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WE AND OUR GOVERNMENT

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By JEREMIAH WHIPPLE JENKS, Ph. D., LL. D.,
Research Professor of Government and Public Administration, New York University. Chairman, Board of Directors, Alexander Hamilton Institute.

AND

RUFUS DANIEL SMITH, M. A.,
Associate Professor of Public Economy, New York University.

For the Elementary School, Junior High School, Continuation Classes and Citizen Training Classes in Evening Elementary Schools.

OUR VOTE IN GOVERNMENT 89

have hoped for and looked forward to for many centuries. History in the past has been written almost entirely about kings and queens, and lords and ladies of high degree. Kingdoms and oligarchies and aristocracies, and other despotic forms of government long held the center of attention. Now history must be written in terms of the common man, of the man in the street, of the people. Government now is in their hands. *What the world will be one hundred years from now must be determined by the votes of everyday men and women, not by the decisions of autocrats or oligarchies.*

Registration

In order to vote a citizen must *register*, must have his name placed among the legally qualified voters. This registration is precautionary. If, on election day, everyone who wished to vote just went to the polls without any system of identification such as registration gives, it would be very difficult for the election officials in charge of the polls to prevent illegal voting. To investigate the qualifications of the voters at such a busy time would cause much confusion and wrangling and untold delay.

Some Voting Regulations

In some states the list of qualified voters is made up before election day by a group of officials, such as the selectmen of a town. In other states, and this is true of most of them today, an individual must register, personally, before an *election board*, that is, he must appear before certain officials, appointed by the government, and give his name.

Then the voter MUST SIGN HIS NAME in the Register of Electors book. His signature is compared by an election official with the signature of his name that he

made on registration day. If the election officials are satisfied that the man is entitled to a vote, he is then HANDED A BALLOT. Then he GOES INTO THE

VOTING BOOTH alone. The voter must mark his ballot with a black crayon pencil—one is always found in the booth. If he uses his fountain pen or a colored pencil to mark his ballot, his vote becomes void. If he makes a mistake in marking his ballot he must not erase. He should ask for another ballot.

"WE AND OUR GOVERNMENT" has been appraised in the highest terms by the foremost educators of the country—the university president and professor, the normal school teacher, and by superintendents and representatives of the elementary day and evening school—all agree with W. C. Wood, Superintendent of Public Instruction, California, that *"the book is a new departure in civic texts—a most successful departure."* **Professor Henry P. Fairchild, New York University, says** *"the book contains in form and contents an absolutely new pedagogic principle,"* **which, Professor Ashley H. Thorndike of Columbia University adds,** *"will be of great importance in the future in book-making and education"* **while William C. Smith, Supervisor of Immigrant Education, New York, states that** *"the work in text-book making will be revolutionized by the treatment you have given the cuts and captions."*

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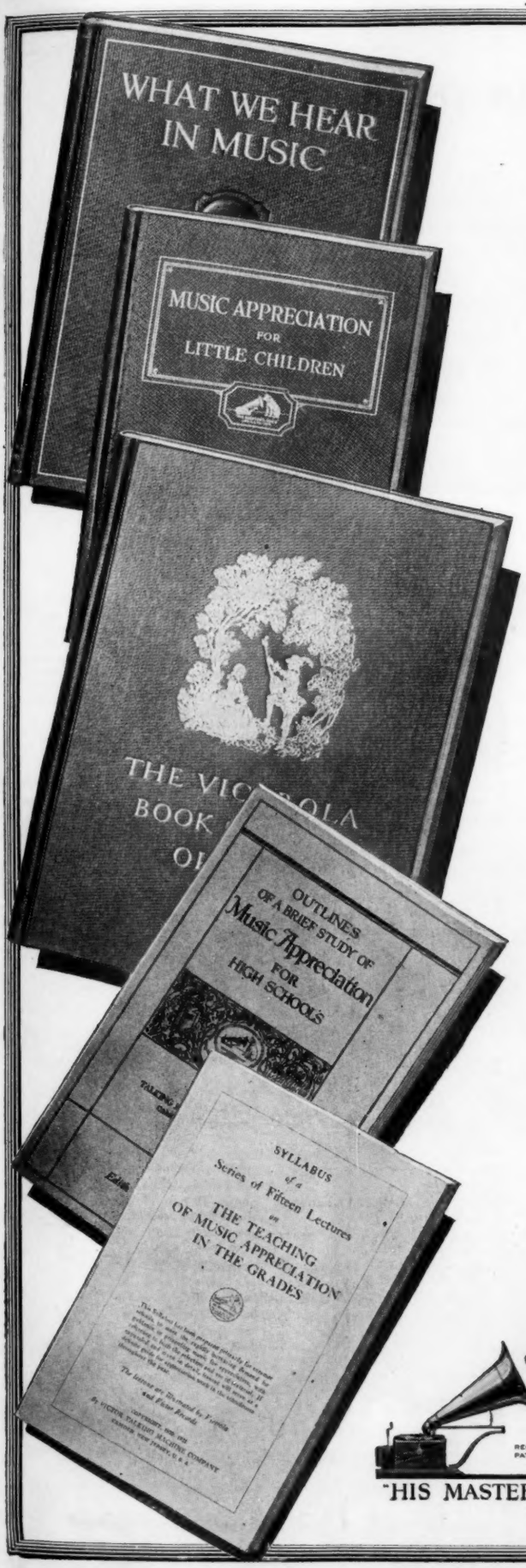

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The ninth annual conference was held in the Congress Hotel, Chicago, in the week of February 27th, during the convention of the Department of Superintendence of the N. E. A. Thirty-six managers were present. Five new members were elected, while several applicants were refused admission. It is the policy of the Association to include only such Agencies as are of established reputation and directed by competent Managers who have the best interests of Education at heart. All members are required to subscribe to the Constitution, Platform, and Code of Ethics. These will be reprinted for distribution in a forthcoming number of the NATA, the official organ of the Association, and a copy will be furnished free by any member.

Any question as to the value and influence of the better class of Teachers' Agencies is no longer debatable. This service is recognized everywhere as being really professional to Education, as well as personal and financial to individual teachers and employers of teachers. The question has become, What Agency to Use?

