised the council to mitigate these antagonisms. By providing a means through which some common school tasks might be done cooperatively it was hoped that a spirit of forbearance and tolerance would result among the school workers.

Another of the earlier councils, that of New Britain, Connecticut, was organized by Superintendent S. H. Holmes about 1910. This council was established to secure certain professional values for the schools and the teachers. The purposes given for forming the council are as follows: (1) To furnish the teaching body a definite and organized means for conference with the school committee for the expression of its sentiments and judgments; (2) To encourage professional improvement among the teachers; (3) To develop a sense of solidarity among the teachers; (4) To afford the largest opportunity for initiative on the part of the teachers.

During the years 1911-12 Ella Flagg Young, Superintendent of the Chicago Schools, attempted to have the teachers simplify the course of study for the elementary grades. After repeated failures to have this work done she established the teacher council about 1913. It was through this organization the course of study was simplified.

About 1915 the teachers of the Minneapolis schools requested the privilege of forming the teacher council. The president of the council, Miss M. Harris, explained the purposes for forming the council thus: "That the teachers might know and understand the administrative officers and in turn be known and understood by them; in the hope, too, that from those who are in direct contact with the children would come most valuable suggestions," the council was formed.

In 1917, Dr. F. Spaulding, Superintendent of the Cleveland, Ohio, Schools, instituted the teacher council there. The purposes given for forming it are: (1) To give oral or written advice to the superintendent whenever requested by him; (2) To hold conferences with the superintendent upon questions pertaining to the welfare of the Cleveland public schools.

Since 1917, many councils have come into existence. Among these may be named: Buffalo, N. Y., Colorado Springs, Colo., East Hartford, Conn., Ironwood, Mich., Kansas City, Kan., Kansas City, Mo., Montclair, N. J., Poughkeepsie, N. Y., Republic, Mich., Pueblo, Colo., Topeka, Kan., Ypsilanti, Mich., and others.

A summary of the purposes usually given for forming teacher councils shows the following: To assist the administrative officials to form more desirable school policies; to establish or increase the spirit of helpfulness and cooperation among teachers; and to improve the professional education among the school workers. Each of these purposes is very laudable. Helpfulness and cooperation may be developed, it is thought, through the practice the council gives in the cooperative solution of school problems, while through the interest engendered in doing these tasks it is hoped that the school workers may improve their professional education.

Many councils claim to have received the values anticipated in the purposes given for forming the organization. The Boston Council has done valuable work in reorganizing the course of study, in establishing higher standards of attainment for students in various subjects, in standardizing instruction in certain subjects, and in selecting suitable books and equipment for teaching different classes. The Minneapolis Council has served the schools acceptably by working out more desirable systems of reports, by recommending certain changes in school-building plans, and by planning and carrying out Americaniza-

tion campaigns. The Republic, Michigan, Council wrote portions of the course of study, recommended texts for adoption, and devised merit systems for rating teachers. The Montclair, New Jersey, Council conducted a teacher lecture and entertainment course and assisted, in an organized way, the board of education in moulding public sentiment.

These few illustrations point to some of the fields of work of the teacher councils. Over fifty important school tasks have been undertaken by various councils. The success with which they have done these tasks is indicated in some measure by the statements of administrative officials who have used the council. Dr. F. Spaulding in speaking of the councils at Minneapolis and at Cleveland said: "My experience has confirmed me in my confidence in cooperative administration." He distributes the values of teacher participation through the teacher councils under three heads thus: "First, it tends to the development of high morale throughout the entire system. Second, it tends to make available for use the wealth of experience, of knowledge, of inspiration and ideals, represented by the whole teaching force. And third, this type of administration furthers the professional education and progress of everyone concerned."

Mr. Franklin B. Dyer, superintendent of the Boston Schools in 1912-18, in referring to the work of the teacher council said: "I desire to commend the constructive work of these councils. They are to this school system what the research and testing laboratories are to the great manufacturing concerns." The late Superintendent F. V. Thompson, of Boston, said: "It is gratifying to point to the spirit of harmony now existing between the executive officers and the teaching force. Such a spirit is to be expected when the effort is made to focus the attention of both the executive and the teacher on the common purposes for which each serves—namely, the welfare of the child."

The teacher council is distinctly a teachers' organization. It is made up of various groups of teachers in the school system. The councils range in numbers from six to forty-five or more. Perhaps the median number is about eighteen. The groups usually represented are kindergartners, primary teachers, intermediate teachers, high-school teachers, principals, special teachers, and supervisors.

There are several prevalent methods of electing representatives to the council. Frequently the school-building group assembles and elects representatives from the various groups of teachers. Sometimes each class of teachers in the city schools assembles at a central building and elects its representatives. The clubs of the school at times form the basis for electing representatives. Sometimes the candidates for representatives are chosen by ballot by all teachers voting in the school system. While the method of selecting representatives is important it is much more important that the distribution of representatives be well made and that the most competent members be chosen. All groups of teachers should be equitably represented by men and women who have breadth of view on the problems of education and the schools.

At the first meeting of the representatives in the fall the council is organized by electing officers, usually a president, a vice-president, a secretary, and a treasurer. Frequently, too, there are representatives appointed from the council to the administrative officials. However, the conference committee which is sometimes used in place of the representatives is made up of the executive officers of the council together with one or more elected members from the council. Frequently the teacher council has specified times for meeting with the board of education and the superintendent of schools and the appointment of a conference committee or of special representatives is unnecessary.

The teacher council is regarded as unique in the field of teacher organizations. Its membership is chosen by teachers; it is governed by a constitution and by-laws; it considers on its own volition problems of school policy; it has State recognition in New Hampshire and charter recognition in St. Paul, Minnesota; and recognition by the board of education in many cities. However, there are many councils that have no recognition.

It is thought that a great field of usefulness awaits the teacher council. There is a higher type of coöperation to be built up between the teachers and the administrative officials of the school. Many new points may be established where coöperative solution of tasks may be developed; and where slight coöperation now exists a more vigorous type may be secured. New enthusiasms, growing out of a consciousness of

being sharers in the solution of the important problems of the schools and education, may be developed among all the workers in the school system. Greater initiative in dealing with the complicated problems of education may be developed. The teacher council is organized to secure these values.

The usual procedure followed in instituting the teacher council is: First, have a real problem or problems to be solved. Second, secure the approval and recognition of the superintendent of schools and the board of education for the council. Third, appoint committees to draft the constitution and by-laws. The main sections of the constitution are: (a) Name of council; (b) Purposes for forming organization; (c) Membership; (d) Manner of electing members; (e) Time of election; (f) Time, place, and number of meetings; (g) Officers; (h) Duties of officers; (i) Relationships to administrative officials; (j) Amendments. Fourth, submit and have approved the constitution. Fifth, follow to the letter the constitution and by-laws both in organizing and in conducting the council. Sixth, attain the purposes for organizing the council and solve the problem. Seventh, study to show yourself approved of all those interested in education, a workman that need not be ashamed, rightly solving the problems of the schools and education.

Ethics for Teachers

THAT INTEREST in ethical codes for teachers continues to grow is indicated by the many requests that come to headquarters from officers of State and local associations for copies of such codes. The Pennsylvania code was published in THE JOURNAL for May, 1921, and the Michigan code in the October, 1921, JOURNAL. The following code was compiled by the teachers of the Batavia, Illinois, schools under the direction of Superintendent H. C. Storm:

Attitude toward the children. We believe—

In taking a personal interest in the progress of each student.

In having confidence in their virtues and understanding their weaknesses.

That Batavia children cannot be educated except through their own activity. Therefore we encourage projects of all kinds.

That the test of good teaching is to leave the child with a desire to know more.

That the best discipline is that which results from good comradeship.

In freedom and that the truth will make Batavia children free.

In creating an atmosphere of pure thinking.

That character building is the prime essential in education.

Attitude toward the public. We believe—

That Batavia's interests should be our interests.

That Batavia citizens are strong for education.

That Batavia parents have a right to expect us to set a good example to the youth of Batavia.

That there should be no discrepancy between a real teacher's acts and words.

That most misunderstandings lose their reality when parent meets teacher.

In giving our best without the stimulus of the dollar.

That all our work should bear the stamp of truth.

That there is no greatness except the greatness of service.

Attitude toward co-workers. We believe—

In a happy coöperation plus good will and friendliness.

That it is possible for Batavia teachers to be as good as the best in the United States.

That teachers know more about teaching than do those outside the profession.

That it is unwise for teachers to criticize co-workers or predecessors in the presence of pupils or patrons.

That "shop talk" in the presence of strangers is altogether undesirable, leads them to draw unpleasant inferences, and casts odium upon our profession.

In the golden rule.

Attitude toward our profession. We believe—

That we should affiliate with professional organizations, especially the National Education Association and the State Teachers' Association.

That we should seek new educational theories and adopt those of proven value.

In a professional attitude and in business methods.

That disloyalty is unprofessional.

That it is unprofessional for a teacher to resign without the consent of the board unless his contract provides for release upon proper notice.

LEARN THESE two things: never be discouraged because good things get on so slowly here; and never fail daily to do that good thing which lies next to your hand.—G. MacDonald.

STATE DIRECTORS OF THE NATIONAL EDUCATION ASSOCIATION



Arizona—J. D. Loper, Superintendent of Schools, Phoenix.



Arkansas—Annie G. Grifey, Primary Supervisor, Little Rock.



California—Mary F. Mooney, Vice-Prin. Wash. School, San Francisco.



Connecticut—L. T. Garrison, Inspector of Schools, Willimantic.



Florida—F. A. Hathaway, County Supt. of Schools, Jacksonville.



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



Idaho—T. B. Schank, Superintendent of Schools, Ceur d'Alene.



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



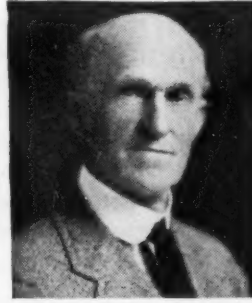
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Maryland—William Burdick, Supt. of Physical Education, Baltimore.



Massachusetts—Mary McSkimmon, Prin. Pierce School, Brookline.



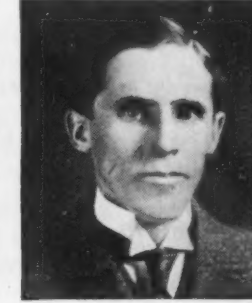
Mississippi—E. E. Bass, Superintendent of Schools, Greenville.



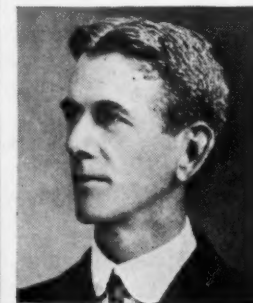
Nevada—Chauncey W. Smith, Superintendent of Schools, Elko.



New Hampshire—D. W. MacLean, Headmaster of High School, Berlin.



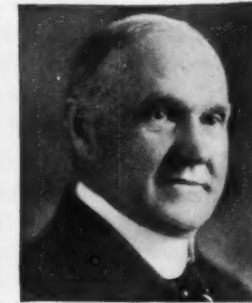
New Mexico—John Milne, Superintendent of Schools, Albuquerque.



North Carolina—R. H. Wright, Pres. Teachers' Tr. School, Greenville.



Oregon—C. A. Rice, Assistant Superintendent of Schools, Portland.



Pennsylvania—W. M. Davidson, Superintendent of Schools, Pittsburgh.



Philippine Islands—L. B. Bewley, Director of Education, Manila.



South Dakota—M. M. Guhin, Director of Americanization, Pierre.



Tennessee—R. L. Jones, President State Normal School, Murfreesboro.



Utah—L. J. Nuttall, Jr., Superintendent of Schools, Spanish Fork.



Vermont—C. S. Woodruff, Prin. Vt. State Teach. Tr. Course, Castleton.



Washington—Jennie M. French, Prin. Point De fiance School, Tacoma.



Wyoming—A. A. Slade, Superintendent of Schools, Casper.

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

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Editor-in-Chief, William C. Bagley

Publication Staff

Joy Elmer Morgan
Managing Editor

R. S. Erlandson
Business Manager

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

Salary Schedules Are to be Maintained

HAD the National Education Association rendered no other service to the cause of education and to the teachers of the Nation than its campaigns for adequate salaries its work would have been well worth while. As one superintendent put it, "If the teachers of America really knew what the Association has done for them, it would have not 100,000 members, but 700,000." Earlier in the year there was some fear of general retrenchment. The Association issued statements of the need for still further salary increases and gave out facts to the newspapers. The outlook grew less threatening.

In the meetings of Chicago leaders with a vision of the Association's great purpose presented the case for adequate salaries clearly in terms of child well-being and public welfare. Following the recommendation of a wise and representative resolutions committee the Department of Superintendence went on record in favor of maintaining adequate salary schedules. That resolution, reinforcing the well-known position of the Association, will strengthen the hands of every school officer in his fight for better supported schools.

The influence of the National Education Association has come to be enormous in matters of this character because its appeals have been put upon a high plane.

The Towner-Sterling Bill

AS REPORTED in former issues of THE JOURNAL, action on the Towner-Sterling bill has been delayed for months by the promised report of the Chairman of the Reorganization Committee. Definite assurance was given that a report on the reorganization of the executive departments would be made in January. This report of the chairman has not yet been made to the Reorganization Committee, but it is understood that it is now in the hands of the President.

Feeling that we had waited long enough for this reorganization report, and having been advised by members of the Reorganization Committee that a report would probably not be made for some time, steps were taken to secure an immediate report on the Towner-Sterling bill by the Committee on Education of the House. The Senate Committee on Education and Labor has been without a chairman since the resignation of Senator Kenyon, and for this reason it has seemed best to concentrate our efforts on the House Committee.

In response to insistent demands by the friends of the Towner-Sterling bill that action be taken, two conferences of leaders in the House Committee on Education were held. It was stated authoritatively at these conferences that the President planned to press the reorganization program, and that he desired that action on the Towner-Sterling bill be further delayed, pending his recommendations on the reorganization of the executive departments. Under these circumstances the conferees decided to delay action on the Educational bill until the President had had more time to formulate and announce his reorganization plans. It was stated that the President had practically conceded the creation of a Department of Education and Welfare.

Meanwhile the support of the Towner-Sterling bill is constantly growing. Organizations of citizens are being formed in many States to promote public education and secure the passage of this bill. Friends of public education are thoroughly aroused and are determined to make their influence felt on members of Congress. Opposition to a measure so fundamentally sound must give way to the united influence of those who recognize the essential importance to our National prosperity of a strong, intelligent citizenship. In a representative

democracy the people will ultimately determine the laws. We have only to demonstrate to Congress that the friends of public education are mightier than its foes.

Write to your Senators and Congressmen and get others to write them. Keep on writing them until they declare their stand on the Towner-Sterling bill. Do not accept an evasive answer. Insist on a definite commitment, not only by the present members, but by every candidate for Congress in your State. Report the results of your efforts to the National Education Association. Remember that this fight is in support of the free public school, essential to the preservation and development of our National life.

The Triumph of Professional Unity

IN THE FIELD of professional organization the past few years have been a period of rapid growth and adjustment. There has naturally been more or less concern as to the ultimate effects of the movements taking place—a concern born not of any fear as to the ultimate outcome but rather of the natural clash of enthusiasms of leaders rising to meet the emergencies in education. Before the Des Moines meeting there were those who felt uncertain as to the success of the new representative organization of the National Education Association. The fine spirit and high efficiency of that meeting followed by a wave of professional enthusiasm such as the country has not before known has established beyond the hopes of its warmest advocates the wisdom of professional organization in which every teacher has a definite part.

Before the Atlantic City meeting there was concern as to the direction which the reorganization of the Department of Superintendence might take. That meeting settled for all time the question of unity with the parent Association. The spirit of 1870, when three great National organizations pooled their forces to become the present Association, asserted itself with such force as to make every member proud of professional loyalty in America.

The Chicago meeting also involved some real difficulties. Pressing problems had been adjusted only tentatively at Atlantic City. These problems were faced frankly by the Department in Chicago, which adopted a constitution defining its membership in terms that include those who have common interests in matters of educational administration.

Resolutions of the Department of Superintendence

Chicago, Illinois, March 2, 1922

REITERATED endorsement of the Towner-Sterling bill and the maintenance of adequate salary schedules for teachers are features of the resolutions which were drafted under the leadership of State Superintendent Francis G. Blair, of Illinois, and his representative committee and unanimously adopted by the Department of Superintendence at its final business meeting at Chicago, Thursday morning, March 2, 1922. In addition to Superintendent Blair, the resolutions committee included Miss Katherine Hamilton, assistant superintendent of schools, St. Paul, Minnesota; Mr. Will C. Wood, State superintendent of public instruction, Sacramento, California; Mr. Edwin C. Broome, superintendent of schools, Philadelphia, Pennsylvania; Mr. Frank W. Ballou, superintendent of schools, Washington, D. C.; and Miss Charl Ormond Williams, superintendent of the schools of Shelby County, Memphis, Tennessee, and president of the National Education Association. The resolutions in full are as follows:

THE DEPARTMENT of Superintendence of the National Education Association of the United States, representing, as it does, the head education officers, administrators, and superintendents of the school systems of the several States and territories of the Union, believing that huge armaments on land and sea, are disturbers rather than promoters of international goodwill and world peace, creators rather than reducers of those vast National debts which hold the masses of mankind in poverty and ignorance, do hereby most heartily commend President Harding and his cabinet for their leadership in calling the world conference on the limitation of armaments and for the far-reaching and fundamental work accomplished; and believing that the war-worn peoples of the earth realize now as never before that an ignorant populace is one of the main causes of wars, furnishing as it does an easy prey for deception and exploitation by ambitions and unscrupulous

leaders, and that moved by the revelations of this great war the quickened thought of mankind is turning with eager faith and hope to universal education as the only guarantee of and sure foundation for a permanent world peace, and believing that in their search for a system of free public education which gives promise of immediate and abiding results, the American system of public instruction cannot avoid becoming an object of searching inquiry and observation—believing these things, we the members of the Department of Superintendence undertake a restatement of those principles and policies which we consider fundamental to the organization, administration, supervision, and instruction of a thorough and efficient system of schools, sufficiently elastic and responsive to meet the needs and demands of the growing thought and life of democracy.

1. No Nation-wide system of education can be thorough and efficient in implanting National ideals, aspirations, and principles in the minds of the youth, in transmitting from generation to generation its spiritual and intellectual inheritance, without liberal financial support from district, county, State, and Nation. Most of the defects and failures of such a system as reflected in unfit, unsanitary grounds and buildings, in inadequate equipment and courses of study, in ill-trained and incompetent teachers and supervisors, are traceable to insufficient revenues. Granting the possibility of effecting economies in present costs through better organization and instruction, we renew our former declaration that in order to raise the level of intelligence and citizenship throughout the Nation, in order to remove the National menace of ignorance and illiteracy, our State and National leaders must face the great task with statesmanlike vision and courage and provide for such National, State, and local revenues as will make possible the establishment of Nation-wide standards of intelligence, morality, and good citizenship.

2. In the consideration of Federal appropriations, it is necessary to restate

and redefine the responsibility and authority of Nation and State in the establishment and control of public education. Education is a function of the State and not of the Nation. The principles of our Government and the teachings of our history establish that fact. Any attempt to transfer or limit this peculiar State function cannot fail to impair rather than improve the effectiveness and thoroughness of education. However great the need may be for more uniform opportunities and standards of education throughout the Nation, however lofty and patriotic the motives of those who may advocate it, any plan, either by direction or indirection, to establish and control educational standards and policies from the National capital will be destructive of sound governmental and educational principles and policies. But grants of vast tracts of land and large sums of money have been made from time to time by the Federal Government to the States for the encouragement of education, without such conditions as impaired the educational authority and responsibility of the States accepting such grants. In-so-far as certain features of the Smith-Lever and the Smith-Hughes acts seem to violate this principle we call upon Congress to amend them.

3. Believing that the Towner-Sterling bill now before Congress recognizes and embodies the policy of the undivided responsibility and authority of the State in matters of education, we reaffirm our approval of the principles of that bill.

4. Much of the thoroughness and efficiency of a school system depends upon the size and character of the school unit of taxation and supervision. The small local district with a small enrolment and small taxable wealth is a relic of pioneer times and is an obstruction to educational progress. The size and shape of the local school district must be determined not only by its educational needs but by its revenue resources. As the child is as much a citizen of the county and State as he is of the local district, a part of the cost of his education should be borne by the county and the State. The county should be a unit for taxation and supervision in order to equalize educational opportunities and establish uniform standards throughout the country. The State should be a unit for taxation and supervision in order to equalize the educational opportunities and maintain uniform minimum standards throughout the State.

To the financing and management of public education should be applied the soundest business principles and experience. We approve the budget system of estimating the annual needs and apportioning the annual revenues and the use of a uniform plan of cost accounting such as has been recommended by a committee of this Department.

5. We believe that a system of public instruction to meet thoroughly and effectively the needs and demands of a free and self-governing people with universal suffrage, must offer a program of free educational opportunity extending from the kindergarten through the university, that the courses offered should be responsive to the growing thought and needs of society and should prepare for complete living in the social, intellectual, and industrial life of a democratic community. Such programs of study should provide in addition to the so-called cultural studies, courses in history and principles of our Government, thrift, vocations and home making, health, and social service.

6. If the National disgrace of ignorance and illiteracy is to be removed, thorough and effective compulsory attendance laws must be enacted and enforced in every State and district in the Union.

7. Current criticism of autocratic and domineering superintendence, of overlapping, duplicating and conflicting supervising authorities, whether well-founded or not, must not blind the public to the fact that one of the greatest needs of our school system, one of its most economic factors, is close and effective supervision. The need of teachers with native and acquired abilities is basic and paramount, but unless there is wise, sympathetic, forceful leadership to unify and direct their efforts toward common ends there must and will be great confusion, conflict, and waste. We therefore, declare a thorough and efficient system of schools impossible without close and competent supervision in every district, county, and State.

8. We declare for careful statutory definitions of the respective functions and for clear and definite legal provisions establishing the duties and powers of State, county, and district superintendents.

9. There can be no such thing as an equal educational opportunity for the youth of a State or Nation until every child has a thoroughly prepared and efficient teacher. What we would im-

plant in the hearts and minds of our children must first be found in the hearts and minds of the teachers. To secure for every school in America a good teacher is the most imperative need and demand of the hour. Therefore, in order to attract the brightest and the best persons into the teaching work and to encourage them to make the necessary preparation, we recommend that this Department commit itself to a campaign.

(a) To hold the present salary schedules against the reaction which has already set in.

(b) To hold and strengthen our teachers' pension and retirement funds.

(c) To lift the standards of qualification so as to exclude the untrained and unfit.

(d) To enlarge and strengthen our teacher-training institutions.

10. We believe that the interests of teachers and superintendents are one and we deplore any and all influences or forces which seek to create division and conflict between them.

11. We believe that thoroughness and efficiency in our school systems demand that teachers and superintendents who have met the standard of qualifications and employment shall not be dismissed from their positions except upon definite charges stated and established.

12. We feel that our schools cannot do their best work without the intelligent sympathetic support of that basic

institution, the American home. Every influence which tends to impair the home life of the Nation is a blow struck at every other institution, but more especially at our schools. Every effort to strengthen and enrich the home life of our people should have the aggressive support of this Department. We, therefore, commend the National Home Makers Guild in its effort to secure professional recognition of this great work and to secure through proclamations of the President of the United States and the Governors of the several States the setting aside of October the 31st, each year, as Home Makers Day.

13. We declare that the public schools of America are established and maintained for the education of children in a knowledge of the truth and we deplore the apparent tendency to make them a medium for the spread of propaganda of various kinds. We further protest against the use of our public-school organizations for the furtherance of commercial schemes or as agencies for the collection of money for any purpose whatsoever.

14. In order that our educational system may more effectively remove illiteracy, and more thoroughly Americanize and assimilate the foreign-born elements in this country we call upon Congress to close the doors for the present against any further foreign immigration.

ENROLMENT and AFFILIATION

Completed Enrolments

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

AFTON, WYO., *School District Number Nineteen*.
 AMESBURY, MASS., *Amesbury Junior High School*, Mabel E. Lunt, Principal.
 ATLANTIC CITY, N. J., *Atlantic City Public Schools*, Charles B. Boyer, Superintendent; *Massachusetts Avenue School*, Mary K. Biggins, Principal; *New Jersey Avenue School*, Alice Harford, Principal.
 AUBURN, MAINE, *Franklin School*, Sarah E. Ingersoll, Principal.
 BANGOR, MAINE, *Longfellow School*, Augusta P. Kirstein, Principal.
 BAR HARBOR, MAINE, *High School*, Louis J. West, Principal.

BATTLE CREEK, MICH., *Junior High School*, Mrs. E. J. Welsh, Principal; *School Number One*, Margaret K. Stannard, Principal; *School Number Two*, Mary Jane Alexander, Principal; *School Number Three*, Isabel Lokie, Principal; *School Number Four*, Agnes Ross, Principal; *School Number Five*, Frances Kneeland, Principal; *School Number Six*, Emma Hubbard, Principal; *School Number Seven*, Nellie Fox, Principal; *School Number Eight*, Gertrude Lamson, Principal; *School Number Nine*, Helen Butterfield, Principal; *School Number Twelve*, Margaret Ross, Principal; *School Number Thirteen*, Adelaide Decker, Principal; *School Number Fourteen*, Pearl Payette, Principal.

BAXTER, IOWA, *Baxter High School*.
 BELLEFONTAINE, OHIO, *North School*, Susie M. Parker, Principal.
 BERWICK, MAINE, *Elementary School*, Henry F. Norton, Principal; *High School*, A. J. Brimstine, Principal.
 BISBEE, ARIZ., *Lincoln School*, Frances Chamberlin, Principal.

- BOISE, IDAHO, *Whittier School*, Jessie Cole, Principal.
- BRADLEY, MAINE, *Village School*, Ada M. Weston, Principal.
- BRIDGETON, N. J., *Vine Street School*, Clara T. Mulford, Principal.
- BROCKTON, MASS., *Shaw School*, Arlena F. Russell, Principal.
- BROOKLINE, MASS., *J. Elliot Cabot School*, Lucie A. Metcalf, Principal; *Heath School*, Richard D. Tucker, Principal; *Parsons School*, Lillian W. Davis, Principal.
- BUENA VISTA, COLO., *Buena Vista Public School*, Harry L. McGinnis, Superintendent.
- BURLINGTON, IOWA, *James Wilson Grimes School*, Louise C. Gutekunst, Principal.
- CAMBRIDGE, OHIO, *Central School*, Jemie Whitehead, Principal.
- CAPE ELIZABETH, MAINE, *Pond Cove School*, Mrs. Louise S. Clayton, Principal.
- CASTLE HILL, MAINE, *Castle Hill Public Schools*, Elmer H. Webber, Superintendent.
- COKEVILLE, WYO., *School District Number Five*.
- COLORADO SPRINGS, COLO., *Bristol School*, Katherine Courtney, Principal; *Buena Vista School*, Louise D. Coffin, Principal; *Longfellow School*; *Washington School*, Nellie A. Remick, Principal.
- CUMBERLAND, WYO., *School District Number Three*.
- DECATUR, ILL., *Roach School*, Mary Margaret Roach, Supervising Principal.
- DENVER, COLO., *Denver Principals' and Directors' Association*, P. L. Clarke, Treasurer; *Corona School*, Dora M. Moore, Principal; *Logan School*, E. T. McGrew, Principal; *McKinley School*, Clara J. Coney, Principal; *Myrtle Hill School*, Sarah P. Ketner, Principal.
- DEXTER, MAINE, *Pleasant Street School*, Grace E. Pooler, Principal.
- DIAMONDVILLE, WYO., *School District Number Two*.
- DIXFIELD, MAINE, *Dixfield Village School*.
- DRESDEN, MAINE, *Bridge Academy*, N. S. Lord, Principal.
- EAST CHICAGO, IND., *Harrison Grade School*, Aria Spencer, Principal; *Washington Grade School*, Roy Feik, Principal.
- EGBERT, WYO., *School District Number Nine*, T. O. Rouch, Superintendent; *Egbert Rural School*; *Egbert Village School*.
- FAIRBANK, IOWA, *Fairbank Public School*, J. H. Williams, Superintendent.
- FAIRBANKS, ALASKA, *Fairbanks Public Schools*, W. K. Keller, Superintendent.
- FORT COLLINS, COLO., *Remington School*, Emma L. Hanson, Principal; *Washington School*, Helen Love, Principal.
- FORT KENT, MAINE, *Fort Kent High School*, R. S. Finley, Principal; *Madaswaska Training School*, Mary P. Nowland, Principal.
- FRYEBURG, MAINE, *Fryeburg Academy*, Edwin K. Welch, Principal.
- GENESEO, ILL., *Elementary Teachers' Association*, Mabel C. Young, Secretary.
- HARTLAND, MAINE, *Village School*, Hal Crandelmire, Principal.
- HIGHLAND, ILL., *Highland Public Schools*, C. L. Dietz, Superintendent; *Highland Grade School*, Lillian Wenger, Principal; *High School*, Rowena Galbraith, Principal.
- HOULTON, MAINE, *Fair Street School*, Alice M. Porter, Principal.
- INDIANAPOLIS, IND., *School Number Fifty-six*, Grace M. Block, Principal.
- ISLAND FALLS, MAINE, *High School*, C. A. Landers, Principal.
- KEARNEY, NEBR., *Alcott School*; *Emerson School*; *Junior High School*, Hazel I. Schrack, Principal.
- KEMMERER, WYO., *School District Number One*, Joseph E. Burch, Superintendent; *School District Number Two*, A. L. Burgoon, Superintendent; *School District Number Three*, Myra E. Geer, County Superintendent; *School District Number Five*, L. L. Bender, Superintendent; *School District Number Nineteen*, C. A. Smith, Superintendent.
- KENNEBUNK, MAINE, *Grammar School*, Alice M. Varney, Principal.
- KENTON, OHIO, *Kenton Public Schools*, D. B. Clark, Superintendent.
- KEZAR FALLS, MAINE, *Porter High School*, George F. L. Bryant, Principal.
- KIRKWOOD, MO., *Henry Hough School*, Maude Snider, Principal.
- LA PRAIRIE, ILL., *Community High School*, K. A. Wilber, Superintendent.
- LEE, MAINE, *Lee Academy*, J. K. Pottle, Principal; *Model School*, Mrs. Horace Kennedy, Principal.
- LEVISTON, MAINE, *Dingley School*, Adelaide V. Finch, Principal.
- LITTLE ROCK, ARK., *Mitchell School*, G. T. Huckaby, Principal.
- LOVELAND, COLO., *Loveland Public Schools*, R. W. Truscott, Superintendent; *Garfield School*, Belle Burkholder, Principal; *High School*, C. B. Raybourn, Principal; *Lincoln School*, Mary E. Blair, Principal; *Washington School*, Edith Young, Principal.
- LYNN, MASS., *Coburn Street School*, Bertha B. Chesley, Principal.
- MADISON, MAINE, *Old Point Avenue School*, Nellie E. Holway, Principal; *Weston Avenue School*; *Brooklin Village School*, F. E. Drisko, Principal.
- MANKATO, MINN., *Roosevelt School*, Mrs. Beatrice T. Mark, Principal.
- MAPLETON, MAINE, *Mapleton Public Schools*, Elmer H. Webber, Superintendent; *Mapleton High School*, Franklin S. Cunningham, Principal.
- MARION, OHIO, *Central Junior High School*, W. C. Selanders, Principal.
- MERIDEN, CONN., *Hanover School*, Nellie E. Simons, Principal.
- MILWAUKEE, WIS., *Mineral Street School*, Reinhard H. Ruhne, Principal.
- MOLINE, ILL., *William Carr School*, Florence Donahy, Principal.
- MONTGOMERY, ALA., *Montgomery County Schools*, A. F. Harman, Superintendent.
- MUSKEGON, MICH., *Pillsbury School*.
- NEW ORLEANS, LA., *Benjamin Franklin School*, Antoinetta Ivichievich, Principal; *Thomas J. Semmes School*, Mary A. Dudenhefer, Principal.
- NORTH BERWICK, MAINE, *Grade School*, Gladys Burns, Principal; *High School*, A. E. Gregory, Principal.
- OLD ORCHARD, MAINE, *Old Orchard Public Schools*, F. H. B. Heald, Superintendent.
- OMAHA, NEBR., *Central Park School*, Margaret Hamilton, Principal; *Druid Hill School*, Maude M. Smith, Principal; *Farnam School*, Jessie A. Robeson, Principal; *Highland School*, Elsie M. Smith, Principal; *Windsor School*, Mrs. Cora S. Anderson, Principal.
- PAULDING, OHIO, *Paulding County Schools*, J. C. Berg, Superintendent.
- PLYMOUTH, MASS., *High School*, William F. Allen, Principal; *Junior High School*, Katherine A. O'Brien, Principal.
- PORTLAND, MAINE, *Hazeltine School*, Will O. Hersey, Principal; *Portable School*, Susan J. Sawyer, Principal.
- PORTSMOUTH, N. H., *Junior High School*, G. L. Moody, Principal.
- PRESQUE ISLE, MAINE, *Arroostook State Normal School*, S. L. Merriman, Principal; *High School*, H. S. Read, Principal; *Training School*, Alice M. Coffin, Principal; *Princeton Elementary School*, Mrs. F. H. Freeman, Principal.
- PUEBLO, COLO., *Pueblo Public Schools*, J. F. Keating, Superintendent; *Bessemer School*, Linah Swanzy, Principal; *Carlile School*, Inez J. Chase, Principal; *Central High School*, D. K. Dunton, Principal; *Central School*, Blanche Swinehart, Principal; *Columbian School*, Wirma E. Palmer, Principal; *Corona School*, Dell Barkley, Principal; *Danforth School*, Caroline Strack, Principal; *Edison School*, Elizabeth Alexander, Principal; *Junior High School*; *Lakeview School*, Jennie K. Dingman, Principal; *Lincoln School*, Lulu D. Graham, Principal; *Minnieque School*, Alice Macdonald, Principal; *Wildeboor School*, Nannie Walker, Principal.
- REDLANDS, CALIF., *McKinley School*, Emma L. Jackson, Principal.
- RICHMOND, MAINE, *High School*, H. B. Swicker, Principal.
- RIVERTON, WYO., *Riverton Public Schools*, C. M. Whitlow, Superintendent; *Riverton High School*, T. J. Watson, Principal; *Riverton Grade School*, Retta Yockey, Principal.
- ROCKFORD, WASH., *Rockford Public Schools*, M. E. Brown, Superintendent.
- ST. CHARLES, MO., *McKinley School*, Annie C. Bailey, Principal.
- ST. JOSEPH, MO., *St. Joseph Public Schools*, J. W. Thalman, Superintendent; *Bartlett School*, C. W. Black, Principal; *Benton School*, Fred E. Vandersloot, Principal; *Bliss School*, May Peterson, Principal; *Douglass School*, Georgia Smith, Principal; *Everett School*, Clara Byrne, Principal; *Hall School*, Ada Eib, Principal; *Home Little Wanderers' School*; *Lafayette School*, R. L. Denning, Principal; *Lincoln School*, J. H. Simms, Principal; *McKinley School*, Frances O. Ritchie, Principal; *Neely School*, Clarence Carpenter, Principal; *Robidoux Polytechnic School*, Ralph W. Polk, Principal.
- ST. LOUIS, MO., *Blair School*, Peter Herzog, Principal.
- SAGINAW, WEST COURT, MICH., *John Moore School*, R. M. Johnson, Principal.
- SANFORD, MAINE, *Emerson School*, Mildred Dyer, Principal; *Hamlin School*, Violet Welch, Principal; *Lincoln School*; *Roosevelt School*, Louise Frohock, Principal; *Rural Schools*, B. E. Packard, Superintendent.
- SAN JOSE, CALIF., *Grant School*, J. E. Hancock, Principal; *Llagas School*; *Bessie Lenfest*, Principal; *Penetencia Union School*, C. H. Atkins, Principal; *Pioneer School*, Mary Buchser, Principal; *Uvas School*, Mrs. M. Dahlberg, Principal; *Wrights School*, Euarda Lundell, Principal.
- SAN TOMAS, CALIF., *Campbell School*, Ernest Cuthbertson, Principal.
- SCARBORO, MAINE, *Scarboro High School*, E. G. Bessey, Principal.
- SIOUX CITY, IOWA, *Boys' Prevocational School*, Mattie Livingood, Principal.
- SOLON, MAINE, *Solon Village School*.
- SOUTH PARIS, MAINE, *Brick School*, Lena L. Franck, Principal.
- SOUTH PASADENA, CALIF., *Marengo Avenue School*, Willa E. Ballard, Principal.
- SPARKS, NEV., *Sparks School District Number Twenty-nine*.
- SPRINGFIELD, MAINE, *Eastern Maine Institute*, Lawrence B. Wood, Principal.
- STAFFORD SPRINGS, CONN., *Stafford Public Schools*, Anson B. Handy, Superintendent.
- STANDISH, MAINE, *High School*, R. C. Wass, Principal.
- STOCKTON, CALIF., *Four Oaks Grammar School*, L. A. Hawkinson, Principal.
- STONEHAM, MASS., *Stoneham City Schools*, Frederick W. Porter, Superintendent; *Dean School*, Edwin J. Whitmore, Principal; *East School*; *Lincoln School*, Laura L. Stevens, Principal; *Longfellow School*; *Whittier School*.
- STREATOR, ILL., *Washington School*, Dorothy Doyle, Principal.

SUGAR CITY, COLO., *Sugar City Public Schools*, Charles Sandifer, Superintendent.
 TACOMA, WASH., *Fern Hill School*, W. M. Mackey, Principal; *Larchmont School*; *Longfellow School*, Eva G. Smith, Principal; *Roosevelt School*, C. A. Payne, Principal; *Sheridan School*, Jennie M. Reed, Principal; *Willard School*, Elsie E. English, Principal.
 TOLEDO, OHIO, *Nathan Hale School*, Mrs. Ella Peabody, Principal; *Lincoln School*, Lulu M. Moore, Principal; *Warren School*, Mrs. Emma B. Leidy, Principal.
 TULSA, OKLA., *Whittier School*, W. O. Forman, Principal.
 VANCEBORO, MAINE, *Vanceboro Village School*, C. H. Drisko, Principal.
 WARREN, OHIO, *Central Elementary School*, Zilla G. Spear, Principal.
 WELDA, KANS., *High School*, Notie Mae McLean, Principal.
 WESTBROOK, MAINE, *Brown Street School*, Julia Doyle, Principal; *Forest Street School*, J. A. Tuttle, Principal; *Highland Lake School*, Mildred M. Davenport, Principal; *Prides Corner School*, Beulah H. Sweetser, Principal; *Rocky Hill School*, Mildred L. Ingersoll, Principal; *Saco Street School*, Mrs. Susan N. Pope, Principal; *Westbrook High School*, A. W. Boston, Principal.
 WINDHAM, MAINE, *Windham Public Schools*, C. E. Varney, County Superintendent.
 WINNETKA, ILL., *Skokie School*, C. W. Washburne, Superintendent.