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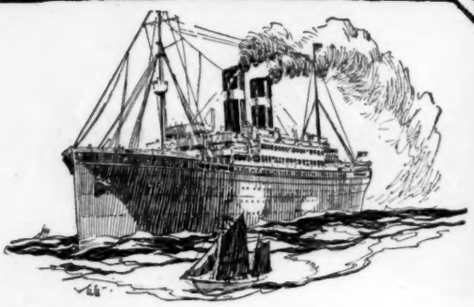

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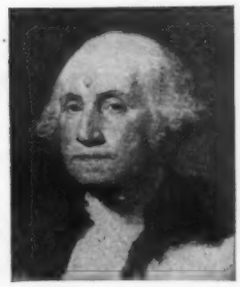
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Teacher Growth in Service

CLARA G. LANGVICK

Minneapolis, Minnesota

IF THE STANDARD of teaching in the elementary grades is to be raised, it is fundamental that the teacher show continuous growth while she is in service and that growth be recognized and rewarded in other ways than by promotions to high-school positions, principalships, or supervisory positions—a custom which has long been practiced in the past, regardless of the teacher's special fitness for the new work.

There are a number of ways by which the elementary teacher may be encouraged to grow through other means than by simply promoting her from the grades, where expert teachers are and should be in demand. By this statement, I do not mean that the elementary teacher should not be promoted to higher and more responsible positions. In filling our supervisory positions, we do want this valuable material from which to draw. Supervisors without classroom experience are handicapped.

Teachers' meetings—A teachers' meeting should be definitely planned. The aim of securing increased classroom efficiency through progressive educational leadership and coöperative study, discussions, and solutions of everyday problems should be uppermost in the mind of the one who is conducting the meeting. At the teachers' meetings, reports of committees working upon group projects, such as revising the course of study; compilation of a list of library books, of stories, and of poems, which have proved interesting to children of different ages; or reports of experiments carried out in the classroom, such as results obtained by using two different methods of teaching reading—the results being determined by the extent of the child's vocabulary at the end of a stated period of time; or reports of comparisons made of results obtained in two grades, one taught by the formal method, the other taught by the project method; or reports of the grouping of pupils according to the teachers' judgment as compared with that of the grouping of the same pupils according to the results obtained through Terman's test may be given and discussed. Reports of reading-circle work done, of schools visited, of institutes and associations attended, and of benefits derived from travel are interesting and profitable.

If the teacher is given the opportunity of taking an active part, she becomes more interested and receives greater benefit. Meetings conducted with a definite aim and in this manner are an encouragement to the teacher. They are interesting. They insure growth.

Exchange teachers—Teacher exchange gives the teacher an experience which is invaluable in her educational life; it increases her personal worth as a teacher; it enlarges her interest to improve her general scholarship; it widens her vision and broadens her culture. Teacher exchange is encouraging not merely because of this educational growth but because the teachers' salary is not affected by the exchange; for example, if a teacher in Minneapolis, Minnesota, wishes to make an exchange with a teacher in Oakland, California, the School Board of Minneapolis retains the former on its payroll. When she returns, she is advanced one step on the salary schedule. The school system gains, as the teacher comes back full of enthusiasm and resolves to do her work better than ever before. No teacher or school system can afford to miss such an opportunity if it comes.

Extension courses taken during the regular school year are a stimulus to growth. They call for regular readings which help to form the habit of reading daily some educational book, standard novel, current magazine, or daily newspaper. These courses may be arranged for through the extension divisions of uni-

THE EDUCATIONAL BILL

AS PREVIOUSLY REPORTED, the Towner-Sterling bill has been held for months in the Committees on Education of the Senate and House, awaiting the recommendation of the President on the reorganization of the Executive Departments. No report or recommendation having been made during March or April, a committee consisting of Dr. George D. Strayer, Dr. Thomas E. Finegan, Mrs. Frederick P. Bagley, of Boston, and Mr. Hugh S. Magill, called on the President by appointment on May 5th to ascertain if possible his attitude.

The committee was received most cordially by the President and was assured of his interest in the program of the National Education Association. Without quoting the President, the committee is convinced that the administration will recommend the creation of a Department of Education and Welfare, in which education shall hold the first place, and that the extension of Federal aid for the promotion of certain phases of education will be conceded.

If these recommendations are approved by the Joint Committee on the Reorganization of the Executive Departments, and enacted into law by Congress, education will be given higher recognition than it has ever received, and the educational activities of the Government will be brought together in one department administered under a Secretary of Education and Welfare.

The allied organizations and individuals supporting the Towner-Sterling bill will gladly welcome any action that will advance and promote the interests of public education. They will continue, however, to work for the full realization of the principles for which they have stood, adapting and adjusting their campaign to new conditions as they arise.

The activity of certain organizations in promoting the Towner-Sterling bill has gained tremendous force during the past two months and deserves the highest commendation. As a result many Senators and Congressmen have pledged their unqualified support. The cause has been steadily gaining in strength, and the friends of education have reason to be gratified by the splendid progress that has been made.

versities, colleges, or normal schools that have such a department. If these schools are not within convenient distance, an arrangement may be made to have professors come to the city, or to take courses through correspondence. In cities, however, where supervisors who hold degrees from standard colleges and universities are employed, I can see no reason why arrangements cannot be made with the respective colleges and universities to offer extension courses through these professional people who are sufficiently qualified. In a number of cities, the school system pays part or all of the tuition for extension courses. For example, Rochester, New York, pays the tuition of two courses taken by the teacher during any one school year. For such a small expenditure, any city reaps double the amount in increased teaching efficiency. It is an encouragement to the teacher; it increases her interest; it gives her a chance to grow at a minimum expense.

Sabbatical leave—A form of encouragement which is not infrequently practiced in a number of our Eastern cities is the sabbatical leave on part or full pay. By means of the sabbatical year, the teacher may be away for a year once in eight or ten years to study, rest, or travel. She may return to her work the next year and advance in salary the same as the teacher who remained in the system. The sabbatical year is offered to the teacher in Boston, Cambridge, and Newton, Massachusetts; in Buffalo, Rochester, Syracuse, and New Rochelle, New York; in Newark, New Jersey; in Richmond, Virginia; in Durham, North Carolina; and in Omaha, Nebraska. School boards fear the expense, and therefore hesitate to give this opportunity to their teachers. If school boards realized that the average number of years of experience of the teacher in the elementary grades in cities of over 100,000 population, in the United States, does not exceed 10.44 years and that the majority of the cities offering the sabbatical leave allow this privilege only every eighth year, and then to a limited number, the problem would not seem impossible. In Boston, where it has been in practice for a period of nearly twenty years, there are, on an average, fewer than twenty teachers—less than one per cent—who actually avail themselves of the opportunity during any one year. The sabbatical year encourages the teacher to grow; it creates new interests, new hopes, and new inspirations. It increases the attractiveness of the profession and extends the length of efficient service.