Affiliated State and Local Associations

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

AKRON, OHIO, *Akron Teachers' Association*, Grace Hirlman, Secretary.
 ALBERT LEA, MINN., *Teachers' League of the Albert Lea Public Schools*, Grace M. Rogers, Secretary.
 ALEXANDRIA, VA., *Arlington County Teachers' Association*, Mabel A. Henderson, Treasurer.
 ALLENTOWN, PA., *Allentown Branch Pennsylvania State Educational Association*, Mabel M. Heberling, Secretary.
 AMESBURY, MASS., *Amesbury Teachers' Association*, Louise M. Haines, Secretary.
 ANDERSON, MO., *McDonald County Teachers' Association*, Nota McBee, Secretary.
 ARDMORE, OKLA., *Ardmore Teachers' Association*, C. H. Woodruff, Secretary.
 ASHLAND, KY., *The Ashland Educational Association*, Edith A. Chapman, Treasurer.
 ASHLAND, ORE., *Ashland Teachers' Association*, I. C. Wilson, Secretary.
 ASTORIA, ORE., *Clatsop County Division, Oregon State Teachers' Association*, A. C. Strange, President.
 ATHENS, OHIO, *Faculty of Ohio University*, H. R. Wilson, Secretary.
 ATLANTIC, CITY, N. J., *Madison Avenue Teachers' Association*, J. Gertrude Vance, Secretary; *Massachusetts Avenue School Association*, Margaret Buchanan, Secretary; *New Jersey Avenue School*, Laura C. Jackson, Secretary; *Pennsylvania Avenue School Association*, Mary T. Buckley, Secretary; *Texas Avenue School Teachers' Association*, Blanche C. Rogers, Secretary; *West Side School*, Elsie Weeks, Secretary.
 ATLANTIC, MASS., *Quincy Teachers' Association*, Marion B. Reinhardt, Secretary.
 BELTON, TEX., *Bell County Rural Teachers' Association*, Mrs. Ralph M. Butler, Secretary.

BEREA, KY., *Faculty of Berea College*, M. E. Vaughn, Secretary.
 BERKELEY, CALIF., *Faculty of University of California*, Robert G. Sproul, Secretary.
 BESSEMER, ALA., *City Teachers' Association*, J. O. Sturdivant, Secretary.
 BEVERLY, MASS., *The Beverly Teachers' Association*, Alice M. Preston, Secretary.
 BEVIER, MO., *Macon County Community-Teachers' Association*, Myra B. Gibson, Secretary.
 BIG RAPIDS, MICH., *Big Rapids Teachers' Club*, Jennie Anderson, Secretary.
 BLOOMINGTON, IND., *Indiana University*, John W. Cravens, Secretary.
 BLOUNTVILLE, TENN., *Sullivan County Teachers' Association*, J. C. Akard, Superintendent.
 BOSTON, MASS., *Boston Normal School*.
 BOWLING GREEN, KY., *Graded and High School Faculty*, Reid Potter, Secretary.
 BRISTOL, R. I., *Bristol Grade Teachers' Association*, George F. Hopkins, Secretary.
 BROCKTON, MASS., *Brockton Grade Teachers' Club*, Margaret G. Whyte, Secretary.
 BROKEN ARROW, OKLA., *Tulsa County Education Association*, Pearl Linkhart, Treasurer.
 BROOKINGS, S. D., *Association of Teachers, Brookings City Schools*, Agnes Sleander, Secretary.
 BURLINGTON, N. C., *North Carolina Teachers' Assembly, Local Unit Number Three*, Susie Stafford, Secretary-Treasurer.
 BUTTE, MONT., *Silver Bow County Teachers' Association*, Mary L. Quigley, Secretary.
 CALDWELL, IDAHO, *Southwestern Teachers' Association*, Margaret Knowlton, Secretary.
 CAMBRIDGE, MASS., *Cambridge Teachers' Club*, Elizabeth M. Kline, Secretary.
 CHURCH HILL, MD., *High School Teachers' Association of Queen Anne County*, E. Clyde Walls, Treasurer.
 CLEVELAND, OHIO, *Cleveland School of Education Faculty*, C. M. Mathewson, Secretary.
 CŒUR D'ALENE, IDAHO, *Cœur D'Alene Teachers' Association*, John H. McPhee, Secretary.
 COLDWATER, MICH., *Coldwater Teachers' Club*, D. Bernice Lozenby, Secretary.
 CONCORD, N. C., *Concord Teachers' Assembly*, A. S. Webb, Secretary.
 DANFORTH, MAINE, *Eastern Penobscot Teachers' Association*, Christina Reid, Secretary.
 DEXTER, N. MEX., *Chaves County Teachers' Association*, Ellen Stone, Secretary.
 DIAMONDVILLE, WYO., *Southern Lincoln Local Association*, Isabella Scofield, Secretary.
 DOUGLAS, WYO., *Converse County Teachers' Association*, Oliver W. Saul, Secretary.
 DOWAGIAC, MICH., *Dowagiac Michigan Teachers' Club*, Mrs. Maud Crawford, Secretary.
 DUBUQUE, IOWA, *Dubuque Teachers' Association*, H. M. Stoltehen, Secretary.
 EAST BRAINTREE, MASS., *Braintree Teachers' Association*, Nellie E. Boller, Treasurer.
 EAST ORANGE, N. J., *East Orange High School, Home and School Association*, Mary P. Douglass, President.
 EAST RADFORD, VA., *Radford Normal Teachers' Association*, F. B. Fitzpatrick, Secretary.
 EVERETT, MASS., *Everett Teachers' Club*, Eva E. Eagles, Secretary; *Somerville Teachers' Association*, Geneva C. Tobey, Secretary.
 EVERETT, WASH., *Everett Grade Teachers' Club*, Nan Skalley, Secretary.
 FLEMINGTON, N. J., *Flemington Teachers' Club*, Mrs. A. R. Stryker, Secretary.
 FLINT, MICH., *Flint Teachers' Club*, Florence Hughes, Secretary.

FLORIDA, N. Y., *Orange County Teachers' Association*, Mrs. Mary I. Dusbiberre, Secretary.
 GENESE0, ILL., *Geneseo Elementary Teachers' Association*, Mabel C. Young, Secretary.
 HASTINGS, NEBR., *Faculty of Hastings College*, F. E. Weyer, Dean.
 HILLSDALE, WYO., *Laramie County Teachers' Association*, Rose Alice Collins, Secretary.
 HOLLAND, MICH., *Holland Teachers' Club*, Evelyn M. Ewald, Secretary.
 HOLYOKE, MASS., *Holyoke Teachers' Club*, Pearl M. Scully, Secretary.
 HUTCHINSON, KANS., *Hutchinson City Teachers' Association*, Isabel Kent, Secretary.
 IRONWOOD, MICH., *Ironwood Teachers' Association*, E. Grace Peebles, Secretary.
 JOPLIN, MO., *Community Teachers' Association of Joplin High School*, Ione Elliott, Secretary; *Joplin Teachers' Association*, Eunice Timmons, Secretary-Treasurer.
 KALAMAZOO, MICH., *Western State Normal School Faculty*, John C. Hoekje, Secretary.
 KEARNEY, NEBR., *Faculty of the Nebraska State Normal School*, Anna V. Jennings, Secretary.
 LANSING, MICH., *Lansing Teachers' Club*, M. Lela Monks, Secretary.
 LITTLE ROCK, ARK., *Mitchell School Improvement Association*, Mrs. J. D. Lord, Secretary.
 MADILL, OKLA., *Marshall County Teachers' Association*, Effie Butler Jones, Secretary.
 MARION, IND., *Federation of Public School Teachers*, Bertha M. Anderson, Recording Secretary.
 MIAMI, FLA., *Royal Palm Education Association*, Charles M. Fisher, Secretary.
 MICHIGAN CITY, IND., *Michigan City Teachers' Club*, Henrietta Leusch, Secretary.
 MINNEAPOLIS, MINN., *Minneapolis Principals' Forum*, Alice C. Warrington, Secretary.
 MONROE, MICH., *Monroe Teachers' Club*, H. Heath, Treasurer.
 NEWTON, MASS., *Newton Grade Teachers' Club*, Marguerite W. Greene, Secretary.
 NEW YORK, N. Y., *Special Teachers of Physical Training*, Martin Rodgers, Secretary-Treasurer.
 OLATHE, KANS., *Olathe City Teachers' Association*, Doris Iles, Secretary.
 PARKVILLE, MO., *Parkville Community Teachers' Association and Park College Faculty*, H. H. Dean, Secretary.
 PLAINFIELD, N. J., *Plainfield Teachers' Club*, Kate M. Marsh, Secretary.
 PLYMOUTH, MASS., *Plymouth Teachers' Club*, A. Thelma Hollander, Secretary.
 READING, MASS., *Reading Teachers' Club*, Margaret E. Whittier, Secretary.
 REIDSVILLE, N. C., *North Reidsville Unit, North Carolina Teachers' Association*, Bessie Bennett, Secretary.
 RICHMOND, VA., *General Faculty of the University of Richmond*, W. L. Prince, Dean.
 RIDGEFIELD, CONN., *Ridgefield Parent-Teachers' Association*, Mable Roth, Secretary.
 ROCK SPRINGS, WYO., *Rock Springs Teachers' Club*, Mabel A. West, Secretary.
 ROSWELL, N. MEX., *Roswell City Schools*, Virginia Welborn, Secretary.
 ROYAL OAK, MD., *Talbot County Teachers' Association*, Lina Bridges, President.
 RYE, N. Y., *Rye Teachers' Association*, J. Edward Strattan, Secretary.
 ST. LOUIS, MO., *Arlington Unit, Teachers' Association*, Hester K. Kennedy, Secretary; *Blewett Junior High School Community Association*, Carrie Markham, President; *Mound City High School Teachers' Association*, Joseph H. B. Evans, Secretary.
 ST. PAUL, MINN., *Faculty of Hamline University*, Charles F. Echterbecker, Secretary.

SACRAMENTO, CALIF., *Sacramento Schoolwomen's Club*, Grace L. Maxwell, Secretary.

SALEM, MASS., *Salem Teachers' Association*, Ruth E. Jeffs, Secretary.

SALLISAW, OKLA., *Sequoyah County Teachers' Association*, Wade H. Shumate, President.

SAN ANTONIO, TEX., *San Antonio Teachers' Council*, Brice Vinson, Secretary.

SAN JOSE, CALIF., *Santa Clara County Schoolmasters' Club*, Walter L. Bachrodt, Secretary.

SILVER CITY, N. MEX., *New Mexico State Normal School*, Isabel L. Eckles, Secretary.

SOUTH WEYMOUTH, MASS., *Weymouth Teachers' Association*, Helen L. Rockwood, Secretary.

SUNBURY, PA., *Teachers of Sunbury School District*, Elizabeth F. Keithan, Secretary.

SWEATMAN, MISS., *Montgomery County Teachers' Association*, Mrs. Blanche H. Brown, Secretary.

TACOMA, WASH., *Tacoma High School Teachers' Association*, William M. Joliffe, Secretary.

TAUNTON, MASS., *Taunton Teachers' Club*, Inez E. Bassett, Secretary.

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

TORRINGTON, WYO., *Goshen County Teachers' Education Association*, Lulu C. Koenig, Secretary.

TRAVERSE CITY, MICH., *Traverse City Teachers' Club*, Mrs. Vidia M. Sheary, Secretary.

TRENTON, TENN., *Gibson County Teachers' Association*, F. L. Browning, Superintendent.

VERMILLION, S. D., *Clay County and Vermillion Teachers' Association*, J. S. Bjornson, Secretary.

VERNAL, UTAH, *Uintah County Educational Association*, A. M. Goodrich, Secretary.

WALLA WALLA, WASH., *Teachers' League of Walla Walla*, G. McVicker, Secretary-Treasurer.

WALLACE, IDAHO, *North Idaho Teachers' Association*, L. E. Laidlaw, Treasurer.

WALTHAM, MASS., *Waltham Teachers' Association*, George L. Ward, Secretary.

WESTBROOK, MAINE, *Westbrook Teachers' Association*, Mary S. Small, Secretary.

WINDSOR, VT., *Southeastern Vermont Teachers' Association*, E. K. Boat, Secretary.

WINFIELD, KANS., *Winfield Teachers' Association*, Cora Vaughn, Secretary.

WORCESTER, MASS., *Clark University Summer School*, C. B. Randolph, Director; *Uxbridge Teachers' Association*, Jane F. Ryan, Secretary.

YAKIMA, WASH., *Yakima Grade Teachers' Association*, Alpha Roberts, Secretary; *Yakima High School Teachers' Association*, E. Tempie Spaulding, Secretary.

YOUNGSTOWN, OHIO, *Youngstown Educational Association*, Cora Z. Parsons, Secretary.

YPSILANTI, MICH., *Faculty of the Michigan State Normal College*, Charles McKenny, President; *Ypsilanti Teachers' Club*, Hazel O. Black, Secretary.

Sec. 2. The president, vice-presidents, and treasurer shall hold office for the period of one year from the date of election, including one full year's service in the promotion and operation of one meeting of the department.

Sec. 3. The executive secretary shall be selected by the Executive Committee for an indefinite period.

Sec. 4. Members of the Executive Committee shall hold office for four years, one member retiring each year. At the first election the member receiving the largest number of votes shall serve for a term of four years and the others for three, two, and one years respectively, according to the number of votes received.

Article V. Election of Officers—Sec. 1. The procedure for the election of officers shall be as follows: Nominations shall be made from the floor on the morning of the second day's session at a time previously agreed upon by the Executive Committee, and announced in the printed program of the meeting.

Sec. 2. *Method of Balloting*—The tickets issued by the secretary of the department to the members of the association shall be provided with a detachable stub, to be used as a ballot.

Two places for balloting shall be provided, one at the secretary's headquarters, the other at the entrance to the auditorium in which the general sessions are held.

The ballot-boxes shall be open for voting from 11 A.M. until 6 P.M. on the third day of the meeting.

Those candidates receiving the highest number of votes for the respective offices shall be considered the choice of the association, and declared elected.

The entire procedure of balloting shall be in charge of the Executive Committee and the secretary.

Sec. 3. *Announcement of the Result of Balloting*—At the last regular business meeting, the president shall call for the report of the secretary, announcing the result of the ballot cast for the several officers of the association. In case of a tie vote, the Executive Committee shall cast lots to determine the successful candidate.

Article VI. Appointive Committees—The appointive committees of this department shall consist of a Resolutions Committee, an Audit Committee, and such other committees as may be authorized by the department from time to time.

Article VII. Annual Meeting—The annual meeting of this department shall be held on the fourth Monday in February, and the three succeeding days.

Article VIII. Amendments—This constitution may be altered or amended at any annual meeting by two thirds vote of the active members present, the proposed amendment having been submitted in writing at a previous regular business meeting.

(NOTE—This constitution shall become effective immediately upon its adoption ex-

Constitution of the Department of Superintendence

Article I. Name—The name of this association shall be the Department of Superintendence of the National Education Association.

Article II. Object—The object of this association shall be to promote the general educational welfare in the field of administrative education and supervision, to make constructive studies, to further the effort and increase the efficiency of persons engaged in education, to foster professional zeal, to advance educational aims and standard, to protect and advance the interests of school administration and to establish and maintain helpful, friendly relationships.

Article III. Membership—Section 1. Membership in the Department of Superintendence shall consist of active, associate, and honorary.

Sec. 2. All persons shall be eligible to active membership who are members of the National Education Association and who are engaged in supervisory and administrative positions—namely, State, county, and city superintendents, and associate, assistant and deputy State, county, and city superintendents and supervisory and ministrative officers in city and county school systems exercising the functions of associate, assistant, or deputy superintendents: the heads of teacher-training institutions, colleges, and universities having departments or colleges of education, the heads of these de-

partments or colleges of education, and professors of school administration or supervision in these institutions.

Sec. 3. All members of the National Education Association who are actively engaged in any phase of school work, may become associate members of this department by paying the regular membership fee, and shall be entitled to all the privileges of this department except the right to vote and hold office.

Sec. 4. All members of the National Education Association who have been engaged in supervisory or administration positions, as defined in Section 2 of this article, and who have retired from such service, may have the privilege of honorary membership in this department upon recommendation of the Executive Committee.

Sec. 5. The Executive Committee shall have power to pass upon the credentials of all applicants for membership.

Article IV. Officers—Section 1. The officers of this department should be a president, a first vice-president (who shall be the retiring president), a second vice-president, an executive secretary, a treasurer, and four members of the Executive Committee, who with the other officers of this department (with the exception of the executive secretary), shall constitute the Executive Committee.

cept as it relates to the officers and members of the Executive Committee, elected at the Atlantic City meeting in February, 1921, who shall complete the terms of office for which they were elected.)

By-Laws of the Department of Superintendence

Article I. Duties of Officers—Sec. 1. It shall be the duty of the president to preside at all meetings and in conjunction with the Executive Committee to prepare programs for the annual meeting of the department; to appoint all committees not otherwise provided for. He shall be chairman and a member of the Executive Committee, and shall call meetings of this committee whenever he deems it necessary, or whenever he is requested so to do by a majority of the members of the committee. He shall perform all other duties appertaining to this office.

Sec. 2. In the absence of the president the vice-presidents shall preside in turn. In case of vacancy in the office of president, the second vice-president shall at once succeed to the office of president.

Sec. 3. The executive secretary shall keep a complete and accurate record of the proceedings of all meetings of the department and all meetings of the Executive Committee, shall conduct the business of the department, as provided by the constitution and by-laws, and in all matters not definitely prescribed therein be under the direction of the Executive Committee, and in the absence of direction by the Executive Committee, shall be under the direction of the president. He shall receive all moneys due the department and transmit them monthly to the treasurer; shall countersign all bills approved for payment by the Executive Committee or by the president in the interval between meetings of the Executive Committee. He shall have his records present at all meetings of the department and Executive Committee. He shall keep a list of members of the department and shall revise said list annually. He shall be secretary of the Executive Committee and custodian of all property of the department, not in charge of the treasurer. He shall give such bond as may be required by the Executive Committee. He shall submit an annual report to the Executive Committee at each annual meeting. At the expiration of his term of office he shall turn over to his successor in office all money, books, and property of the department. He shall serve during the pleasure of the Executive Committee.

Sec. 4. The treasurer shall receive from the secretary all moneys paid to the department and shall transmit them monthly to the secretary of the National Education Association. He shall keep a correct account of all moneys so received and transmitted. He shall countersign all bills approved for

payment by the Executive Committee or by the president in the interval between the meetings of the Executive Committee, which have been signed by the secretary and shall transmit them to the secretary of the National Education Association for payment. He shall give such bond as is required by the Executive Committee. At the expiration of his term of office, he shall transfer to his successor all moneys, books, and other property in his possession belonging to the department.

Article II. Duties of Committees—Sec. 1. The Executive Committee shall assist the president in arranging the annual program, and in arranging for the place of the annual meeting. It shall select an executive secretary and fix his salary. The Executive Committee shall submit an annual report at one of the business sessions of the department, shall recommend to the department the appointment of special committees for investigation and research. It shall recommend the amount of money to be expended in such investigations, but in no case shall it incur debt. It shall decide what sections and de-

partments of the National Education Association may be affiliated with this department.

Sec. 2. The Resolutions and Audit Committees shall be appointed by the newly-elected president immediately upon his election and shall make their report at the next annual meeting succeeding their appointment.

Article III. Dues—The dues in this department shall be five dollars per year for both active and associate members, and shall be paid annually to the executive secretary.

Article IV. Vacancies—All vacancies occurring in any office other than that of president shall be filled by the Executive Committee.

Article V. Rules of Order—Roberts' Rules of Order shall govern in all business meetings of this department.

Article VI. Amendments—These by-laws may be amended at any regular business meeting of this department by a majority vote of the members present, the amendment having been submitted in writing at a previous regular business meeting.

The Chicago Meetings

Abstracts of Addresses

THE HOPE and Result of American Education—The educational purpose of our Nation unfolded slowly although education is inherent in the very word democracy the two being interdependent and inseparable. However, when we contrast the early colonial school, local or private in its concern, discriminating between the needs of the poor and the rich with our present-day conception of public education with its equality of opportunity to all races and creeds alike, it is a cause for transcendent pride and inspiration for greater achievements. No other Nation on earth has set up for itself this principle of universal education—the essential difference comes through our democracy.

This is true in theory, but as a matter of fact there are gross inequalities of opportunity offered the children of America today. When the average has been struck for the Nation it has been estimated that the country boy or girl has just about one half the chance to become educated as has the city child, due to short school terms, immature, untrained, poorly paid teachers, lack of compulsory attendance, and little or no supervision.

It has become a trite saying that the life and strength of a democracy is in direct ratio to the enlightenment of its citizenry, and it has never been challenged. When this simple truth finds lodgment in the hearts of all our people, there will be given to the great American educational scheme a force and a direction never felt before.

It is a task of sufficient magnitude alone to set out to mobilize the mental, moral, and physical resources of this great country—but that even is not the end. Whether we will it, or not, the hopes and aspirations of all of the nations of the earth are centered in us, the freest of all people. We cannot regard this trust lightly. America is still the world's great leader in democracy, and we must so shape our affairs at home and direct our policies abroad that these yearnings of peoples everywhere may find satisfaction and peace and confidence in the leadership which we have given to them.

The above is from the inspiring address of Miss Charl O. Williams, President of the National Education Association and Superintendent of the Shelby County Schools, Memphis, Tennessee.

before the National Council of Education.

TRAINING SUPERVISORS for Rural Schools—Less than 25 per cent of the 400,000 rural and village teachers of the United States are today under any form of expert supervision. Conservative estimates indicate immediate need for 10,000 trained supervisors for our country schools. The training of these rural supervisors should include actual field work under the immediate direction of the State inspector or agent for rural schools, with a nominal salary and traveling expenses paid by the State. A year of intensive training is generally sufficient.

When patrons and citizens see that expert direction of their schools can increase the efficiency of teachers from 20 to 30 per cent, lessen retardation of pupils, raise the average daily attendance, and increase the number graduating from schools, there will arise throughout the State a demand for universal supervision.

This is part of the speech given by Mr. W. S. Dakin, Regional Supervisor for Rural Schools in Connecticut, at the meeting of the Department of Rural Education.

REPORT on Changes Needed in Elementary Mathematics—All mathematical puzzles and conundrums should be eliminated. Elementary-school arithmetic—namely, the first six years—should be confined to, those processes with whole numbers, fractions, and decimals used in the everyday life of the great mass of our population outside of technical or special vocations. The substantial mastery of a certain number of often-used abilities is better than half knowledge of twice that number.

No home work before the fifth or sixth grade—The application of these processes should be confined to the problems in the lives of the children. The work should be done in class where the teacher can see that proper habits of computation are formed and that proper methods of attack in the study of a problem are developed. There is little value in out-of-class assignments before the fifth or sixth year.

All business, economic and industrial problems, studied for social instead of vocational needs, should be left for the junior high school. This would eliminate the addition and subtraction of all fractions except those arising in the expression of units of one denomination in

terms of a higher in our ordinary tables of measure. Methods of finding the least common multiple and the greatest common divisor would be rendered unnecessary, and the multiplying and dividing of fraction by fraction would be reduced.

Decimals no longer a bugbear—Such a course would also revolutionize the teaching of decimals. Instead of teaching pupils to express the remainders in long division as meaningless fractions with large terms, the division would be carried to tenths or hundredths as the nature of the problem required. Multiplying and dividing decimals by decimals should be left until the latter part of the sixth year, and then lightly stressed.

Percentage made easier—Percentage should be taught as another notation for hundredths and but the two problems of everyday life should be given—namely, finding the relation of two numbers and expressing it in per cent, and finding the per cent of a number.

The result of these changes will not be the saving of an appreciable amount of time, but will give a practical knowledge that will be of untold value in later life.

The above account summarizes the report of the Committee on Changes Needed in Elementary Mathematics, given by Miss Katherine D. Blake, Principal of Public School No. 6, New York City, before the National Council of Education.

THE SUPERINTENDENT and Standardized Tests—A most significant development in recent education is the increased use of standardized tests, which have proved useful for three purposes, determination of existing conditions, diagnosis of causes of failure, and prognosis for future procedure.

The third phase, hitherto the least stressed, is illustrated by the use, in Montclair, of the standard tests in the sixth grades to determine the grouping in the seventh grade, or the first year of the junior high school.

One of the largest junior schools is recruited from four very diverse schools, one almost wholly Italian, one attended by children of a very fine American ancestry. With the varying standards of the different schools, and distinct types of children, the first semester used to be consumed largely in adjusting groups so as to place pupils in homogeneous classes.

In 1917 six tests were given to all sixth grades in the four schools, on the basis of which the pupils were listed in order, the one making the best record being No. 1, etc. The whole number were then divided into five fairly homogeneous groups, giving a basis for assignment of pupils to sections and classes. At the end of the year the scholastic record of the same children was compared with their prognostic record to show the accuracy of the prognosis. This checking revealed a degree of accuracy in the prognosis sufficient to justify the repetition of the process, which has been repeated in subsequent years, with increasing success.

This study also gave light upon the causes of elimination. After the four years' trial of this plan, the actual number of eliminations was reduced, and their distribution among the classes was far more than ever before.

Our experience with tests for prognostic purposes, proves them to be most valuable in indicating the placement of pupils.

The above statements were made at a meeting of the Department of Superintendence by Mr. D. C. Bliss, Superintendent of Schools, Montclair, New Jersey.

THE SUPERINTENDENT and the Course of Study—The thing of chief importance in any school system is the quality of instruction. The most forceful factor, outside of the teacher herself, in determining what the quality shall be is without doubt the course of study. The relative time given to this most important phase of the superintendent's work is very low. Time-consuming details, buildings, budgets, insurance, and the multiple other tasks which fall to the lot of the average superintendent are given precedence over the course of study because the course of study will wait. The public attacks us if our buildings and finances are not in proper shape but the long-suffering students and teachers generously accept our excuses again and again that we are too busy to do the most important thing for which we are hired. Hundreds of new teachers form improper habits in their first year's experience for want of the right kind of direction. These habits remain with some never to be replaced by better ones.

Method of its development—Most of us in administrative positions have overestimated the amount of our own

time which should be required to put across a vital useful course. In many instances the mere showing of a favorable disposition toward a course of study will light the fires of enthusiasm and initiative in our teaching staff and will produce a course of study far superior to the superintendent-made scissors-type which is so prevalent today. Much has been said recently in regard to the share of the classroom teacher in administration. I know of no better way to utilize the teaching force in making a more harmonious and more useful administration than that of organizing teachers to initiate and carry to completion a course of study which really fits the needs of pupils. It is the classroom teacher working with her immediate supervisors who should determine the course of study since it is she who comes in direct contact with the child's life and hence knows better than any other the requirements and standards to which any course of study must measure up. True it is that the superintendent must often lead the way showing: (1) A desire to have his teachers cooperate in something which is supposed to be his job. (2) Give a general discussion showing the needs from his angle. (3) Laying down a scheme so that all agencies will work in harmony and not at counter purposes. (4) By providing time and facilities for the teacher to carry out the request the superintendent has made.

This view of the Superintendent and the Course of Study was presented at the sectional meeting of superintendents of cities up to 25,000 by Superintendent H. B. Bruner, Okmulgee, Oklahoma.

THE ELIMINATION of Educational Waste—Progress is being made in adjusting the many problems produced by the demand for universal education. Publicists, promoters, and educators are notably investigating the experience of the world in developing National efficiency and power. But very little attention is given to conservation of resources obtainable for education, and less and less attention is given to the extraordinary and unusual waste that has accompanied these undertakings and enterprises. What is necessary for the welfare and perpetuity of society is a new kind of thrift. Our leaders of opinion and progress too generally overlook the fact that there is a sensible limit to what is necessary in educational expenditures.

These are a few of the views of Dr. Homer H. Seerley, President of the Iowa State Teachers College, Cedar Falls, Iowa, at the Chicago meeting of the National Council of Education.

SEMI-FINAL REPORT of the Committee on Rural Education—Rural school children should have an education equivalent to that for a city child. To make this possible the followings steps should be taken: First, since rural communities do not realize the inadequacy of their schools, a local interest in improvement must be aroused. It is idle to expect missionaries to do the work; there are not enough to go around.

Second, since the one-room school is both inadequate and expensive, schools must be consolidated, a larger taxing and administrative unit must obtain. State and National funds should be made available.

Third, since only a small percentage of rural teachers have had adequate academic and professional training, special facilities must be created to train rural teachers.

Fourth, a longer school year should be provided, placing emphasis not on the curriculum but on the development of the child mentally and morally.

Fifth, since the country lacks the opportunities that the city has for general culture, make the consolidated school a community center of recreation, music, art, debate, oratory, and study of community and National problems.

These points were brought out by Dr. John F. Sims, President of the State Normal School, Stevens Point, Wisconsin, in an address before the National Council of Education.

QUALITIES Connected with Success in Teaching—Within the reliability of my data, the worth of a teacher cannot be estimated by asking her how old she is, how many years she has taught, how high a score she makes on a mental test, or whether she was an honor student in normal college. Very good teachers differ widely on all these points and very poor teachers often do as well in normal college as excellent teachers.

When, however, teachers are scored on a trade test for elementary-school technique poor teachers do not make such high scores as good ones do. This trade test is constructed along lines similar to the Army Trade Tests and trade tests often used in industries. The

Knight-Franzen Trade Test for Elementary Teaching—though not a perfect instrument for measuring teaching ability—does enable a superintendent to gage pretty well a candidate's knowledge about the work for which he applies. The test for intellectual honesty, which is one part of the trade test, is especially valuable.

The above abstract is from the speech of Mr. F. B. Knight, College of Education, University of Iowa, given in Chicago at the meeting of the National Association of Directors of Educational Research.

PROBLEMS OF Financing Education—How They are Being Solved in My City—To conserve the educational interests of school children and to expend the funds necessary for their instruction demand a sound educational policy as well as keen business insight, if the community is to get the largest possible educational return. . . .

The successful operation of any school system depends not only upon the amount of revenues available but also upon the proper distribution and expenditure of such revenues. The latter involves the careful making of a school budget, regardless of the size of the school system, in which are set forth approximately the various items of expenditure. The school budget thus directly becomes a rather reliable index to the possible effectiveness with which a school system may minister to the educational needs of a community. In miniature it reflects a school system at work. It does more. It harbors the potential energies of a school system. . . .

The practice of avoiding waste and observing economy brings school teachers and school administrators in direct practical touch with the financial problems involved. It also serves to convince the board of education and the public that school men and women have knowledge of and reasonable regard for the practical problems which are constantly arising in the administration of schools.

These are remarks made by Superintendent S. E. Weber, of Scranton, Pennsylvania, on Problems of Financing Education before the sectional meeting of superintendents of cities with population between 100,000 and 250,000.

NEXT STEPS in Financing Our City School Program—In the matter of financing, the city school system faces two major problems. The first has to do with the placing of power

and responsibility for raising and expending funds; while the second has to do with balancing the budget.

So far as the first problem is concerned the experiences of the past point to a solution that is not only sound in theory but satisfactory in practice. This solution provides for the following: (1) A separate board of education, elected by the people of the city school district at large. (2) Lodging with this board of education full responsibility not only for administering the schools but for determining, collecting, and expending the funds required. (3) The placing of such limitations to school expenditures as the community itself may desire, to the end that the community may at least be legally free to invest as much money in public-school support as it may be able and disposed to invest.

This solution involves no violation of the well-established principle that public education is primarily the responsibility of the State. In fact it is conditioned by that principle, for if that principle be not sound then there is no defense for a separate board of education either for administering or financing our public schools.

Of the three steps in this solution approximately 40 per cent of the city school systems of the country have taken them all. The majority of us, however, are not so fortunate. In my own city we have a separate board of education, elected by the people of the city at large, and this board has control over the expenditure of funds once they are appropriated. They must, however, be appropriated by the city authorities. Furthermore, as matters now stand a constitutional limitation takes from the community the legal power to invest as much money in its public schools as it may be able and disposed to invest.

In the matter of ability and disposition to support the public education program, we are facing an even more serious problem. The failure of Nations, States, and municipalities, in recent years, to balance the budget is a weakness of such fundamental importance that we, in the very interest of the public school itself, must give attention to this factor.

To determine the ability of the community to support the public education program, we must count the cost for the future and estimate the resources. In Rochester the scope of our program is reflected through the seven larger units of school organization: (1) The elementary school, consisting of the kinder-

garten and the first six grades. (2) The junior high school, consisting of the seventh, eighth, and ninth grades. (3) The senior high school. (4) The city normal school. (5) The special education unit. (6) The part-time or continuation school unit. (7) The unit for adult education. On the basis of present costs and past growth, we are now attempting to determine approximately what the annual increase for each of these units will be and thereby what the aggregate increase of the budget will be for the next few years, provided that neither the community nor the State makes further extensions or refinements in the educational program.

This is part of the speech given by Superintendent S. H. Weet, of Rochester, New York, at the sectional meeting of superintendents of cities with population from 250,000 to 450,000.

THE PLANS for a Building Program—In planning a city-wide school building program, it is necessary to have in mind five things: (1) Educational policy. (2) Present conditions. (3) Ultimate needs. (4) Immediate needs and possibilities. (5) Finance. Each of these five essentials need the most careful attention.

Unless the educational policy is fixed with a great deal of care there will be many contradictory efforts made and in place of having one consistent and economical policy, there is apt to be a mixture of several policies, no one of which is adequate. We find this occurring in the building program of many cities. There is a jumble of architectural styles; a mixture of ward politics and real-estate influences, and a tendency toward very small and numerous buildings scattered promiscuously over the city. It is especially necessary at the present time to settle the question as to whether the city will follow the present eight-four policy of the past or adopt the six-three-three policy or some modification of it. It is wasteful to build without first establishing a policy. It is better to establish a policy for ten or twenty years.

Having established a policy, it is next necessary to make a careful survey of all facilities in all their aspects. The use of building score cards is very helpful, and graphic illustrations to present to the board are convincing.

The third thing is the determination of ultimate needs. First, one must determine the number of years for which they are planning. This means that a

very careful study must be made of all the possible influences determining the city's growth. Here the superintendent enters the field of prophecy and he must rely almost entirely upon scientific evidence if he is to minimize his errors.

Financial questions are possibly the most serious at the present time of all the questions with which we are confronted. The best possible financial program is one which gives the board of education a definite sum of money for building purposes each year for a period of years. This means a bond issue or other means of revenue, the rate of which is fixed for at least five to ten years. We have such an issue of bonds at Rockford, which well illustrates my meaning. The voters passed a bond issue for \$1,500,000, but the issue was purposely formed so that only \$300,000 a year would be available for each of five years, 1921-25, inclusive.

Superintendent E. E. Lewis, of Rockford, Illinois, made these remarks before the sectional meeting of superintendents of cities up to 25,000.

REAL SUPERVISION for Rural Schools—The rural one-teacher school offers the finest field for teacher-training in service. There is less rigidity and opportunity for more flexibility in organization than can be found in the exacting machinery of a closely graded system. Herein lies a virgin field for experimentation that should attract the real supervisor who is imbued with the idea and spirit of purposeful activity.

The opening of this field for the type of supervision suggested is largely an administrative problem, and is dependent upon professional organization, and the freedom of the supervisor from lay control.

Rural-teacher growth depends upon administration, supervision, and the individual teacher. All must coordinate for best results and each must recognize the presence and importance of the other two factors. Wise administrators and supervisors know that the ultimate result of their ideals and plans must reach the child through the teacher who is in intimate and constant contact with him.

This is an extract from the speech of Mr. J. E. Hoffman, Superintendent of Hunterdon County Schools, Flemington, New Jersey, given before the Department of Rural Education.

WHAT CONSOLIDATED Schools are Accomplishing—The consolidated school is a plan of coöpera-

tion between the farmers and the town, or city people of their community, or trading center, to give all of the children the advantages of a modern and up-to-date school.

Under the old plan the country child who lived a mile and a half or more from a town or city was doomed to walk to a one-room school, poorly heated, poorly lighted, and poorly ventilated; to spend the best part of his young and active school period with a young,

untrained, and inexperienced teacher, in an ungraded system where the school spirit was close to zero, to get the bare rudiments of a sixth-grade education, while his city cousin, or future sweetheart, had all the advantages of a modern city school and a twelve-year course.

The above is from the speech of Superintendent W. H. Ray, of Tipton, Iowa, given in Chicago before the Department of Rural Education.

PEOPLE of attainment have almost universally molded their own careers, and intelligence, industry and integrity are the fundamentals of success. The use of one's spare time is generally the determining factor of our individual progress. Discrimination in the employment of one's talents and the cultivation of one's intellect, through useful study, will open new vistas of usefulness.—William C. Sproul, Governor of Pennsylvania, in *Trained Men*.

DEPARTMENT OF SUPERINTENDENCE—OFFICERS FOR 1922-23



President—Superintendent
J. H. Beveridge, Omaha,
Nebraska.



First Vice-President—Superintendent
R. G. Jones, Cleveland, Ohio.



Second Vice-President—
Supt. F. W. Ballou,
Washington, D. C.



Treasurer—Superintendent
Ira B. Bush, Erie, Penn-
sylvania.

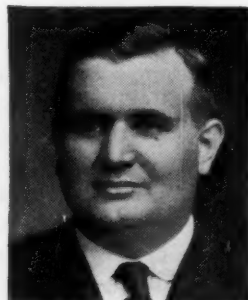


Secretary—S. D. Shank-
land, Pres. Andrews
Inst., Willoughby, Ohio.

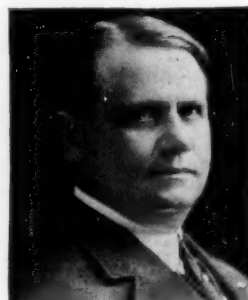
Members of the Executive Committee



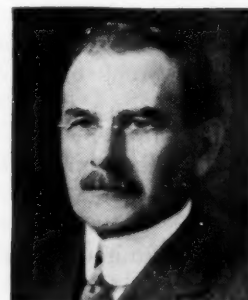
Payson Smith, State Com.
of Education, Boston,
Massachusetts.



Jesse H. Newlon, Superin-
tendent of Schools, Den-
ver, Colorado.



Frank Cody, Superintend-
ent of Schools, Detroit,
Michigan.