Extra pay for summer study—In a study made by the Grade Teachers' Association of Minneapolis, Minnesota, during the school year 1920-1921, extra compensation for study and travel during summers was found to be a form of encouragement used in seventy-two cities in the United States. The attendance at summer schools, that year, in thirty-three cities where a reward was offered, was compared with that of forty-six cities where no reward was offered. The difference in attendance was found to be 8.4 per cent in favor of the cities offering some form of reward. In comparing the per cent of attendance at summer schools in the median city of both groups, it was found that the median city of the reward group sent 6.8 per cent more of its teachers to summer schools than did the no-reward group. This difference of attendance between the two groups ought to prove beyond a doubt, to every school system, that such encouragement is worthwhile.

TAX PAID ON LUXURIES IN 1921

Report of Commissioner of Internal Revenue

Tobacco	$255,219,385.49
Chewing gum	1,332,267.44
Candy	20,436,700.35
Non-alcoholic beverages and soft drinks	58,675,972.86
Automobiles	238,978,067.19
Yachts and motor boats	1,284,294.09
Admission to theaters, cabarets, motion pictures; social and sporting club dues	103,461,145.61
Jewelry	24,303,936.91
Luxuriously priced articles; articles made of fur	29,455,842.94
Musical instruments	11,568,034.90
Perfumes, cosmetics, and patent medicines	5,800,768.41
Sporting goods, firearms, playing cards, pool halls	12,958,494.31
Total	$763,474,910.50

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

A single-salary schedule for all teachers, in all grades, including the high school, providing they have the same educational qualifications, is a plan which every city should seriously consider. By this plan, it is possible for a kindergarten teacher to remain a kindergarten teacher and yet advance from the lowest minimum salary to the highest maximum salary, as she grows from the mere entrance requirements to a doctor's degree. If such a salary schedule is not adopted, our progressive teachers will leave the elementary grades and accept positions for which they are not especially adapted where better salaries can be secured.

More than one half of the children in the United States never get beyond the elementary grades. These children will be the great majority of our future citizens. They are entitled to just as highly trained teachers as the children in the minority. It is an undemocratic act for any community not to base its teachers' salaries on this plan.

The single-salary schedule is being tried out at Des Moines and Sioux City, Iowa; Spokane, Washington; LaCrosse and Beloit, Wisconsin; Duluth, Minnesota; Harrisburg, Pennsylvania; and Denver, Colorado. In these cities, the teachers are availing themselves of the opportunity; they are being promoted not by leaving the elementary grades but by recognition of growth. In a reply to an inquiry made last year, the superintendent of schools of Harrisburg, Pennsylvania, said, "We have a single-salary schedule. We are gradually getting to higher certification." The Denver *School Review*, November, 1920, states that during the summer of that year, twelve of the Denver corps received the degree of A. B., three A. M., and two B. S. There were 267 teachers carrying from one to four or more subjects at different universities. In the February, 1922, number of the same publication, one may find this statement, "Of the 1500 Denver teachers, 475 attended summer schools in 1921 in various parts of the country. This winter 705 are attending the extension classes of such institutions as Denver University, University of Colorado, and State Teachers College." There is a difference of 208 in the number of teachers who attended during the first summer as compared with that of the latter summer. If this big difference exists after the two years' trial that Denver has given the single-salary schedule, it undoubtedly proves that the standard of teaching in the elementary grades may be raised if the teachers in all the grades are given an equal opportunity.

The need for growth of the elementary teacher in service is so vital that any assistance that can be given through progressive educational leadership, through extension courses, through extra remuneration for attendance at summer schools, through the sabbatical year, or through the single-salary schedule is more than worthwhile.

Ethics for Teachers[1]

THE MEMBERS of a profession by virtue of such membership and by virtue of the peculiar relations which they sustain to the community and to one another, assume ethical obligations of a supremely important character, and it is essential to the adequate performance of professional service that these obligations should be so ingrained in the professional consciousness as to determine the spirit of every professional act. What now is the ground of these obligations? What characteristics of a profession make these obligations essential to its very existence?

First, we may say, the existence of a profession presupposes a body of scientific and technical knowledge and corresponding skill which are essential to the welfare of the community, and which require for their mastery special intellectual equipment, individual aptitude, and prolonged study and practice. The fact that such knowledge and skill are vital to public welfare leads to public supervision of the use of this knowledge and skill, including the fixing of minimum standards of preparation, and the explicit authorization of practice by the issue of some form of license. The body of persons thus equipped and thus publicly authorized to apply their knowledge and skill, constitute the members of a profession. A new profession may come into existence whenever a new social need arises, and a new body of knowledge is discovered, requiring special skill for its application. In this way the profession of Teaching has been added to the professions of Law, Medicine, and Divinity, because of the new knowledge of the laws of human development derived from modern biological, psychological, and sociological science, and from the peculiar technique and skill required in its use.

The common knowledge and skill possessed by the qualified persons and the common functions they perform bind them together into a distinctive group, and create unique relations to one another and to the community, for they are the sole possessors of a knowledge and skill upon which the welfare, perhaps the very existence of the community depends. They actually monopolize this knowledge and the layman is helplessly dependent upon them for the service necessary to a vital need.

Out of this situation grow all the ethical obligations which are peculiar to a profession. It may be asked, whether ethical obligations are not binding upon all alike, whether laymen or professional, and the answer is, yes, in the same situations all ethical obligations are the same for all men; but it is just the characteristic of a professional group that, by virtue of their special knowledge and skill, its members occupy a situation which no layman ever occupies, and they therefore have obligations which from their exclusive character require a distinctive name. The recognition of these obligations, the consciousness of the peculiar moral responsibility they bring, belongs to the very essence of a true professional spirit.

To put it in another way, we may say, that the weight, the magnitude, the vast significance of the community interests which depend upon the possessors of special knowledge, give a peculiar intensity, a peculiar strength to the obligations which rest upon them, and lift them to the unique plane of professional obligation, while the fact that they possess this exclusive knowledge and skill in common, welds the members of a profession together into a community; makes their obligations obligations of the group as a whole, and leads to a common ideal of service, binding upon all alike. A professional code of ethics, then, is the norm or standard of professional conduct, for which the body as a whole, stands. Such a code is not enforceable by law, but it has, nevertheless, the powerful and effective sanction of the collective professional judgment upon the conduct of its members. The individual is rare who can continue unprofessional conduct under the adverse judgment of the profession, which judgment brings with it the loss of professional standing. Unprofessional conduct, then, is simply unethical conduct, as defined by the ethical ideals of a profession.

Such a code naturally falls into two subdivisions; one defines the obligations resting upon the professional body as a whole, the other those which rest upon each individual member, but which are enforced by the body as a whole. The distinction between the two arises from the fact that there are professional services and conditions of professional efficiency which individuals cannot supply, which demand for their performance the larger resources of the body as a whole. Such services must be undertaken by those officially authorized to act for the profession, and there is no surer index of the degree to which the ethical spirit dominates a profession than the attitude toward these services.

The most important of these for the teaching profession are: first, the obligation to fix and sustain by the whole weight of its influence the highest practicable standard of preparation for the profession; second, the obligation to make available to its members the collective knowledge and experience of the profession, by suitable means; third, the obligation to secure for its members, by organized, persistent effort, and the use of every legitimate means, all the material conditions necessary to the highest efficiency in the service. The extent to which these services are performed measures the unity, solidarity, and efficiency of the organized body which constitutes the teaching profession.

The second part of the professional code includes those obligations which determine the conduct of individual members, and which must be sanctioned and enforced by the whole weight of professional influence. In this field the cardinal sins and corresponding professional obligations are three, and these three are the sources of all other professional sins and obligations: first, the sin of professional stagnation. It consists in the relaxation of professional interest and ambition, and the sinking into the intellectual crystallization and spiritual death which makes all service mechanical. This is the primal temptation and the unpardonable sin. Education is absolutely nothing but the systematic stimulation and guidance of life and growth, and the possession of life and the experience of growth are the sole means of such stimulation. No other stimulation is worthy of the name education. No other service is worthy to be called professional. All else is only the deadly routine which paralyzes and mechanizes the springs of action in the soul of a child. It means that study ceases; the springs of interest dry up; the service becomes increasingly irksome; the soul shrinks to the dimensions of its petty routine.

The moral energy of the profession is tested by its ability to eliminate this sin and enforce the obligation of perpetual growth upon its members.

[1] This report on a professional code of ethics for teachers was prepared by the subcommittee of the executive committee of the New York State Teachers' Association, Dr. M. George Forbes, University of Rochester, Rochester, New York, chairman.

The second is the sin of professional dishonor. It consists in the selfish betrayal of the ideal of service, for the sake of personal ambitions. It sinks the whole professional activity to the sordid level of a struggle for personal ends. The professional ideal requires that absolutely no consideration but efficient service should determine the position and mutual relation of the members. The betrayal of this principle takes a variety of forms, equally contemptible and unworthy of members of the profession. It sometimes takes the form of giving and sometimes securing preferment, by reason of political or personal influences, irrespective of merit. It sometimes undermines others to profit by their downfall. It breaks promises; misrepresents facts; ignores contracts; withholds honestly earned recognition; steals and shamelessly appropriates as one's own the ideas and the achievements of others. All this in violation of professional honor, which requires bigness and magnanimity, and yet modesty of soul and justness, and fairness of judgment, which rejoices in the opportunity to serve, admires and generously recognizes the good service of others, and is so absorbed in the joy of service that the summons to a greater work finds one surprised and hesitating. The very atmosphere of the teaching profession should lead to abhorrence and scorn of these forms of professional dishonor.

The third is the sin of professional disloyalty. The teaching profession differs from the other learned professions in the fact that the service to the community is not individualistic, like that of the lawyer, the physician, and the minister. The professional service of the teacher cannot be efficient without coöperation, without solidarity, without perfect unity of effort. The whole body must be single-minded. Hence the sin of disloyalty consists in the sacrifice of the common good to exclusive individualism; it permits envy, jealousy, rivalry, suspicion, and mutual distrust of one another to disintegrate the very structure of the profession. The normal professional solidarity breaks down and crumbles under this influence. The common aim and united effort is disrupted; the organic interdependence which knits together becomes an atomic independence, which ranges individual against individual, and the end is professional anarchy instead of professional solidarity.

The normal structure of the profession requires the function of responsibility, leadership, direction on the part of some and loyal response, whole-hearted coöperation, and the reasonable subordination of individual points of view, on the part of others. The temptation to a disloyal individualism is greater, and the sin is more deadly on the part of the leader. He is unfit to be leader if he is not big enough to forget himself, lose himself, in the common interests of the profession and the common aims of the service. His besetting sins are the disloyalty of tyranny, the exaltation of his own will above the interests of the service, or the subtle, unconscious hypocrisy of identifying his arbitrary will with the interests of the service. Thus, upon the leader in a supreme degree, depend the solidarity and loyalty of the whole. If he is absolutely disinterested, democratic, possessed with the spirit of fairness and justice; if he can resolutely put beneath his feet every individual aim, every personal influence, every personal consideration not intrinsic to the greatest service, then he can make the most effective appeal to the loyalty of his subordinates.

On the other hand, assuming him to have this spirit, his whole work may be nullified by the atmosphere of suspicion and distrust; by the bickering, backbiting, fault-finding spirit; by the unworthy self-seeking, with its rivalries and jealousies among his subordinates. The very A B C of professional loyalty is mutual confidence and faith in one another. The determination to assume the best and believe the best; the resolute suppression of distrust, for to take this attitude summons into life the ethical spirit, breaks down the barriers of individualism, and merges and blends all our interests and enthusiasm in the common service.

Your Committee has thought it wisest to attempt to express the ethical spirit of the profession in a comprehensive, rather than in a detailed form; to present the principles which constitute the very essence of that spirit in such a way as to appear axiomatic to every member of the profession. Under the types which have been formulated every teacher can recognize the character of his besetting sin, and the appeal to his professional sense of obligation. In the opinion of your Committee, a professional code should emulate the Decalogue in its brevity, in the salient points upon which it concentrates attention. It is these which always and everywhere should be stamped into the professional consciousness as determining all professional conduct; as constituting the ultimate "Thou shalts" and "Thou shalt nots" of professional ethics.