Randall J. Condon, Super-
intendent of Schools,
Cincinnati, Ohio.

Resolutions Committee at Chicago



Francis G. Blair, State
Supt. of Schools, Spring-
field, Ill., Chairman.



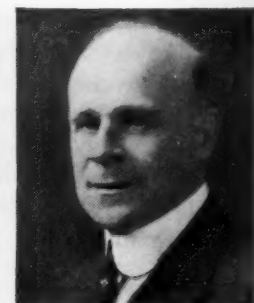
Charl O. Williams, Pres.
of the N. E. A., Mem-
phis, Tenn.



Edwin C. Broome, Super-
intendent of Schools,
Philadelphia, Pa.



Katherine Hamilton, Asst.
Supt. of Schools, St. Paul,
Minnesota.



Will C. Wood, State Supt.
of Schools, Sacramento,
California.

Constructive Movements at Chicago

J. W. SEARSON

Professor of English, University of Nebraska, Lincoln, Nebraska

THE FIRST ANNUAL SESSION of the reorganized Department of Superintendence will be remembered chiefly for a few distinctive accomplishments. To one who attended the programs and who had the opportunity to compare this program with those of many previous sessions, a few definite things stand out clearly. Among those things for which the session will be chiefly remembered are the following:

1. The unquestioned unity and close affiliation of the Department of Superintendence with the National Education Association was established beyond question or doubt. Seventeen sections and affiliated organizations held their programs in connection with the general program of the Department.

2. *America will pay school bill*—On the question of financing public education in a democracy, the deliberations of the convention revealed that America has sufficient money and resources with which liberally to support public education. On the programs of practically all sections, it was agreed that equitable methods can be found to divert sufficient resources to the support of public education. To this end the most careful finance inquiries and wise coöperative budget making were generally approved.

3. The necessity of developing sound building programs under the advice of experts was generally recognized. During the war, school-building programs were held up while school attendance increased. Adequate buildings and the equipment and the development of economical, convenient, and artistic types of school architecture were fully sanctioned.

4. On all programs, public inquiry into public-school expenditures, school administration, and classroom instruction was definitely invited. The need of taking the public into the confidence of educators and of making it feel the value of the very best types of educational programs was generally recognized.

5. *Health and character education*—The intimate relationship between social

hygiene, health, and character education was definitely felt. The allotment of liberal funds to promote moral and character education and the definite recognition of health as a basis of effective moral instruction, combined to force into the limelight this important phase of American education.

6. Many programs devoted an unusual amount of time to the intelligent consideration of rural education. The need for more expert rural-school leadership and supervision, better means of financing rural schools, better trained rural teachers in sympathy with country life, and fitting the redirected rural schools directly to the needs of rural life, were recognized as paramount rural-school problems.

7. *Safeguard vocational education*—The Nation-wide approval of properly safeguarded vocational education and the need to keep it efficiently vocational and sanely educational characterized the deliberations of the convention.

8. Everywhere there was a general recognition of the need to stop and check up. Hard times following the war and bitter criticisms on the part of the public stimulated the desire to fit education more definitely to public needs and to give the public satisfaction without compromise. Consequently, there was a strong demand for continued research and for the clear determination of the essential facts of education as a basis for drawing conclusions or outlining constructive programs.

9. *Intelligence tests strike fire*—The public suspicion lodged against educational tests and measurements was confirmed by a marked disagreement among expert educators themselves. The most widely discussed, the most thoroughly appreciated, and withal the most enlightening revelation on intelligence tests showed that the composite judgment of experts was decidedly unsettled and that there was the most crying need for extreme care in the administration of tests and the interpretation of their results.

10. As a protest against attempts to discredit the big program of the

National Education Association, the Department of Superintendence unanimously adopted resolutions reindorsing the Towner-Sterling bill and the forward-looking program of the Association. The Towner-Sterling bill with its National program of education remains squarely before the country.

In addition to these dominant themes, which seem to sound clear throughout the convention, there were many other things worthy of note. The commercial exhibits were remarkable for their number and variety, and they were held in commodious and convenient exhibit rooms. The elementary-school principals—440 of them—held a remarkable program. The junior extension service, continued citizenship training through practice, and the increasing need to safeguard and to encourage skilled classroom instruction, were other notes sounded with significant persistence.

THE MISSISSIPPI Educational Advance publishes a number of reasons actually given by teachers for joining the Mississippi Teachers' Association. Most of these reasons apply equally well to professional organizations in any locality, State, or even in the Nation.

The Association has caused higher standards of schools, teachers, and salaries. It will continue to do this.

Higher salaries because of the Association are a tremendous return of the small membership fee.

It is the greatest agency in the State that has, among other high purposes, the definite purpose of bettering the teachers and their conditions of work.

The Association impresses the people at large with the unity of purpose of the profession, and so creates public interest.

One hundred per cent enrolment would let teachers lead and determine the educational progress of the State.

The Association is a medium for exchange of ideas, hence growth, hence progress.

It gives a place for exchange of ideas, old and new, with other teachers.

It makes one feel that her work is worth while; it is a source of secret spiritual strength.

It gives inspiration to make the best of one's possibilities.

I like to feel that I am part of a powerful organization working for good.

Teachers standing together for any certain worthy purpose can gain it, but acting only as individuals they would fail for years.

SCHOOL-BUILDING PROGRESS

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

Name of State and County	Name of Town or District	Name and Kind of Building	Seating Capacity	Cost of Building or Amount of Appropriation	Date Authorized	Date Contract let or to be let	Name of School Officer in Charge	Name of Architect
1	2	3	4	5	6	7	8	9
<i>Alabama</i>								
Calhoun.....	Anniston.....	High.....	500	142,000	2/—/21	8/—/21	D. R. Murphey...	Lockwood, Poundstone & Billie
Jefferson.....	Dist. No. 8-A.....	High.....	200	21,431	9/ 8/19	10/14/20	N. R. Baker.....	D. O. Whilldin
Jefferson.....	Dist. No. 14-A.....	Minor High.....	300	66,500	9/ 8/19	6/14/21	N. R. Baker.....	D. O. Whilldin
Jefferson.....	Dist. No. 5-A.....	High.....	200	18,400	1/15/20	7/25/21	N. R. Baker.....	D. O. Whilldin
Jefferson.....	Dist. No. 7-A.....	High.....	200	18,800	9/ 1/19	10/14/20	N. R. Baker.....	D. O. Whilldin
Jefferson.....	Dist. No. 12-A.....	High Addition.....	200	21,600	6/30/19	2/ 5/20	N. R. Baker.....	D. O. Whilldin
<i>California</i>								
Napa.....	Napa.....	Grade.....	1200	290,000	7/—/21	10/—/21	H. E. Roper.....	W. H. Weeks
Napa.....	American Canyon.....	Grade.....	60	8,000	9/—/21	10/—/21	John Cantoni.....	E. G. Bolles
Napa.....	Calistoga.....	High.....	125	66,000	7/—/21	10/—/21	J. Williams.....	N. R. Coulter
San Diego.....	Grossmont Union.....	High.....	500	105,500	11/ 4/20	6/18/21	Mrs. E. K. Bryan.....	Theo. C. Kistner
San Diego.....	Oceanside Dist.....	Grade.....	330	31,596	11/28/19	8/ 5/21	G. E. Hankison.....	T. C. Kistner
San Diego.....	Sweetwater.....	Union High.....	800	153,000	3/ 7/21	5/13/21	R. E. Smith.....	T. C. Kistner
San Diego.....	Bonsall Union Dist.....	Grade.....	90	16,671	5/22/20	9/21/21	Fremont Loveland.....	T. C. Kistner
Ventura.....	Camarillo.....	Grammar.....	290	80,000	—/—/—	3/ 9/21	Lorenzo Ward.....	Mott M. Marston
Ventura.....	Fillmore.....	Grammar.....	110,000	9/24/21	—/—/—	—/—/—	J. M. Horton.....	Shaefer & Jeffrey
Ventura.....	Moorpark.....	High.....	125	85,000	2/21/20	7/ 8/20	C. H. Whipple.....	Mott M. Marston
Ventura.....	Oxnard.....	Grammar.....	210	36,000	—/—/—	6/ 3/21	R. B. Haydock.....	Allison & Allison
Ventura.....	Oxnard.....	High.....	500	250,000	—/—/—	3/31/21	W. D. Bannister.....	Allison & Allison
Ventura.....	Ventura.....	Gymnasium.....	...	25,000	—/—/—	6/ 7/21	H. O. Wise.....	A. F. Priest
<i>Colorado</i>								
Cheyenne.....	Cheyenne Wells.....	High.....	500	100,000	—/—/20	—/—/20	Esther B. Weir.....	Montjoy & Frewen
Cheyenne.....	Arapahoe.....	High & Grade.....	500	85,000	6/—/21	7/—/21	A. H. Gridley.....	H. B. Winter
<i>Indiana</i>								
Decatur.....	Adams.....	High.....	800	40,000	—/—/—	—/—/21	M. F. Worthmann.....	Oscar Hoffman
Jasper.....	Barkley Twp.....	High & Grade.....	200	37,500	2/ 2/20	3/—/21	M. L. Sterrett.....	M. Smith
Jasper.....	Hanging Grove Twp.....	High & Grade.....	290	40,000	2/—/21	3/—/21	M. L. Sterrett.....	M. Smith
Jasper.....	Newland.....	High & Grade.....	200	37,500	2/—/20	3/—/21	M. L. Sterrett.....	M. Smith
Jasper.....	South Marion.....	Grade.....	200	20,000	2/—/21	3/—/21	M. L. Sterrett.....	M. Coen
Tippecanoe.....	Battleground.....	Consolidated.....	300	100,000	11/—/21	—/—/—	Chester Walters.....	H. Nichol
Tippecanoe.....	Fairfield Twp.....	Consolidated.....	250	100,000	—/—/—	—/—/—	H. W. Eberhardt.....	Gault & Cashner
Tippecanoe.....	Wabash Twp.....	Consolidated.....	250	75,000	—/—/—	—/—/—	Milton Sammons.....	Gault & Cashner
<i>Iowa</i>								
Jones.....	Morley.....	Consolidated.....	165	60,000	8/ 2/19	4/ 3/21	E. V. Burroughs.....	W. J. Brown
Linn.....	Palo.....	Consolidated.....	300	55,000	—/—/22	—/—/—	W. C. Wright.....	W. J. Brown
Marshall.....	Dunbar.....	Consolidated.....	225	52,000	12/17/20	10/24/21	P. Y. Alden.....	H. E. Reither
Marshall.....	Marshalltown.....	Grade.....	350	90,000	3/—/20	11/30/21	W. F. Shirley.....	Tyrie & Chapman
Polk.....	Farrar.....	High & Grade.....	250	80,000	5/ 1/21	7/ 1/21	R. E. Town.....	...
Wapello.....	Ottuma.....	High.....	1500	700,000	12/16/19	5/ 4/21	H. E. Blackmar.....	Croft & Boerner
<i>Mississippi</i>								
Calhoun.....	Calhoun City.....	High.....	400	30,000	1/20/22	3/15/22	J. A. Ellard.....	C. D. Karnes
<i>Nebraska</i>								
Keith.....	Brule.....	High.....	350	55,000	5/25/21	7/28/21	E. L. Hobbs.....	Wilson & Wilson
<i>New York</i>								
Monroe.....	Rochester.....	Junior High.....	2000	1,497,120	5/29/16	1/13/20	J. M. Tracy.....	E. S. Gordon
Monroe.....	Rochester.....	Junior High.....	2000	1,390,555	5/ 1/19	6/25/21	J. M. Tracy.....	E. S. Gordon
Monroe.....	Rochester.....	Grade.....	770	389,062	3/ 1/19	8/27/19	J. M. Tracy.....	E. S. Gordon
Monroe.....	Rochester.....	Grade.....	805	362,657	2/23/20	7/22/21	J. M. Tracy.....	E. S. Gordon
Monroe.....	Rochester.....	Grade.....	700	357,793	5/17/20	9/30/21	J. M. Tracy.....	E. S. Gordon
Monroe.....	Rochester.....	Grade.....	315	222,306	3/ 8/20	9/ 6/21	J. M. Tracy.....	E. S. Gordon
Monroe.....	Rochester.....	Grade.....	140	114,958	3/22/20	9/16/21	J. M. Tracy.....	E. S. Gordon
Monroe.....	Rochester.....	Grade.....	420	176,495	5/24/20	9/ 2/21	J. M. Tracy.....	E. S. Gordon
Monroe.....	Rochester.....	Grade.....	175	176,788	1/19/20	7/ 8/21	J. M. Tracy.....	E. S. Gordon
Monroe.....	Rochester.....	Grade.....	490	273,109	6/ 1/20	7/ 8/21	J. M. Tracy.....	E. S. Gordon
<i>Ohio</i>								
Athens.....	Nelsonville.....	High Addition.....	250	100,000	1/26/22	—/—/—	Board of Edn.....	William Mills
Fairfield.....	Clearance Twp.....	High.....	375	90,000	—/—/19	8/—/19	A. F. Cameron.....	F. F. Glass
Franklin.....	Columbus.....	Central High.....	1850	1,244,000	—/—/21	—/—/22	J. G. Colliott.....	W. B. Ittner
Franklin.....	Columbus.....	North High.....	2000	997,500	—/—/21	—/—/22	J. G. Colliott.....	F. L. Packard
Franklin.....	Columbus.....	East High.....	1550	944,500	—/—/21	—/—/22	J. G. Colliott.....	Howard & Thomas
Franklin.....	Columbus.....	South High.....	1875	813,780	—/—/21	—/—/22	J. G. Colliott.....	Richards, McCarty & Bulford
Clark.....	Springfield.....	Junior High.....	560	241,745	4/27/20	9/21/20	G. E. McCord.....	O. D. Howard
Clark.....	Springfield.....	Junior High.....	560	170,723	4/27/20	2/15/21	G. E. McCord.....	O. D. Howard
Clark.....	Springfield.....	Grade.....	480	175,520	4/27/20	3/26/21	G. E. McCord.....	O. D. Howard
Lake.....	Perry.....	High & Grade.....	500	140,000	3/ 4/19	6/—/19	R. G. Few.....	C. W. Bates
Marion.....	Prospect.....	High.....	150	150,000	—/—/21	—/—/22	L. B. Brown.....	O. D. Howard
Marion.....	Green Camp.....	High & Grade.....	250	80,000	—/—/21	12/27/21	C. B. Rayburn.....	O. D. Howard
Portage.....	Kent.....	Sr. & Jr. High.....	500	375,000	4/—/20	5/27/21	W. A. Walls.....	Mills & Millsbaugh
<i>Porto Rico</i>								
Barceloneta.....	Barceloneta.....	Eight room.....	400	48,000	—/—/21	—/—/22	R. Martinez.....	Dept. of Interior
<i>Texas</i>								
Swisher.....	Tulia.....	High.....	600	125,000	—/—/21	—/—/—	P. C. Taylor.....	...

GUIDE TO NEW BOOKS¹

EASTMAN, MAX. The sense of humor. N. Y., Scribner, 1921. 257 p. \$1.75.

A serious attempt to treat scientifically the psychology of laughter. Part one, The sense of humor, the author's theory as to what constitutes humor, with examples of the things we laugh at; part two, Theories of humor, is made up of historical references and technical arguments. Notes and references are appended. Will be of special interest to the student of psychology.

GODDARD, HENRY HERBERT. Juvenile delinquency. N. Y., Dodd, 1921. 120 p. \$1.50.

A résumé of the latest methods of treating the subnormal child, what is being accomplished by the Ohio Bureau of juvenile research, and some statistics and results obtained in specific cases cited with suggestions for eradication and the schools' opportunity to prevent delinquency.

HATFIELD, WALTER WILBUR. Business English projects. N. Y., Macmillan, 1921. 303 p. illus. \$1.20.

A practical textbook especially for teachers' use in settlement work, or in classes maintained by commercial firms for boys and girls in their employ who have been obliged to leave school early.

HIGGINSON, THOMAS WENTWORTH. Letters and journals of Thomas Wentworth Higginson, 1846-1906; ed. by Mary Thacher Higginson. Bost., Houghton, 1921. 358 p. \$4.00.

An autobiography filled with glimpses of literary, political, and social celebrities of the past fifty years, describing army life of the Civil War, yesterday's foreign travels, and New England life at Cambridge in a recital of intimate incidents, vivid with humor and sympathy. A delightful book revealing an unusually charming personality.

McISAAC, F. J. The Tony Sarg marionette book, illustrated by Tony Sarg; with two plays for home-made marionettes, by Anne Stoddard. N. Y., Huebsch, 1921. 57 p. illus. \$1.00.

The interesting story of Tony Sarg's experience with marionettes. Many puppet stage-tricks are described, suggestions and directions are given for the making of marionettes and staging performances at home. Two plays, "Snow-white" and "Little Red Riding-hood," prepared by Anne Stoddard for this use, are included.

MARSHALL, ARCHIBALD. Peter Binnery. N. Y., Dodd, 1921. 279 p. \$2.00.

A self-made Englishman at the age of forty-five decides to enter Cambridge as a freshman under the same conditions as his son. His attempts to keep up with his son, to live the life of the average undergraduate student, seeking membership in the smart clubs and taking an active part in athletics, are told with kindly humor and understanding. One of the author's earliest novels, published over twenty years ago in England.

MORLEY, CHRISTOPHER DARLINGTON, comp. Modern essays. N. Y., Harcourt, 1921. 351 p. \$2.00.

An anthology of essays chosen "with a view to stimulating those who are themselves interested in the arts of writing," with the "secret ambition that a book of this sort may even be used as a small but useful weapon in the classroom." Some of the essayists given: John Macy, William Allen White, Rupert Brooke, Don Marquis, Joyce Kilmer, Joseph Conrad, Stephen Leacock, Max Beerbohm, H. M. Tomlinson, Simeon Strunsky, James Branch Cabell, and others.

O'NEILL, ELIZABETH. Stories that words tell us. N. Y., Nelson; Lond., Jack, 1918. 239 p. \$1.75.

Derivation and historical association of words, with chapters on proverbs, slang, words made by war, different words with the same meaning. Handicapped for extensive reference use by lack of index. Can be used in high schools in connection with English work, especially in better speech campaigns.

O'SHEA, MICHAEL VINCENT. Mental development and education. N. Y., Macmillan, 1921. 403 p. illus. \$2.40.

Attempts to show from the standpoint of present-day biological psychology how the "normal individual reacts at different periods in his development to typical situations, physical, intellectual, æsthetic and social" and how he can "best appropriate the materials and benefits of education" and "utilize them to greatest advantage in daily life." Contents: Dynamic aspects of mental development; Educational interpretations; Exercises in analysis, interpretation, investigation, and application. For teachers and those preparing to teach.

¹Titles and notes selected from *The Book-list of the American Library Association*, 78 East Washington Street, Chicago, Illinois, by students in the junior book-selection course at the University of Illinois Library School, Urbana, Illinois, under the direction of Miss Anne M. Boyd, instructor.

ROBINSON, JAMES HARVEY. The mind in the making; the relation of intelligence to social reform. N. Y., Harper, 1921. 235 p. \$2.50.

In which the author tries to find an explanation of why men fail to solve the problems of the day. He says it is because we rationalize but do not reason; that "rationalization is self-exculpation which occurs when we feel ourselves, our groups, accused of error or misapprehension." The book is an earnest plea for honest thinking and an open attitude of mind in regard to the facts of history as a guard against making similar mistakes in the future. In this connection A. G. Tansley's *The new psychology* (Dodd, 1920, \$4) is interesting as supplementary material. Includes a clearly annotated reading list.

SCOTT, WALTER DILL. Science and common sense in working with men, by Walter Dill Scott and M. H. S. Hayes. N. Y., Ronald press, 1921. 154 p. \$2.00.

Shows the value of "mental tests" of the Binet-Simon type, but also their failure to measure the more emotional elements in the worker's personality, which should be considered in employment psychology.

STONE, MELVILLE ELIJAH. Fifty years a journalist. Garden City, N. Y., Doubleday, 1921. 371 p. illus. music. \$5.00.

"Having passed man's allotment of three-score and ten" the author writes a "newspaperman's tale," in seven decades, which proves to be an unusually interesting and chatty account of people of historical importance in America and abroad, from the early 70's to 1919. Mr. Stone founded the *Chicago Daily News* and later was councilor of the Associated press. Half-tone illustrations from photographs.

TUMULTY, JOSEPH PATRICK. Woodrow Wilson as I know him. Garden City, N. Y., Doubleday, 1921. 553 p. \$5.00.

Feeling that "his contemporaries should know him as I have known him, not only as an individual but also as the advocate of a set of great ideas, and as the leader of great movements," in the hope "that the portrait will correct some curious misapprehensions about him," Mr. Tumulty has written this detailed book. He shows unbounded affection and respect for his chief.

WHITE, JAMES ANDREW. Practical amateur wireless stations. N. Y., Wireless press, 1920. 136 p. illus. Paper, 75c.

"An experience book containing the best suggestions of thirty-three experimenters on building, installing and operating experimental stations for radio communication."—Subtitle. A usable non-technical guide in convenient form that will delight high-school boys who are interested in wireless telegraphy.

Teaching

THIS READING course is for the use of teachers and others who would keep abreast of the times in the profession. Teaching has a scientific background, and this background is constantly shifting and changing as in any other vital and progressive profession. Books are continually being written from experience, as a result of deeper scientific investigation, in the light of new discoveries, and for the needs of new conditions—books that make this background—and unless a teacher keeps up with these new books, he has ceased to progress. He can no more depend on the books written about teaching fifteen years ago than a doctor could keep on practicing with the knowledge he gained from medical school fifteen years ago. If the teacher takes no account of the discoveries and improvements made in that time, he, like the doctor, will presumably be doing as much harm as good.

The standing and prospects of the teaching profession are continually improving. Public sentiment is rapidly moving toward a higher money valuation of the teacher's services, while it realizes that his value to the community can never be represented by his salary.

This list of books was compiled by Dr. George D. Strayer, of Teachers College, Columbia University, for the American Library Association, and is published by the Bureau of Education, Washington, D. C., as Reading Course Number Twenty. Notes and prices have been arranged by the Public Library, Washington, D. C.

Any one who reads eleven of the books in this list according to requirements of the Bureau of Education, may have a certificate signed by the Commissioner of Education. For information regarding this or other reading courses address Miss Ellen C. Lombard, Division of Home Education, Bureau of Education, Washington, D. C. Teachers may borrow these and other books listed in THE JOURNAL from their local public or county library. If there is no local library they may usually be had by writing to the Secretary of the State Library Commission at the capital of the State.

PALMER, G. H. *The ideal teacher.* Houghton, Mifflin Co., 1908. 32 p. 90c.

Stimulating little book in which the author discusses four fundamental qualifications

without which a teacher will fail and with which he will almost certainly be successful

THORNDIKE, E. L. *Education; a first book.* Macmillan Co., 1912. 292 p. \$1.80.

Will give the student in normal school or college a brief, simple, untechnical account of the aims, means, methods and results of education, of the conditions set by the laws of human nature, and of the part that school education plays in American life.

STRAYER, G. D., and NORSWORTHY, NAOMI. *How to teach.* Macmillan Co., 1917. 297 p. \$1.80.

Application of the science of psychology to practical methods of teaching, bearing in mind the social purpose of education and with a study of the measurement of results. Practically every chapter contains illustrations based on actual classroom practices.

STRAYER, G. D., and ENGELHARDT, N. L. *The classroom teacher at work in American schools.* American Book Co., 1920. 400 p. \$1.48.

This book may be used as an alternative for the foregoing. It treats exhaustively of the organization and administration of public education as well as of the technique employed by the teacher in his daily work.

BAGLEY, W. C. *The educative process.* Macmillan Co., 1908. 358 p. \$1.60.

A study of the functions of education and the laws that govern the process of education in order to eliminate waste of time and energy in school work.

McMURRY, F. M. *How to study and teaching how to study.* Houghton, Mifflin Co., 1909. 324 p. \$2.00.

Teaching children how to study involves the teacher's knowing how to study. A clear and logical analysis of the nature of study, resolving it into eight principal factors and examining each in turn in relation to children. Full of good things from life.

JOHNSON, HENRY. *Teaching history in elementary and secondary schools.* Macmillan Co., 1915. 497 p. \$1.80.

Valuable aid in making the past real to the child. Because of the author's broad scholarship, his professional insight and his clear and untechnical presentation of his material, his work will be helpful to all history teachers from the elementary school through the university.

JUDD, C. H. *Psychology of high-school subjects.* Ginn & Co., 1915. 515 p. \$2.20.

Applies to the teaching of Latin, English, science, and manual arts in the high school, the aid of psychological research. Judd

wants more inventors and discoverers among teachers; more creators of living thought and power.

BONSER, F. G. *The elementary school curriculum.* Macmillan Co., 1920. 466 p. \$1.80.

Holds out the ideal of an elementary course based on the activities of child life rather than on set "subjects" for study, but also recognizes the practical difficulty of putting such a course into effect at once in any public school. Both theory and practice of all the elementary subjects are given. May be used as an alternative for foregoing book.

CUBBERLEY, E. P. *Rural life and education; a study of the rural school problem as a phase of the rural-life problem.* Houghton, Mifflin Co., 1914. 367 p. \$2.00.

A most interesting review of the whole subject—the changes in the nature of our country life, their effects on rural institutions in general and the school in particular, its present needs and organization, and advice on the equipment of the new teachers and supervisors that the age demands.

DEWEY, JOHN. *School and society.* University of Chicago Press, 1899. 125 p. \$1.25.

Three lectures putting into few and convincing words what an enlightened and progressive community has a right to expect from its schools. Includes also a supplementary statement on the University Elementary School.

SEARS, J. B. *Classroom organization and control.* Houghton, Mifflin Co., 1918. 300 p. \$2.25.

A treatment of the old and ever-present problem of school management from the point of view of modern sociology. For the managing executive, whether teacher or principal.

CUBBERLEY, E. P. *Public school administration.* Houghton, Mifflin Co., 1916. 479 p. \$2.50.

Gives the principles that underlie our organization and administration of public schools, the evolution of our principal executive offices and problems and the probable lines of our future development; a study that is clear, concise, and comprehensive.

BOOK STUDY is at once the most accessible and universal method of self-instruction.

The printed page, a permanent record, inexpensive, available for use almost anywhere at any time by anybody, makes it possible for one to have as "in absentia" teachers the great minds of all time.

Regular systematic reading of one book a month will open to the reader personal growth, and new broadening vistas of ideas and of inspiration.—From *Self-Help in Teaching*, by Huber W. Hurt, Macmillan, 1921.

Iowa Wins Prize for Character Education Plan

EDUCATORS have for some time been conscious of the fact that public-school education is much farther ahead in the attainment of its intellectual aims than in the realization of its character aims. Education for mere knowledge and information has a long history; vocational and physical education are only in the beginning of their development; whereas education for character and citizenship, outside of specific vocational situations, is still very much undefined as to objectives and methods. We have become more and more conscious of the fact that the public school is the only agency which can be made definitely responsible to society for accomplishing the purposes of character education. The home and the church and many other institutions will always play a great part, but they are private agencies.

The realization of this need for a better developed character education in the public schools has induced one of our successful captains of industry to provide \$20,000 toward the meeting of the need. This money was offered in the form of a prize for the best methods-plan of public school character education. The prize was awarded on March 1, 1922, to the committee from the State of Iowa. The members of the winning committee are: chairman, Professor Edwin D. Starbuck, Iowa State University, Iowa City; collaborators, Supt. H. E. Blackmar, Public Schools, Ottumwa; Pres. C. P. Colgrove, Upper Iowa University, Fayette; Prof. F. D. Cram, Teachers College, Cedar Falls; Prof. A. C. Fuller, Teachers College, Cedar Falls; Prof. E. Horn, Iowa State University, Iowa City; Former-Supt. F. H. Huskill, Public Schools, Waterloo; Prof. Herbert Martin, Drake University, Des Moines; Prof. J. D. Stoops, Grinnell College, Grinnell.

The period of competition extended from October 1, 1919, to February 22, 1921. The competition was carefully controlled so as to secure the best available wisdom from each State of the Union. First the executive committee of the Character Education Institution, under whose auspices the research was conducted, appointed in each State a committee of selection. This committee of

selection was composed of the State Superintendent or State commissioner of education, a college or university president and a person of general influence. The committee of selection appointed a research committee of nine collaborators, who were to prepare the educational plan which would represent that State in the competition. The arrangement was that the prize would be divided among the members of the winning research committee so as to give the chairman \$4000 and the other eight collaborators \$2000 each.

In February, 1921, the completed plans from the several State research committees were sent to an outsider, Principal Calvert K. Mellen, of Lafayette High School, Buffalo, with letters of transmittal. Mr. Mellen numbered the plans and saw that all the names and marks of identification were absent from the documents themselves. Altogether twenty-six States complied fully with the requirements of the competition.

The twenty-six plans were submitted to three judges, who were State Superintendent Thomas E. Finegan, Pennsylvania; State Superintendent W. F. Bond, Mississippi; State Commissioner A. B. Meredith, Connecticut. These three judges were all, by virtue of their office as State superintendents, directors of the Character Education Institution, and also represent States which did not submit plans. The identity of the States and authors from which the various plans came was carefully guarded as a secret until the verdict had been rendered. The decision was arrived at in this way: First, each judge without consulting any one chose what he considered the three best plans. Then the judges were asked to review all of the plans thus commended, making a first and second choice from among the commended plans, and grading these choices on a scale of ten. The plan which received the highest total grade was then declared the winner. The award went to plan Number Nine which, upon consulting Mr. Mellen, was found to come from the State of Iowa.

The plans submitted represent pieces of group thinking. They were developed through processes of collaboration and mutual criticism among the members of

the several research committees. Only professional educators were eligible for appointment as research collaborators and thus as competitors for the prize.

The winning plan is organized under twelve chapters as follows: (1) Foundation principles; (2) The goal; (3) The organization and control of the school; (4) Ways of preserving, directing, and exercising the entire integrity of the child; (5) Fitting the methods and materials to the child's development; (6) A moral curriculum with a progressive plan, a drive, and a goal; (7) Moving progressively toward the objective; (8) The curriculum by years; (9) Measurements of progress and attainment; (10) The teacher and her preparation; (11) Coöperating agencies; (12) Conclusion.

Under school organization, the plan stresses these principles:

"The right organization of the school alone can go far toward solving the character training problems. . . . The right solution of the problem of democracy can come only through the school. . . . The school should respect the individuality and the initiative and the personality of each pupil even to the youngest."

The plan does not present a "moral program" to be super-added to the regular curriculum, but points out ways and means of securing greater moral results from the regular studies. It also advocates that the moral curriculum "busy itself with problems, projects, and actual situations rather than with 'virtues.'" A skeleton outline of character training "projects" for each grade and each season of the year is presented. In Chapter IX are presented three rating scales for measuring improvement in character, one for high-school students, one for grades 5-8 and one for grades 3 and 4. The plan contains in its appendix useful bibliographies on moral instruction in general, student self-government, high-school ethics, educational values, sex education, a classified bibliography of character-training material for the grades, and a bibliography of music according to grades and moral attitudes.

The Donor of these \$20,000 prizes gave, in 1917, \$5000 through The Character Education Institution, as a prize for the best code of ethics for children. This prize was won by President William J. Hutchins, of Berea College. When he won the prize he was professor at Oberlin College, Ohio.—This statement was prepared for THE JOURNAL by Dr. Joseph K. Folsom, assistant to the Chairman of the Character Education Institution.

NOTES and ANNOUNCEMENTS

HOTEL RESERVATIONS for the Boston meeting should be made through Mr. Michael J. Downey, Executive Secretary, Committee on Convention of the National Education Association, 15 Beacon Street, Boston, Massachusetts.

THE LOCAL EXECUTIVE committee which will be in charge of the arrangements for the meeting of the National Education Association in Boston, July 2-8, is composed of the following members: Mr. Louis E. Kirstein, member of the firm of William Filene Son's Department Store, Chairman; Mr. Michael J. Downey, Director of Evening Schools in Boston, Secretary; Mr. George E. Brock, president of the Home Savings Bank and formerly president of the Boston School Committee, Treasurer; Mr. Jeremiah E. Burke, superintendent of Boston public schools; Mr. B. Preston Clark, business man and philanthropist; Mr. Denby B. Goode, secretary of the Convention Bureau, Chamber of Commerce; Dr. Henry W. Holmes, head of the School of Education, Harvard University; Mr. James J. Phelan, of the firm of Hornblower and Weeks, Bankers; Dr. David D. Scannell, chairman of the Boston School Committee; Dr. Payson Smith, State Commissioner of Education; Mr. Frederic S. Snyder, vice-president of the Boston School Committee; Mr. James J. Storrow, of the firm of Lee Higginson and Company; Mr. David H. Howie, secretary to Mr. James J. Storrow.

SUPERINTENDENT PETER MORTENSON, Assistant Superintendent Morgan G. Hogge, their able assistants in the Chicago public schools, and others in charge of local arrangements in Chicago are to be complimented upon their skillful handling of the meeting of the Department of Superintendence and allied organizations.

THE PUBLICITY for the Chicago meeting of the Department of Superintendence, under the general direction of the Managing Editor of *THE JOURNAL*, was handled by an organization including Mr. Charles H. Lake, assistant superintendent of the Cleveland schools; Mr. Clyde R. Miller, of the division of publications of the Cleveland public schools; Mr. A. N. Schreuder, of the

Washburne School, Chicago; and Mr. George A. King, of the McCutcheon-Gerson Service, Chicago. Mr. King's salary was paid by the teachers' council of the Chicago high schools. His services are chiefly responsible for the satisfactory character of the publicity in the Chicago papers, which in the past have placed too low a value on educational publicity to satisfy the superintendents.

Among daily newspapers which were personally represented at the meetings are the New York Globe, New York Post, New York Evening News, Boston Transcript, Christian Science Monitor, Cleveland Plain Dealer, Newark, (N. J.) Evening News, Dallas News, Des Moines Register, Seattle Times. Among well-known out-of-town newspaper correspondents at the meeting were Mr. T. W. Metcalfe, Dr. W. Carson Ryan, Jr.; Mr. Peyton Irving, Jr.; and Mr. Fred Charles.

President R. G. Jones, speaking before the closing session of the Department, Thursday morning, commended the publicity given the various meetings as having been unusually satisfactory.

THE OFFICERS OF THE DEPARTMENT OF SUPERINTENDENCE of the National Education Association for 1922-23 are: Superintendent John H. Beveridge of the Omaha (Nebraska) schools, president; Superintendent Robinson G. Jones, of the Cleveland (Ohio) public schools, *ex officio* first vice-president; Superintendent Frank W. Ballou, of the Washington (D. C.) public schools, second vice-president; Superintendent Ira B. Bush, of the Erie (Pennsylvania) Schools, treasurer; Mr. S. D. Shankland, Manager of the Andrews Institute for Girls, Willoughby, Ohio, secretary (elected by the executive committee). The executive committee consists of the officers of the Department (excepting the secretary) and State Commissioner Payson Smith, of Massachusetts, elected at Chicago to serve until 1926; Superintendent Jesse H. Newlon, of the Denver (Colorado) public schools; Superintendent Frank Cody, of the Detroit (Michigan) public schools; and Superintendent Randall J. Condon, of the Cincinnati (Ohio) public schools.

REPRESENTATIVES of forty-seven railroads met with the officers of the National Education Association at Chicago to consider plans for the Boston meeting. Present indications point to the largest attendance in the history of the Association.

THE MEMPHIS (TENNESSEE) CHAMBER OF COMMERCE has voted to send a business man to the Boston meetings at the expense of the Chamber. A thorough understanding of educational needs by business men is of the greatest importance and the plan which the Memphis Chamber of Commerce has started may well be adopted by other business and civic organizations.

The Membership Year

THE use of a double figure such as 1921-1922 to indicate the Association's membership year has led to confusion. For this reason and because *THE JOURNAL* year is from January 1 to December 31, and also because the two great annual meetings are in the same calendar year, the Executive Committee at its meeting in Chicago March 2, decided to recommend to the Representative Assembly at the Boston meeting that the membership year be changed to coincide with the calendar year.

The Secretary believes this change can be easily made and that it will avoid most of the misunderstandings concerning the payment of membership dues. If the recommendations of the Executive Committee are adopted Sections 7 and 8 of Article I of the By-Laws will read as follows:

Section 7. The membership year of the Association shall be the calendar year from January 1st to December 31st, inclusive. New members may join at any time, and the membership of those joining between September 1st and December 31st shall extend to the end of the following membership, or calendar year.

Section 8. The annual dues of all members shall be paid in advance to the Secretary of the Association before December 31st of each year. A member failing to pay his dues as herein provided shall forfeit the privileges of membership, and after being in arrears one year shall be dropped from the list of members. Provided, that all members shall receive *THE JOURNAL* and be entitled to all other privileges of membership for at least one full year for each annual dues paid.

The By-Laws, Article I, Sections 7 and 8, now read as follows:

Section 8. The membership year shall be the same as the fiscal year of the Association,

from June 1 to May 31, inclusive. New members may join at any time, and the membership of those joining between March 1 and June 1 shall extend to the end of the following membership year. Those joining after January 1 may, if they so elect, have their dues apply to membership for the following year.

Section 7. The annual dues of all members shall be paid at the time of the annual meeting of the Association or shall be sent to the Secretary on or before November 1. An active member failing to pay his dues as herein provided shall forfeit the privileges of membership and after being in arrears one year shall be dropped from the list of members.

CHANGE OF ADDRESS should be promptly reported to Headquarters, giving both old and new address. Otherwise THE JOURNAL may be sent to the wrong address for some time.

Members wishing to discontinue membership should inform the Secretary promptly. Unless they do so they will continue to receive THE JOURNAL for which half of each membership fee is set aside.

PERSONS ARE URGED to look upon their membership in the Association as an opportunity to share in its great program of educational betterment rather than as a magazine proposition. This deeper meaning of membership is fully appreciated by members of the American Medical Association, the American Bar Association, and similar State and local associations. The Association can do its greatest work only when membership is

regarded as a means of supporting and promoting the Association's program of help and protection to its members and to all teachers.

THE MEMBERS OF HEADQUARTERS STAFF of the National Education Association are looking forward with pleasure to the addition to their number of Mr. S. D. Shankland, of the Andrews Institute for Girls, Willoughby, Ohio, who has been elected by the executive committee of the Department of Superintendence to begin work as its full-time secretary on July 1, 1922.

THE EXPENSES OF TWO TEACHERS to the Boston meeting will be paid by the Northwest Products Bureau, of the Seattle Chamber of Commerce. The delegates are Miss Myra L. Snow, president of the Seattle Grade Teachers' Club, and Mr. Karl F. Adams, principal of the Lincoln High School.