To sum up, then, the obligations belonging to the organized body, which constitutes the profession as a whole, are three, namely: first, to maintain the highest standard of preparation for the service; second, to bring to its members, by all suitable means, the advancing knowledge and experience of the profession; third, to secure for its members, by its collective influence, all the material conditions necessary to the highest efficiency.

On the other hand, the cardinal sins and corresponding cardinal obligations of every member of the profession are likewise three, namely: the sin of professional stagnation, and the obligation of eternal growth; the sin of professional dishonor and the obligation of complete consecration to unselfish service; the sin of professional disloyalty and the obligation to mutual faith and whole-hearted coöperation. These are the great commandments, and there are none others greater. On these three—to paraphrase the words of the greatest of all teachers—hang all the law and the prophets of our profession.

A TWO-FOOT SHELF of books for a country school will be selected by voting contests at the National Education Association meeting in Boston in July and the American Library Association conference in Detroit the last week of June. The contest at the National Education Association conference is under the direction of Dr. Sherman Williams, President of the Library Department of the Association. At the American Library Association conference the contest will be in charge of Miss Marion Horton, of Los Angeles, chairman of the School Libraries section of the Association.

Twenty-five books are to be chosen by ballot. The official ballot, to be distributed at the registration desks at the two conferences, will consist of a printed list of about a hundred children's books on which each voter is invited to register his choice of twenty-five titles or less. There will be extra spaces to insert titles not printed. The list will not include dictionaries, encyclopedias, textbooks, or the Bible, but only such other books as are suited for general reading for children in grades one to eight.

The contests will serve to show teachers and librarians everywhere what books are judged by their own professions to be the most useful in elementary country schools.

What Can I Do for Peace?

FREDERICK J. LIBBY

Executive Secretary, National Council for Reduction of Armaments, Washington, D. C.

NOW let us get down to brass tacks! We have considered together the epoch-making significance of the Washington Conference as a definite step towards permanent peace and have discussed a practical program embodying the next steps in the same direction. Granted that the peoples of the world want peace, that a step-by-step method for attaining it is in sight, and that the National Council for Reduction of Armaments as a council of more than forty great National groups makes possible united effort in the task, what can one lone teacher do to further the cause?

In what I have to say on this subject, I am not going to limit myself to my own ideas. Others are thinking on the subject too. I propose to draw much from a thoughtful statement, which appeared January 22d last in the *New York World,* from General John F. O'Ryan, Commander of the Twenty-Seventh Division. What he has to say will come with especial weight to many. The interviewer, Charles W. Wood, describes him as "the last man in America who could possibly be accused of sentimentalism or Utopianism, a hard-as-nails fighting man." "He is the only National Guard officer who emerged from service holding the rank of Major General in the United States Army. He fought pacifism and disarmament and all the movements for 'world patriotism' which seemed to ignore the realities of the world. Above all, he fought half-way militarism." "The only way to fight is to fight," he said, "and to fight with all the force that can be mustered. Since there was nothing in the world situation which gave the slightest promise of permanent world peace, there was no logical course to take other than to prepare for the inevitable."

This detailed introduction to General O'Ryan was necessary in order that you might appreciate the force of what he says now: "The American people can end war *in our time* if they get on the job. . . . War cannot be successfully abolished except through the complete mobilization of all peace powers for peace purposes. . . . Let us *wage* peace."

The attainment of this confidence that war can be abolished in our time if we get on the job, mobilizing for peace with the thoroughness with which the Nation mobilized for war, is the first necessary step in the "lone teacher's" progress. You must *believe in your cause.*

In the second place, you need the urge of a partial realization of what we are trying to avert. General O'Ryan knows what war means. He went through the last war and his Division lost more than 9000 men in casualties. He knows as only a military man can know the "improvements" in war-making that have been worked out as a result of the experience gained in the war. You lack this knowledge. You lack therefore the sense of responsibility to the next generation which those who know what the next war would be like feel. The best you can do to deepen your conviction that the next war must not come is to read a book like Will Irwin's *The Next War.*

Grasp, for example, the significance of the chapter on our Lewisite gas. You can't see it. You can't smell it. As invisible and odorless as the air, you might walk into a valley filled with it and would die never knowing why. If it touches the skin anywhere, it kills by poison. It sinks that it may search out all who are hiding in cellars and dugouts when the bombs are dropping from the skies. An airplane loaded with it would leave a trail of the dead a hundred feet wide and seven miles long. General Tasker H. Bliss has said of it that one air-raid with this gas would have wiped out the whole first American Army of a million and a quarter men. Every air raid in the next war would consume a city. War is no longer man to man. It is frail human flesh against all that is baleful in the elements. The last war took ten million. The destructiveness of the next war would surpass human imagination. "We may well ask ourselves," as General Pershing has said referring to the possibility of another war, "whether civilization does not really reach the point where it begins to destroy itself and whether we are thus doomed to go headlong down through destructive war and darkness to barbarism."

Having, then, become convinced that war *can* be abolished in our time if we mobilize all our forces for the purpose, and that war *must* be abolished if our race is to survive, you will be ready to begin mobilizing *your own* forces for the most effective service that you can render. What will you do? Let us see what General O'Ryan has to say to teachers that is practical:

"Every warrior knows the value of propaganda. In war it doesn't do for a nation to sympathize too much with its antagonist; therefore nothing must be known about the other nation except the worst than can be told. That is the way that hate and fury can be generated. To achieve peace, let us take a leaf from the warrior's book. Permanent peace will require the utmost possible understanding and sympathy between peoples so that none shall be in danger of being stampeded, through ignorance and prejudice, into any warlike mood."

"The utmost possible *understanding* and *sympathy* between peoples." This gives the "lone teacher" a clear and definite guiding principle. A former pupil of mine who came from Texas said that his father will not enter New England today because he was taught in his childhood to hate the "Yankees" and he has not freed himself from the prejudice yet. The power of a teacher to implant national or race hatreds in the sensitive souls of children, which will never be outgrown this side of Heaven, is enough to lead any conscientious teacher to deep heart-searching. Are you broad enough and good enough to fit children to play their full part in creating a peaceful world? Do you not feel the need of reading during the coming summer at least two or three books that will give you yourself better international understanding and broader sympathies?

General O'Ryan has one more suggestion for you: "Our school histories should be rewritten. Our very conception of patriotism should be revised. In order to breed a race for war the schoolbooks should always laud the warrior. I think, for instance, that I can trace my own military career to Barnes' history, with one particularly inspiring picture of Phil Sheridan waving his hat and yelling: 'Turn, boys, turn! We are going back!' But it would do no good to delete such pictures unless you substitute some other sort of hero. America has peace heroes a-plenty, and their careers can be made just as inspiring as those of our warriors."

And with regard to "the new type of patriotism" he says: "As nationalists we were supposed to be boastful and overbearing. In the world of peace, instead of in the world of war, there is no reason why nations may not be gentlemen. There is no reason why we cannot be modest. There is no reason why we cannot admit superiority where it exists, knowing that any real superiority which we may possess will in time have ample opportunity to express itself in superior service."

Here is material on which our teachers of history will reflect. Have you been preparing your pupils for war or for peace? If you have emphasized and perhaps exaggerated our National excellences to the exclusion of those of other nations, you have been training for war according to General O'Ryan's viewpoint. If, on the other hand, you have been fair and just in your presentation of history and have sought to express the scientific spirit which recognizes the existence of only one and the same truth on both sides of a national border, you have been acting along the lines which he suggests as the way to permanent peace.

What can *teachers of English* do? They will already have beheld their opportunity. Privileged to reveal the riches of the world's best books to those who without them will remain poor, they are constantly humbled by the thought that the most galling limitation to their service lies in their own inadequacy in interpreting the great. So in serving the cause of peace, they will still be their own severest critics. Books bring understanding and unity. It is the lack of books that leads to provincialism and narrow sympathies. Specifically, they can ask for themes on the Issues of the Genoa Conference and kindred subjects. The course of reading and discussion in their classes can lead to knowledge of present-day problems which will be direct preparation for world citizenship.

Teachers of modern languages and of *ancient* languages as well contribute quite as directly to world peace. "To learn a new language is to gain a new soul," because a foreign tongue properly studied introduces one into a new way of thinking, almost fundamentally different from one's own. The genius of France, the genius of Germany, the genius of Italy and of Spain will be comprehended only by those who have touched bottom in studying their literatures in the original. How fortunate for the cause of international understanding that our high schools and colleges everywhere are delving deep into the masterpieces of other nations! How sad when these courses fall short of their purpose!

Not only have teachers of history and literature the heavy responsibility of equipping their pupils with international understanding and sympathy, but the teachers of *geography* and of *the sciences* as well must mobilize themselves for the same great task. Geography, when well taught, leads to world-wide vision. It leads to the creation in a child's mind of the conception of the human family with each member of the family contributing essential elements to the common welfare and happiness. The truth that we are experiencing to our sorrow these days that "If one member suffer, all the members suffer with it," can be learned in the study of geography, so that it will never be forgotten.

Science knows no national boundaries and the scientific spirit no prejudices. *Art* too is universal. I remember hearing an officer of the French army complaining bitterly because a protest from the narrowly patriotic had prevented a Wagner concert from being given in the Tuileries Garden in Paris in August, 1919: "But music does not belong to any one nation;" he cried; "music is international." The glad recognition of the contributions that have been made by all nations to the arts and sciences is an important contribution that *all teachers* can make to the broad education of their pupils.

Let us sum up what has been said. What can *you* do to further the cause of peace? First, *believe* that we can end war in our time if we try intelligently and persistently. Secondly, find out *why we must,* by reading books like Will Irwin's *The Next War* or Philip Gibbs' *Now It Can Be Told* or his later one, or Frederick Palmer's *The Folly of Nations.* Thirdly, improve your own knowledge of Europe and the Orient by your summer reading. Fourth, in your teaching, recognize the broad distinction to which General O'Ryan calls your attention between teaching for war and teaching for peace. *Teach for peace!* "I would be a traitor to my country," says General O'Ryan in the same interview, "if I did not do everything in my power to abolish war." You will not have gone far in your thinking before you will have realized that you *could not look a child in the face* if you were not doing all you can to make the next war impossible.

Finally, if you succeed in *developing a technique* for teaching for peace, share it with others through the columns of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION or send it directly to the National Council for Reduction of Armaments, 532 Seventeenth Street, Washington, D. C. Education for peace interests us deeply. It is essential to the success of the whole movement towards peace. Unless the children are prepared to hold what we get, all the efforts of our generation to hammer out effective world organization and to hammer down world armaments to police status will be in vain. *Upon the teachers will rest the responsibility for the next war if it comes.*

EDUCATION AND BUSINESS IN DES MOINES—The Bureau of Education with a membership well over one hundred is now an individual part of the Des Moines Chamber of Commerce. The Bureau is open to all men doing educational work in the city. The business of the Bureau is largely handled by a Board of Directors which meets twice monthly. The chairman of this Board of Directors is a member of the executive committee of the Chamber of Commerce. This organization gives the men educators and the business men an opportunity to meet each other and exchange views concerning their big problems.

During the past year the Bureau was a determining factor in securing the National Educational Association convention for Des Moines and had an important part in the local management of the convention. By committees and general meetings constructive school legislation was secured in the last General Assembly. The ninety-dollar-per-pupil tax limit was of importance to the entire State. The Bureau coöperated with the American Legion in conducting the American-Education-Week program. The bond campaign for new school buildings was greatly aided by the activities of the Bureau. It provides speakers and additional programs for the general meetings of the Chamber of Commerce, also presents additional speakers before churches, clubs, and other organizations of the city.

The Bureau is continually selling education to the public. It also has helped to develop a better professional spirit and fraternal relationship among the educators of the city.—A. J. Burton, Principal of the East High School, Des Moines, Iowa.

Preparing the Course of Study

H. B. WILSON

Superintendent of Schools, Berkeley, California

ANY SCHOOL PROCEDURE should go forward in the way to produce the greatest results in child education. This is true whether the procedure has to do with expending the public funds, planning the methods of teaching to be used, or preparing the course of study.