THE NEW PRESIDENT of the Florida Educational Association is County Superintendent C. R. M. Sheppard, of DeLand, Volusia County, Florida. The association is planning to increase its membership from 600 to 4000 and to employ a full-time secretary.

THE OUTLOOK ON TEACHERS' SALARIES in Kansas is the subject of three leaflets published by the Kansas State Teachers' Association. Leaflet number one indicates that in cities of the first and second class most of the salaries will remain the same for next year as this year, while there will be more than twice as many increases as decreases. There

promise to be more decreases in cities of the third class, but even in those cities there is a substantial number of increases while the majority of the cities reporting will maintain present schedules.

TAX PAID ON LUXURIES IN 1921

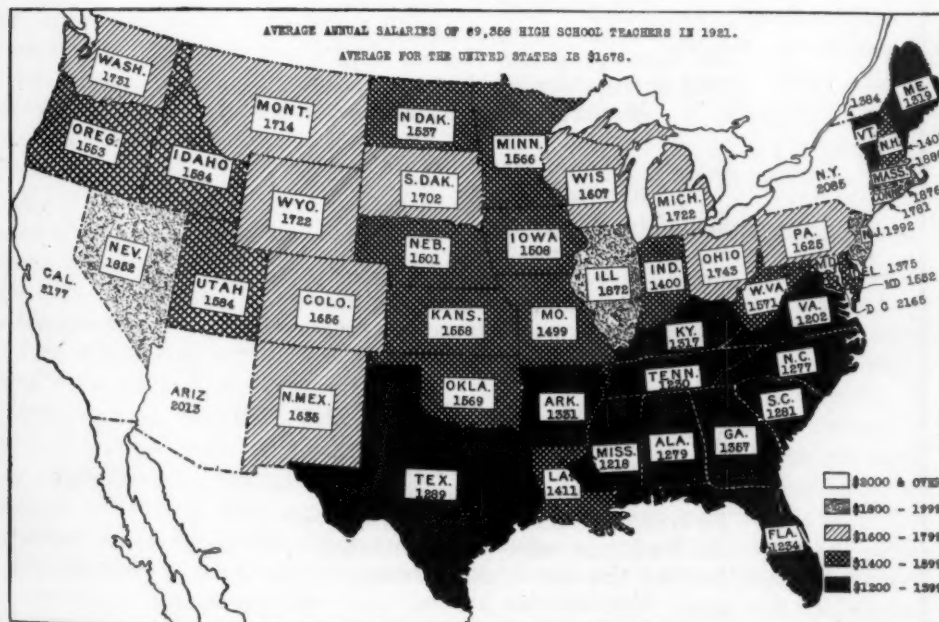
Report of Commissioner of Internal Revenue

Tobacco	\$255,219.385.49
Automobiles	237,584,373.38
Admission to theaters....	89,725,805.92
Jewelry	24,303,905.82
Candy	20,436,700.35
Luxuriously priced articles.	20,374,591.40
Musical instruments.....	11,568,034.90
Fur articles.....	9,081,238.55
Motion picture films.....	6,008,108.18
Perfumes, cosmetics, and patent medicines.....	5,800,768.41
Sporting goods.....	4,283,902.31
Firearms and shells.....	3,702,642.93
Playing cards.....	2,603,941.42
Bowling alleys and pool tables	2,368,007.65
Toilet soaps.....	2,223,773.99

Total for articles listed... \$696,617,357.91

Note that this amount was collected in taxes. The total amount spent for these articles was many times the sum given.

THE ADMINISTRATIVE COMMITTEE of the Federal Council of the Churches of Christ in America at a recent meeting passed the following resolution: That in view of the fundamental importance of education, we urge the creation of a National Department of Education, the head of which shall be a member of the President's Cabinet, with a view to securing for education a recognition from the Federal Government commensurate with its significance for our National life, at the same time preserving to the several States the full control of educational administration within their borders.



THIS MAP, prepared by the United States Bureau of Education, shows the average annual salaries of high-school teachers in 1921. Administrative officers are not included.

IT HAS COME to be recognized that before any large coöperative undertaking can be intelligently and effectively carried forward there must be available a mass of information that bears upon the problem concerned. This fact was recognized by the National Education Association when it created its Research Department, which is destined to become a clearing-house for information bearing upon educational problems. The Association's aggressive program of educational advancement and the improvement of teaching conditions is to be carried forward in the light of exact and well-organized information. The financial situation is such that "cold hard facts" must be behind any educational advance that is to be made in the immediate future. It is to gather and intelligently interpret these vital facts that the Research Department has been created.

IN THE FIELD

THE NEW ENGLAND Association of Teachers of English held its twenty-second annual meeting in Boston, March 11, 1922. The outdoor world and the English teacher was the general theme of the meeting. Miss Katharine H. Shute, of the Boston Normal School, is president of the association.

A NUMBER OF SPECIAL TRAINS, including one from Tennessee, are being planned for the Boston meeting next July.

THE SECRETARIES of State education associations held significant meetings at Chicago on March 1 and 2 at which were discussed relationships with National and local associations as well as matters relating to the management of the work in the office of the State secretary.

USEFUL GOVERNMENT BULLETINS on tree planting and related subjects may be had by writing to the Superintendent of Documents, Washington, D. C. A price list of these bulletins may be had free. The bulletins are sold at prices ranging from five to thirty-five cents.

THE SECOND PUBLIC CONFERENCE on commercial engineering will be held May 1 and 2 at the Carnegie Institute of Technology in Pittsburgh. The conference will deal with the newly arisen problems in modern industries and with the training of the engineer for a better understanding of problems relating to community development and for management of overseas engineering projects.

THE PSYCHOLOGICAL Corporation recently incorporated under the laws of the State of New York is said to be the first corporation under the laws of any State whose objects are the advance of science and whose earnings must be used for scientific research. The society has elected the following officers: president, J. McKeen Cattell; first vice-president, Walter Dill Scott; second vice-president, Lewis M. Terman; chairman of the board, Edward L. Thorndike; secretary and treasurer, Dean R. Brimhall.

THE BOOKER T. WASHINGTON monument is to be unveiled April 5, at Tuskegee Institute, Alabama. This statue is a representation in bronze, and

with its pedestal will be sixteen feet in height. It will stand in the center of the campus. Dr. Wallace Buttrick will deliver the Founder's day address.

THE NATIONAL Society for the Study of Education at its meeting in Chicago on Saturday, February 25, elected the following officers for the year 1922-23: president, Ernest Horn, of the University of Iowa, Iowa City; vice-president, Agnes L. Rogers, of Goucher College, Baltimore, Md.; member of the executive committee, L. V. Koos, of the

University of Minnesota, Minneapolis; member of the board of trustees, Livingston C. Lord, president of the State Normal School, Charleston, Illinois.

Among the officers who hold over are: secretary-treasurer, Guy M. Whipple, of the University of Michigan, Ann Arbor, Michigan; members of the executive committee, P. W. Horn, S. S. Calvin, H. W. Holmes; members of the board of trustees, Frank W. Ballou and W. W. Charters.

THE COMMITTEE on State Levies and other State Funds announces that its complete report will be ready for the Boston meeting.

THE NATIONAL Vocational Guidance Association at its meeting in Chicago, on February 25, elected for its president for 1922-23, Miss Anne S.

AMERICAN IDEALS

Ida Flood Dodge

A faith unstained, a holy fire,
A sense of liberty toward God,
A home where freedom's hearth might glow
With pure desire:
For this, our Pilgrim fathers sought;
For this, on barren shores they wrought.
God grant those truths for which they fought
Be lifted higher.

A land secure from tyrant's greed,
Unspoiled by fear of despot's rule,
Those inborn rights their fathers sought
On glorious Runnymede.
For this, our patriot fathers fell
On Lexington and Bunker Hill.
God grant their vision hover still,
Midst stress and need.

Strong justice, Nation-wide and sure,
A home secure.
Equality, democracy,
A home secure.
For this, our mighty statesmen tower,
As beacon lights in danger's hour.
God grant in us their sacred power
May still endure.

A guiding star, toward which may turn
A world distraught by years' unrest:
Here, may we keep our fathers' faith,
While nations learn
To live in peace. Teach us to see,
Oh God, our way—untrammelled, free.
To lead the world, our destiny.
For this we yearn.

[Written for the author's history classes in the Tucson, Arizona, schools, and first published in *The Journal*.]

Davis, director of vocational education in the Chicago public schools.

SUPERINTENDENT E. C. BROOKS, of the State Department of Public Instruction of North Carolina, has been added to the Commission in charge of the Educational Finance Inquiry which is being carried forward under the auspices of the American Council on Education.

THE SECRETARY of the Washington Education Association reports that the association has already exceeded its goal of 7500.

THE NATIONAL COUNCIL SUPERVISORS OF NATURE STUDY AND GARDENING elected at their meeting in Chicago the following officers for 1922-23: president, Lester S. Ivins, Department of Agriculture and Gardening, Kent State Normal College, Kent, Ohio; secretary, Miss Alice J. Patterson, Department of Nature Study, Illinois State Normal University, Normal, Illinois.

THE AMERICAN Academy of Political and Social Science will hold its twenty-sixth annual meeting on May 12 and 13, at Philadelphia. This meeting will be devoted to a discussion of The Relation of America to the Rehabilitation of Europe. There will be six sessions. The Academy being free from political affiliations makes it a peculiarly appropriate forum for such a discussion.

SINCE SEPTEMBER, 1921, children in the Westport, Connecticut, schools must complete the eighth grade—unless they are sixteen years of age—before they leave school. Pupils of the seventh and eighth grades were given the Terman group intelligence test, and those whose scores were low were then given the Terman individual test. In this way groups of eighteen from these two grades, whose intelligence quotient was 76 or below, were assigned to a special teacher who will arrange and adapt the work to the ability of each child.

THE CONNECTICUT SUPERINTENDENTS' ASSOCIATION at its recent annual business meeting adopted a new constitution. Annual dues of three dollars was substituted for assessments. Four standing committees were appointed and provision was made for financing them.

DR. ARTHUR S. HURRELL, now at the University of Pittsburgh, has been appointed assistant dean of the summer school at Pennsylvania State College, which opens June 26. An enrolment of over 3000 is expected.

THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION will hold its next annual conference at the University of Kentucky, Lexington, April 20-22.

FORTY DIFFERENT NATIONS are represented in the student body of the University of California.

VIRGINIA POLYTECHNIC INSTITUTE will hold its golden jubilee on May 28-30 at Blacksburg.

President Harding on Federal Aid

THE FEDERAL GOVERNMENT has established the precedent of promoting education. It has made liberal grants of land and money for the establishment and support of colleges of agriculture and mechanic arts, and in more recent years has made appropriations for vocational education and household arts. Without interfering in any way with the control and management of public education by the States, the Federal Government should extend aid to the States for the promotion of physical education, the Americanization of the foreign-born, the eradication of illiteracy, the better training of teachers, and for promoting free educational opportunities for all the children of all the people.—Statement made by Mr. Harding at Marion, Ohio, October 1, 1920, when a candidate for the presidency.

THE COMMITTEE of Twenty-one in its preliminary report on rural education in New York State at the recent meeting of the New York State Association of District Superintendents in Rochester, recommended the reorganization of school districts under the jurisdiction of district superintendents of schools into a community unit plan that provides a community board of from eight to sixty. From this large board an intermediate board will be elected and a committee appointed by the county board of supervisors in order to redefine supervisory units and another committee appointed by the Governor to define

community units. After 1926, all rural supervisors entering the service shall be graduates of approved colleges, with three years' experience plus one year of professional training for rural leadership.

THE SECOND regional conference on illiteracy, under the auspices of the Illiteracy Commission of the National Education Association was held February 3-4, in San Francisco. Mrs. Cora Wilson Stewart acted as chairman. Among the speakers were Dr. David Starr Jordan, Will C. Wood, John V. Conway, Mark Keppel, Mrs. Minnie D. Bean, Fred M. Hunter, W. J. Hunting, and A. H. Chamberlain.

THE INTERNATIONAL INTERPRETER, a new international news weekly, edited by Frederick Dixon, will appear in April.

PLANS for the establishment of a system of branch libraries with supplementary branches in the schools of Washington, D. C., were presented in the joint report of the Board of Education and the Library Board that was adopted on January 26, 1922. Washington has but one branch library and greatly needs others.

NEW YORK City's first child-welfare building was opened recently. It will be headquarters of the Board of Child Welfare which now cares for 25,000 children and 7500 mothers at an annual cost to the city of \$4,000,000.

THE MIDDLE WEST PHYSICAL EDUCATION SOCIETY held its annual meeting in Des Moines on March 30, 31, and April 1, 1922.

A MEMORIAL TOWER to soldiers, sailors, and marines of the great war is to be erected by the city of Boston in the Charles River near Harvard Bridge at a cost of \$2,000,000.

RECENT ADDITIONS to the Boston Museum of Fine Arts include a painting of the Infanta Maria Theresa by Velasquez, originally in the Imperial Gallery at Vienna; paintings by Hoppner, Luini, Tintoretto, Gilbert Stuart, Sargent, Mancini, J. Francis Murphy, and George Inness.

A SCORE-CARD for one-teacher school buildings, devised by Julian E. Butterworth, professor of rural education, Cornell University, has been recently published by the World Book Company.

A FEDERAL CITIZENSHIP TEXTBOOK, Part III, by Raymond F. Crist, has been issued by the U. S. Department of Labor. It contains twenty-four lessons on the history of America, the Constitution and its amendments, with clear explanations of all phases of government.

THE VIRGINIA STATE TEACHERS ASSOCIATION embraces local and district units. Of the 130 active local units nineteen are educational institutions and 111 are county and city teachers associations. These local associations are grouped into eleven definitely organized district units, which, taken together, cover the entire State. These districts hold annual meetings in the spring. These programs are so scheduled as to permit the full-time executive secretary of the State Association to be present for at least a part of each meeting.

MR. H. B. SMITH, secretary of the Colorado Education Association, is now editing the association's organ, *The Colorado School Journal*. The former editor, Mr. D. R. Hatch, remains on the staff as associate editor.

TEACHER PLACEMENT by Public Agencies is the subject of the U. S. Bureau of Education Bulletin, 1921, No. 42, by J. F. Abel, specialist in rural education. It can be had from the Superintendent of Documents, Government Printing Office, Washington, D. C., for five cents.

THE MARYLAND HOUSE OF DELEGATES on March 8 passed the general educational bill which provides for enlarging the State's supervisory force in the public schools, increases in salaries and a sliding scale of salaries, higher qualifications of teachers, and operation of the equalization fund.

THE UNIVERSITY OF CALIFORNIA SUMMER SESSION will be held in Los Angeles, July 1-August 12. One hundred seventy courses will be offered.

THE BUREAU OF NATURALIZATION of the U. S. Department of Labor has issued Suggestions for Americanization Work among Foreign-born Women.

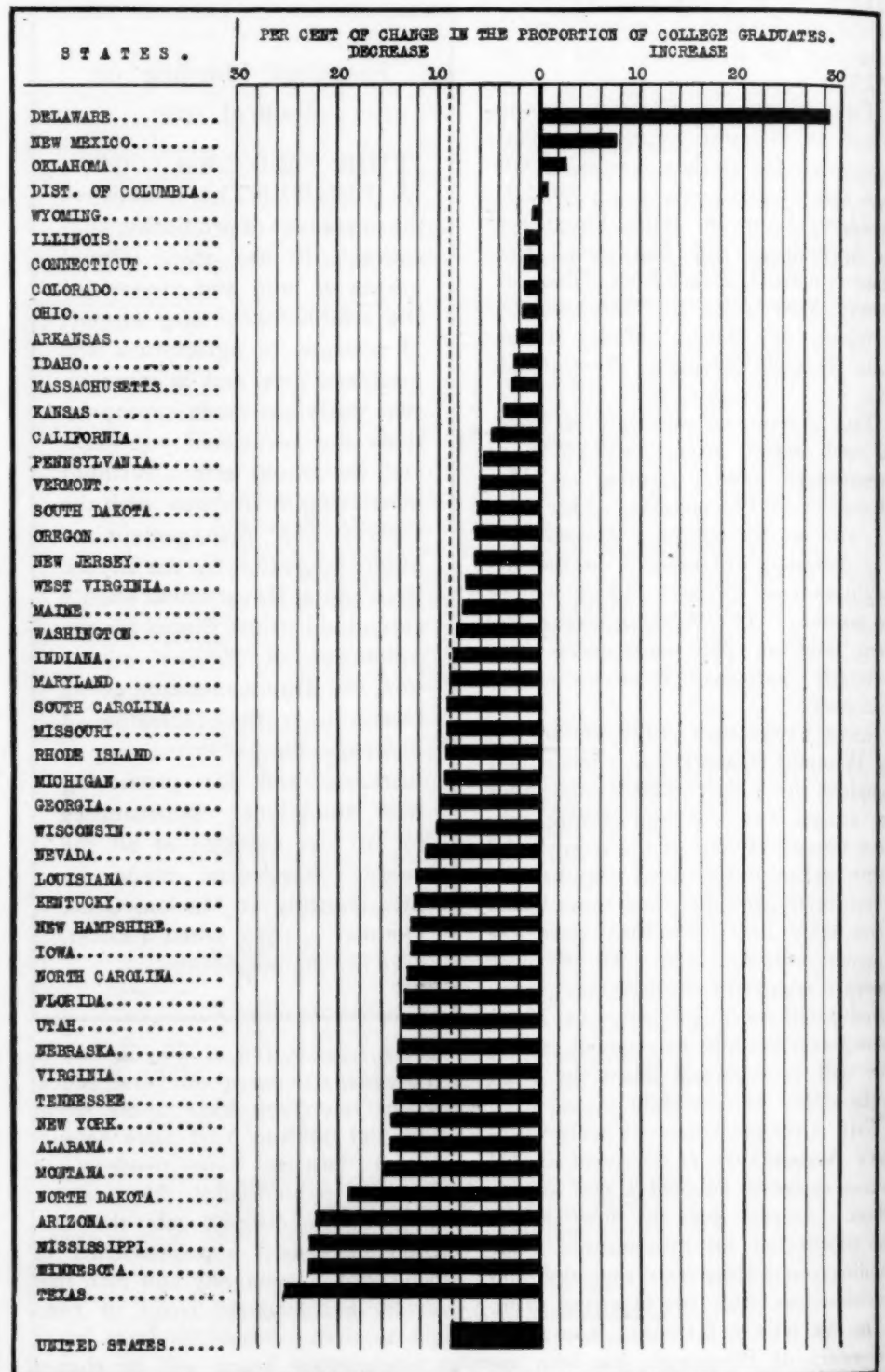
FOREIGN CRITICISM OF AMERICAN EDUCATION by W. J. Osburn, of the Department of Education of the State of Wisconsin, is issued as U. S. Bureau of Education Bulletin, 1921, No. 8. This 158-page report may be ordered from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 20 cents per copy.

THE VIRGINIA LEGISLATURE which adjourned on March 11, although unusually conservative throughout the present session, passed three important educational bills. The first provided for a new plan of adopting and distributing textbooks; the second, for the county as the unit of school administration, by which the number of school boards of the State is reduced from 643 to 120;

the third makes education compulsory between the ages of eight and fourteen for public-school children during the entire school session, unless the elementary course of study has been completed before fourteen years of age. Where the school board and tax levying authorities jointly agree a county or city may be exempted from the provisions of the attendance law. A few counties,

particularly where the colored population is large, will likely claim exemption. It is nevertheless expected that the provisions of this law will be in full operation throughout the State in a few years.

THE VIRGINIA STATE TEACHERS ASSOCIATION coöperated actively with State Superintendent Harris Hart and other educational leaders in furthering



THIS CHART, prepared by the United States Bureau of Education, shows the percentage of increase or decrease of high-school teachers who are college or university graduates during the period of 1918 to 1921. Excepting in four States there is an alarming decrease in academic training.

constructive educational legislation and in blocking reactionary legislation during the session of the legislature just closed.

THE NATIONAL Association of Secondary School Principals at its recent meeting in Chicago elected the following officers for 1922-23: President, Edward Ryneerson, principal of the Fifth Avenue High School, Pittsburgh, Pa.; first vice-

president, Ray H. Bracewell, principal of the high school, Burlington, Iowa; second vice-president, Philip W. L. Cox, headmaster of the Washington School, New York City; secretary-treasurer, H. V. Church, principal of the J. Sterling Morton High School, Cicero, Illinois.

MUSIC DEPARTMENTS OF LIBRARIES, issued as U. S. Bureau of Education

Bulletin, 1921, No. 33, contains reports from the libraries of various States. These reports indicate that a live music section brings increased patronage to the library. Also that there is an abundant opportunity for music teachers, students, and others to make larger use of the libraries and to encourage the development of music-section facilities. The pamphlet may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., for five cents a copy.

TWELVE PROFESSIONAL IMPROVEMENT COURSES for Massachusetts teachers, which may be taken by correspondence, are offered by the North Adams Normal School.

A SPECIAL COMMISSION, reporting to the Cleveland Foundation, suggests the following salary schedule for the Cleveland School of Education: professors, \$4500 to \$6500 or more; associate professors, \$3500 to \$5000; assistant professors, \$3000 to \$4000; instructors, \$2500 to \$3000.

THE RECENTLY-ELECTED PRESIDENT of Bryn Mawr College is Dr. Marion Edwards Park, dean of Radcliffe College. Dr. Park will succeed Dr. M. Carey Thomas, who will retire in June after thirty-five years as professor of English, dean, and president.

A FOUR-YEAR COURSE in physical education leading to the bachelor of science degree and designed to train men to direct physical education in city school systems has been announced by the School of Education of the University of Michigan.

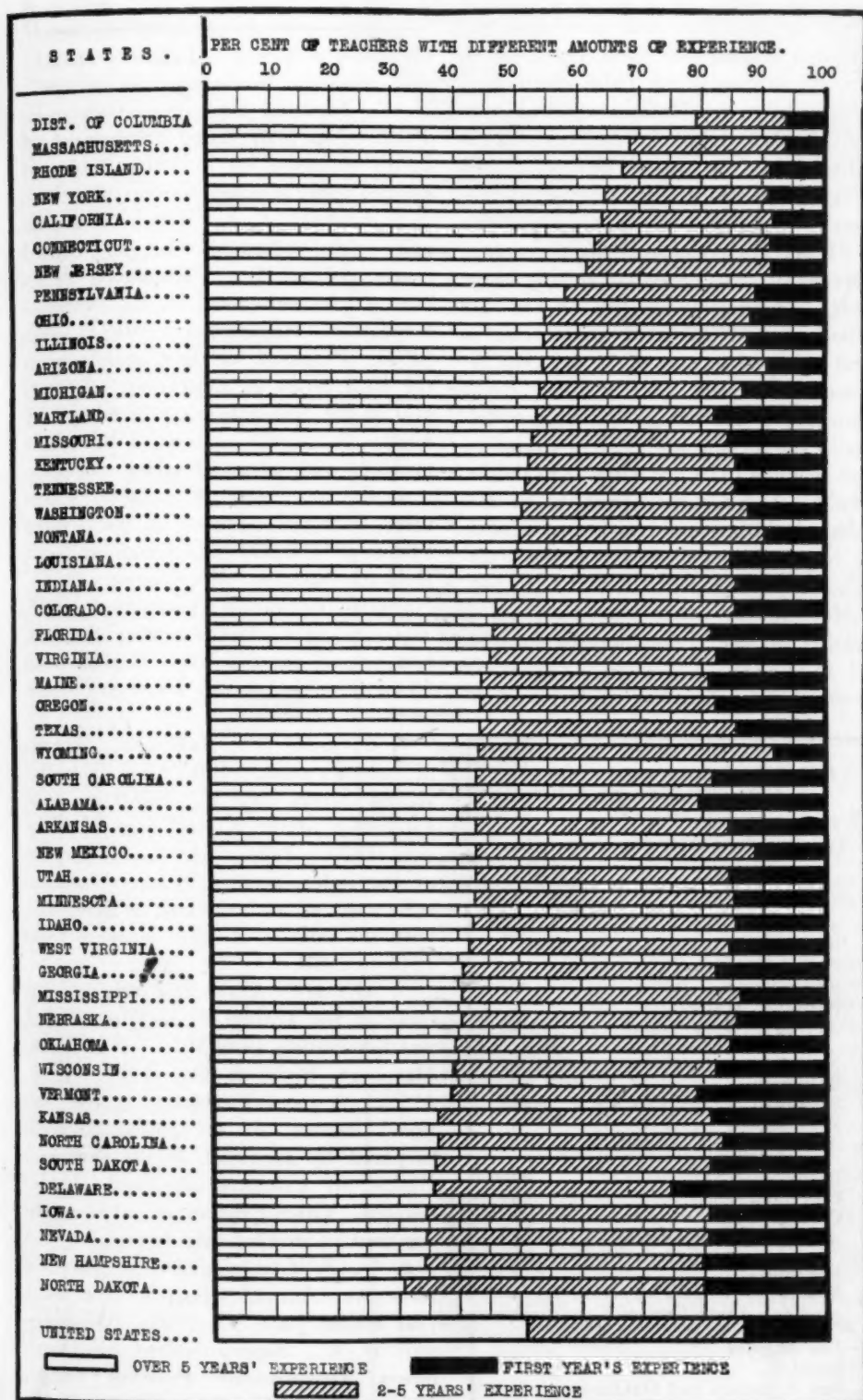
THE LOUISIANA STATE BOARD OF EDUCATION is now a constitutional body. Five members are elected by Congressional districts and three are appointed by the governor.

THE NEW OHIO STATE DEPARTMENT OF EDUCATION coördinates a number of State agencies hitherto working as independent units.

FREQUENT MOVES on the part of superintendents and teachers in small towns and cities this year will have a tendency to lower salaries.

THE COUNTY UNIT BILL passed by the last Missouri General Assembly is now before the people under the referendum and will be voted on at the coming November election.

STATE SUPERINTENDENT SAM A. BAKER, of Missouri, is a candidate for re-election. Superintendent W. M. Oakerson, of Jefferson City, is also a candidate for the State superintendency.



THIS CHART, prepared by the United States Bureau of Education, shows the percentage distribution of high-school teachers in 1921 on the basis of experience in teaching.

Have Teachers' Salaries Been Increased?

JOHN K. NORTON

Director of the Research Department of the National Education Association

THE REAL VALUE of a wage is not the amount of money received stated in dollars and cents, but its purchasing power. If a teacher's salary over a period of years is increased by fifty per cent while the cost of food, shelter, clothing, books, summer-school tuition, and similar items, increases a hundred per cent, the teacher is poorer.

Therefore, any attempt to decrease salaries must be studied from two sides. We must consider the increase in the cost of living as well as the increase in the number of dollars received. If both factors are considered, comparatively few teachers have actually had increases in salary since 1914.

Table I shows the increase in the cost of living in a number of cities in various sections of the country. The greatest increase is 77 per cent in the North Central section. The smallest increase is 67 per cent in the Western section, and the average increase for the country is given as 71 per cent.

Taking 71 per cent as the increase in the cost of living from December, 1914, to December, 1921, one is able to compare the buying power of his salary in 1914 with that of his salary in 1921. To represent an equivalent buying power the 1921 salary should be 171 per cent of the 1914-15 salary.

For example, a salary of \$300 in 1914-15 had the same purchasing power as \$513 now has; a salary of \$1000 then had the same purchasing power as \$1710 now has; and so on.

One other consideration is important in studying the teacher's salary. Has there been an increase in the cost of living throughout the country without a proportionate increase in the total yearly income for the country as a whole? If such is the case, there might be a little justification for the attitude that the teachers' salary increase should lag behind the increase in the cost of living. Then perhaps the teacher might be expected to live on shorter rations with the rest of the country.

Data recently compiled show that the total National income during the years 1913 to 1919 increased more rapidly

than the cost of living. The National Bureau of Economic Research, after exhaustive and careful investigation, has recently issued figures on the total National income by years from 1909 to 1919. Table II is based on these figures. During the five years from 1914 to 1919 there is an increase in total National income of 98.8 per cent. It is not known just what effect the business depression of the last two years will have upon the National income for these years. The business depression of 1914 resulted in a decrease in the National income over that of 1913 of but 3.5 per cent. It is unlikely that the present depression will bring the percentage of increase in National income of 1921 over 1914 down to 71 per cent, which is the percentage increase in cost of living during these years. The income of 1921, if but 56.8 billions, would represent an increase in total National income of 71 per cent between 1914 and 1921. This would allow for a decrease of 9.2 billion dollars in the income for 1921 as compared with that for 1919, accountable to the depression. In short, there is no reason why teachers' salaries should not keep pace with the cost of living in so far as the country's income represents its ability to pay.

Material for salary campaigns is indicated in the following paragraphs.

1. National Education Association Committee on Teachers' Salaries, Ten-

TABLE I—PERCENTAGE OF INCREASE IN COST OF LIVING BY CITIES AND SECTIONS

December, 1914, to December, 1921

Based on News Circular of U. S. Department of Labor, February 4, 1922.

New York	78
Buffalo	77
Philadelphia	74
Boston	70
Portland, Maine	69
Average, North Atlantic....	74
Norfolk	79
Baltimore	73
Savannah	66
Washington	63
Average, South Atlantic....	70
Detroit	82
Cleveland	76
Chicago	72
Average, North Central....	77
Houston	74
Mobile	64
Average, South Central....	69
Los Angeles	76
Seattle	71
San Francisco and Oakland.	64
Portland, Oregon	58
Average, Western.....	67
Average, all cities.....	71

TABLE II
INCREASE IN NATIONAL INCOME

Year.	Annual Income in Billions of Dollars.	Percentage Increase Over 1914.
1914.....	33.2	0
1915.....	36.0	8.4
1916.....	45.4	36.7
1917.....	53.9	62.3
1918.....	61.0	83.7
1919.....	66.0	98.8

ure, and Pensions. Teachers' salaries and the cost of living. Washington, D. C., National Education Association, 1918. 71p. 25 cents. Statement of salary situation up to 1918; tables of salaries paid; selected bibliography.

2. Evenden, E. S. Teachers' salaries and salary schedules in the United States, 1918-1919. Commission Series No. 6. Washington, D. C., National Education Association, 1919. 170p. \$1.00. Prepared for the Commission on the Emergency in Education. Appears also in the Association's proceedings for 1920. A careful analysis of the salary problem with proposed salary schedules.

3. Ballou, Frank W. Salary schedules, 1920-1921; cities of the United States of 100,000 population or over. Bulletin No. 19. Washington, D. C., National Education Association, 1922. 32p. 25 cents. Gives minima, maxima, and annual increments. Replies from 48 of 68 cities in this class give representative schedules.

4. Burgess, W. Randolph. Trends of school costs. 130 East Twenty-second Street, N. Y., Department of Education of the Russell Sage Foundation, 1920. 142p. \$1.00. By the use of the index number teachers' salaries are compared with the cost of living and with the salaries of other workers from 1841 to 1920.

5. Mitchell, King, and others. Income in the United States; its amount and distribution, 1909-1919. New York, Harcourt, Brace & Co., 1921. 152p. \$1.25. A careful estimate of the National income for the period covered, prepared by the staff of the National Bureau of Economic Research, Incorporated. Gives clear statement of methods used in making calculations.

6. U. S. Commissioner of Internal Revenue. Annual report for the fiscal year ended June 30, 1921. Washington, D. C., Superintendent of Documents, Government Printing Office, 1921. 198p. 15 cents. Source material for taxes paid by States in connection with manufacture and retailing of various luxuries and semi-luxuries.

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 Boston-Jordan Marsh Co.
 Bridgeport-W. K. Mollan
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 Buffalo-639 Main St.
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 Cedar Rapids-The Killian Co.
 Charleston-J. F. Condon & Sons
 Charlotte-221 Piedmont Bldg.
 Chicago-130 E. Randolph St. (Room 502)
 Chicago-4750 Sheridan Rd. (Room 214)
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 Cleveland-Granger-Powers, 1274 Euclid Av.
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 Dallas-Leon Kahn Shoe Co.
 Davenport-R. M. Neustadt & Sons
 Dayton-The Rike-Kumler Co.
 Denver-224 Foster Bldg.
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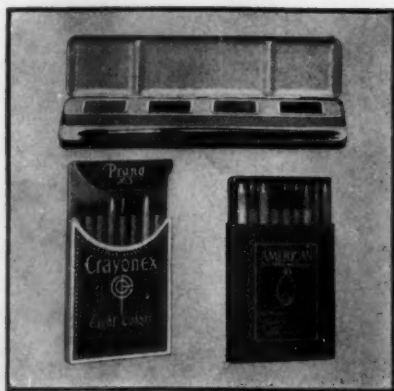
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A brother of Antone Lang, who plays the part of Christ in the Passion Play in Oberammergau, is the master wood-carver for the American Seating Company. Examples of his wonderful work can be seen at the general offices in Chicago and all school people are invited to drop in at any time.

Mary C. C. Bradford, former State Superintendent of Colorado schools and War President of the National Education Association, has affiliated herself with the Compton Company, of Chicago, in promoting their new "Compton's Pictured Encyclopedia." Every word of this new set of books has been written since the War and attracted unusual interest at the Chicago exhibits.

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"A Hundred Ways of Raising Money," by W. Otto Miessner, is the title of the splendid booklet of thirty-two pages, recently issued by the Miessner Piano Company, 228 Third Street, Milwaukee, Wisconsin. This booklet is for the purpose of helping teachers find means to buy musical equipment. Its pages are filled with wise, workable plans for raising money, which have actually been tried and found successful. Hundreds of schools have found this practical book of great value. Any one wishing a copy may secure it free of charge by writing to the address above.

The Children's Flower Mission, of Cleveland, Ohio, reports that last year over 13,000,000 penny packets of seed were distributed to children's gardens. This organization is the largest distributor of penny seed packages to school children in the world.

"The World Book," edited by M. V. O'Shea, of the University of Wisconsin, and distributed by W. F. Quarrie and Company, Chicago, Illinois, reports that in the State of New York out of fifty-nine cities having superintendents fifty-four are using "The World Book."

Mr. John N. Miller, New York manager for the Federal Steel Fixture Corporation, manufacturers of lockers and steel shelving of all kinds, reports an unusual demand for white-finished, sanitary-looking lockers in many public institutions.

The advertising pages this month are filled with many interesting advertisements of unusual and low-priced summer excursions. Thousands of readers of THE JOURNAL will avail themselves of the summer school opportunities advertised in this issue of THE JOURNAL.

Professor Jenkins, of Stanford University, has just written a splendid book on "Interesting Neighbors" (P. Blakiston). This text is written to be read by boys and girls, and Professor Jenkins is at his best in telling of the bees, bats, and butterflies, of birds and flowers, and other beauties of nature.

Every man, woman and child in this country should be given the kind of work he or she is best fitted to perform. If this were done, our national wealth would be doubled each year. The application of psychology to business will be the aim of the Psychological Corporation, which has just been organized. Charles H. Judd, author of "Psychology of High School Subjects" and "Introduction to the Scientific Study of Education" (Ginn), is one of the directors.

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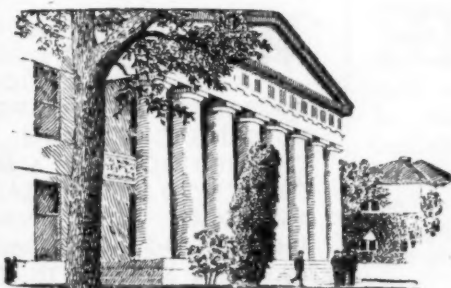
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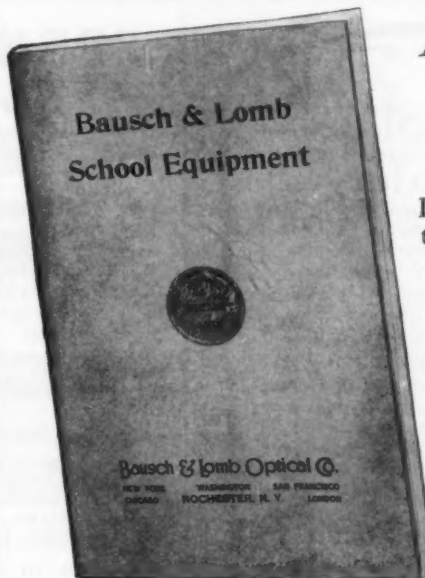
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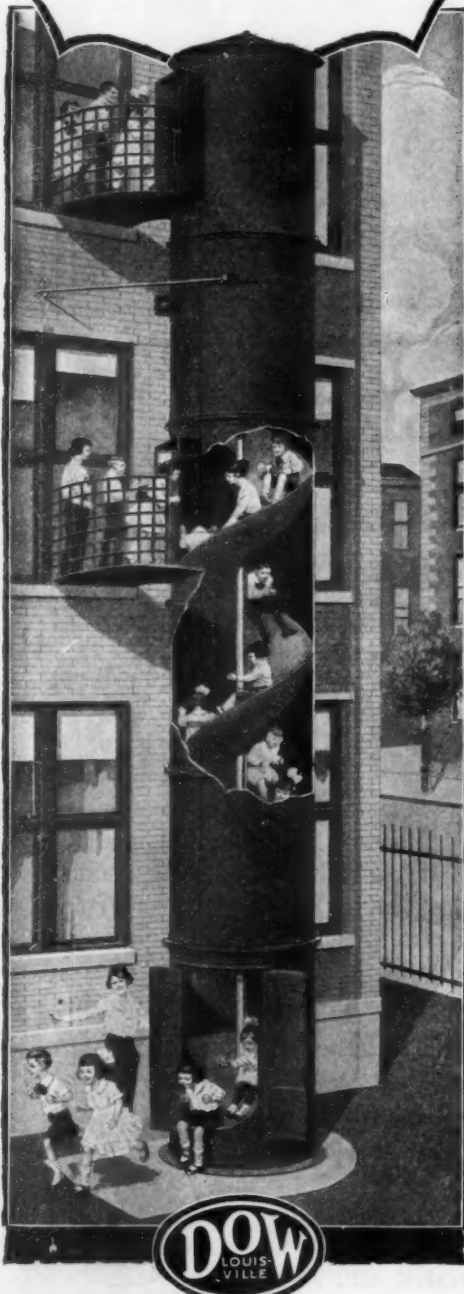
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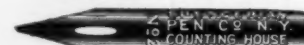
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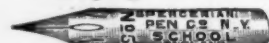
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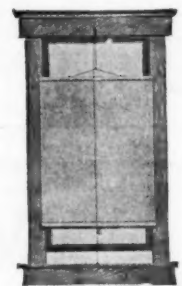
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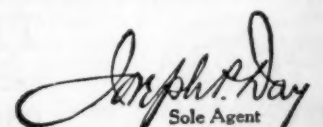
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