How, then, should the work of keeping the courses of study up to date be conducted? Evidently the procedure used should be better adapted to produce the best possible course of study than any other method would likely produce. It should also be a procedure, if possible, which would operate to produce an interest in and an anxiety for the new course of study on the part of the teaching staff. If possible, the method of improving the course of study should minister to the growth and development of the teachers whose work it is to guide.

What procedure best meets the three requirements suggested? Personal experience in trying to keep courses of study modern and progressive indicates definitely that "coöperative procedure" brings the results which satisfy in largest measure the three requirements set forth above. Investigation of the merits of courses of study developed by various methods strongly confirms my conclusion from personal experience.

What is meant by "coöperative procedure"? It means the association of a large percentage of the teachers, supervisors, directors, and superintendents of a school system in the task of keeping the course of study modern and up to date. This procedure finds its contrast in the method which was universally used up to ten or fifteen years ago whereby the superintendent of schools alone or the superintendent of schools aided by his immediate associates determined and wrote the course of study in detail. By this method the teachers who were to use it knew little or nothing of it until it reached them in printed form.

The values arising from employing the coöperative procedure will become evident, perhaps, by noting briefly how such a method operates. In the first place, those who serve on the various subject committees should be assigned so far as possible in accordance with their expressed wishes. Such wishes may be expected to emanate from interest and ability to serve.

In the second place, each subject committee goes about its work by making certain it is familiar with the best thought and practice in the subject it is responsible for. If several committees are at work simultaneously on different subjects, they may, with advantage, meet jointly in the early stages of their work while they are concerned with studying the best recent theory and practice.

During the last three years the writer has guided and observed the use of the coöperative procedure in the improvement and modernizing of the course of study in the schools of Berkeley, California. The procedure in this undertaking will be indicated with a view to bringing out its evident values.

It was decided that a plan should be conceived for improving all courses needing it and for keeping them constantly up to date. The work was launched in a series of meetings attended by a large percentage of the entire staff—elementary, junior high school, and high school. Fifteen meetings were held in establishing the general point of view in the light of which all committees have gone about their work. The point of view agreed upon may be briefly and graphically summarized in the following table.

Following the establishment of the general point of view, each subject committee went about its work under the leadership of its chairman. The chairmen of the various committees constituted a general committee, which met regularly. No committee attempted any work on the details of the subject for which it was responsible until its members were familiar with all of the educational literature fundamental to its work.

The references on curriculum essentials given at the end of this article are indicative of the published material of a basic character, out of which each committee picked the material for study that was of particular value in its work.

At this writing, monographs have been published as a result of this procedure in penmanship, home economics, nature study, arithmetic, and geography. Formulations in all other subjects are nearing completion for publication.

The limits of this article do not permit any quantitative setting forth of the superior character of the courses issued over other courses of study which were not produced coöperatively. If space permitted, it would be easy to show that the educative activities and related subject matter have been more carefully selected from grade to grade than would have been possible without the aid of teachers from each grade. Likewise the grade placement of the curricular specifications was better done through the aid of many teachers. Further, the suggestions as to procedures and methods from grade to grade are richer and better through the contributions of many teachers in reference to those procedures which had proved most effective in practice. If these conclusions may be accepted as correct, the procedure has produced a better course of study in the subjects completed, and therefore meets the first test suggested in the above discussion in reference to how the course of study should be prepared.

In the second place, this method of working has developed an interest on the part of the entire teaching staff in the course of study. Fully ninety per cent of the staff is carrying course of study responsibilities. All have become ambitious to produce for the guidance of all the best course of study in each subject which present knowledge renders it possible to write. It need hardly be said that a course of study so produced is readily understood and used by all as soon as it is issued.

In the third place, it is scarcely necessary to say that such a procedure brings growth to the teaching staff. The fundamental reading and planning done insures large growth for everybody. The experience should bring to every teacher an amount of growth easily equivalent to a year's college course in curriculum making.

Part One of the 14th, 16th, 17th, 19th, and 20th Yearbooks of the National Society for the Study of Education. (Almost all subjects of elementary schools are treated.) Public School Publishing Company, Bloomington, Ill. 85c. to $1.10.

Content of American history. University of Illinois, School of Education, Bulletin No. 16.

A course in grammar. University of Missouri Bulletin, Education Series No. 9.

SOCIAL EFFICIENCY

The Aim of All Education

Necessary Outcomes / Phases of Efficiency	Knowledge	Habits and Skills	Attitudes
Vital or Physical Efficiency	Were it possible to print the details of the course of study in such a table as this, greatly enlarged, every item, detail, and procedure should either find a place here or be eliminated. It would be well if teachers were to test what they teach in each subject by whether they can justly give it a place in such a table as this.		
Vocational Efficiency			
Avocational Efficiency—right use of individual and social leisure			
Civic Efficiency			
Moral and Religious Efficiency			

Wilson, Guy Mitchell. Survey of the social and business usage of arithmetic. Teachers College, Columbia University, *Contributions to education,* No. 100. 1919. 62 p. $1.30.

Second report of committee on elimination of subject matter. Iowa State Teachers' Association. Charles F. Pye, Des Moines, Iowa.

Hoyt, Franklin S. Place of English grammar in the elementary curriculum. *Teachers College Record,* Vol. 7, No. 5, November, 1906.

Briggs, Thomas Henry. Formal English grammar as a discipline. *Teachers College Record,* Vol. 14, No. 4, September, 1913. 93 p. 30c.

Ayers, L. P. Spelling vocabularies of personal and business letters. Department of Child Hygiene. Pamphlet E-126. Russell Sage Foundation, 1913. 14 p. 5c.

Recent spelling texts by Horn, Lewis, and others.

Rugg, H.O. Needed changes in the committee procedure of reconstructing the social studies. *Elementary School Journal,* May, 1921, 21: 688-702.

Koos, L. V. Determination of ultimate standards of quality in handwriting for the public schools. *Elementary School Journal,* February, 1918, 18: 423-46.

Thorndike, E. L. New methods in arithmetic. Rand-McNally & Co., 1921. 260 p. $1.50.

Freeman, F. N. Teaching of handwriting. Riverside Educational Monographs. Houghton Mifflin Co., 1914. 155 p. 60c.

Reports of Commission on the Reorganization of Secondary Education.

Coöperation in the Professional Education of Teachers

G. C. ROBINSON

Professor of Education, College for Women, Western Reserve University, Cleveland, Ohio

WESTERN RESERVE UNIVERSITY and the Cleveland School of Education last year entered into an agreement whereby the two institutions coöperate in offering courses to teachers in service leading to the newly established degrees of Bachelor of Education and Master of Arts in Education. Under the present plan, graduates of the Normal Training Department of the Cleveland School of Education who secure positions in the city or suburbs, may continue their education by taking a maximum of four semester hours work in afternoon and evening courses offered during the school year, and a maximum of six semester hours work during the summer session conducted jointly by the two institutions. On the completion of sixty semester hours work, in addition to the two years work in the Normal Department, the University will grant the degree of Bachelor of Education. In the same way graduates of approved colleges may complete their work for the master's degree.

The work of these two upper years constitutes the "Senior Teachers' College of the Cleveland School of Education and Western Reserve University." This Senior Teachers' College is under the administrative control of a joint conference committee of six members, three representing the university and three representing the city school system. The details of administration are handled by a director, a registrar, and a treasurer appointed by the joint committee.

A separate faculty organization has been effected to arrange courses and curricula in twenty-two divisions or departments which are intimately concerned in preparing teachers and other officers for public-school service. The chairmen of these divisions are selected both from the faculty of the university and the faculty of the School of Education according to their capacity to render the services desired.

A formal contract is in force between the University and the Cleveland Board of Education specifying in detail the services to be rendered by each of the contracting parties. In brief, the University gives the free use of its equipment for the conduct of afternoon and evening courses during the regular year and during the summer session, while the Board of Education provides all overhead expenses and conducts the practice teaching work for the senior students of the College for Women in schools adjacent to the University.

Last year while the coöperative plans were in process of formulation it was thought expedient to secure the assistance of experts in teacher-training problems from outside the city. The Cleveland Foundation agreed to finance a commission of three to study the needs and opportunities of the combined undertaking, and in March, 1921, Professor William C. Bagley, of Teachers College, Columbia University; Dr. John W. Withers, then superintendent of schools of St. Louis, now Dean of School of Education, New York University; and Dr. George G. Chambers, of the University of Pennsylvania, commenced their study. The results of the careful and prolonged consideration of these men, together with that of groups of the University faculty, city school officials, and others, have recently been published in a ninety-two-page bulletin of Western Reserve University.

This bulletin, entitled *The Professional Education of Teachers in Cleveland* sets up certain definite standards and ideals which the Senior Teachers' College will try to realize as rapidly as circumstances permit. It contains chapters on such problems as the advanced education of elementary, junior, and senior high-school teachers, courses for supervisors, administrators, and special teachers, organization of the faculty, experimental, demonstration, and training schools, the teaching load, financing the work of the Senior Teachers' College, and the coöperation of educational, civic, and social institutions in the professional education of teachers.

This report, in brief, deals in a clear and comprehensive way with many of the perplexing problems to be found in connection with city training schools, and sets up standards that merit the serious consideration of all who are interested in institutional coöperation in the professional education of teachers.

The appendix to the report contains in detail the regulations governing the administration of extension courses for teachers and requirements for the degrees of Bachelor of Education and Master of Arts offered by Western Reserve University.

Single-Salary Schedules

DIO RICHARDSON

Principal, Horace Mann School and Chairman of the Salary Committee of the Seattle Principals' Association, Seattle, Washington

EARLY in this school year the writer was asked to make a study of the practical operation of single-salary schedules—salary schedules which provide that teachers with equivalent experience, training, and efficiency are paid the same salaries, whether they teach in high schools, junior high schools, elementary schools, or special schools.

Extra pay for extra preparation an important factor—As a preliminary to the study of the single-salary schedules, a questionnaire was prepared, sent to, and answers received from superintendents of schools of Birmingham, Alabama; Chicago, Illinois; Kansas City, Missouri; and Omaha, Nebraska—cities in which salary schedules providing extra pay for extra preparation are in operation. This being an important provision of the single-salary schedules, it was felt that an expression as to its value from superintendents who have tried it would be significant.

Questionnaire on extra pay for extra preparation—(Extra preparation is here construed to mean normal school, college, or university credits.) 1. What are the theoretical reasons for having this provision in salary schedules for teachers?

2. What have been the effects of this provision in your salary schedules: (*a*) upon teaching efficiency? [Teaching efficiency refers to all the work of the teachers—classroom, building, school activities, play and playgrounds, community, professional enthusiasm]; (*b*) preparation of teachers? (*c*) morale of the teaching corps?

3. Have any of the teachers had any tendency to burden themselves with study for credits during the school year to the detriment of their pupils?

4. What are the disadvantages, if any, in having this provision in salary schedules for teachers?

Summary of answers to questionnaire on extra pay for extra preparation—In answer to the first question four reasons were given. Some of them were repeated by two or more of the superintendents. (1) It raises professional standards; (2) It makes for better prepared teachers; (3) It furnishes more plausible reasons for salary increases; and (4) It encourages the ambitious teacher.

In answer to the second question, all four of the superintendents stated that the provision had the effect of increasing teaching efficiency, of making better-prepared teachers, and of producing a better morale.

As to the third question, the answers indicated that the amount of college or university work that any teacher should be allowed to carry should be limited and that specific provisions covering this point should be a part of the salary schedules.

No disadvantages were mentioned in answering the fourth question, except that one superintendent commented that, "It adds to the payroll and makes more clerical work," but he continued, "I believe it is most helpful indeed to the school system and to the teachers." Assistant Superintendent Wight, of Chicago, commented on the provision as follows:

"We believe that it is desirable that some inducement should be held out to teachers to continue studying. Many teachers, if not most teachers, would do this anyway, but those who need it most would require some sort of a stimulus to compel them to do the work. On the whole, it has worked very satisfactorily."

From this limited study of the extra pay for extra preparation provision in salary schedules for teachers, it would seem that such a provision is most desirable.

The questionnaire on single-salary schedules for teachers—In the preparation of the questionnaire on the single-salary schedules, and in the tabulation and study of the data received in answer to those sent out, the writer was assisted by Mr. Virgil Smith, principal of Highland Park School, Seattle.

A sufficient number of the questionnaires on the single-salary schedules to supply each supervisory school official with one was sent to the superintendents of Lincoln, Nebraska; Denver, Colorado; Des Moines and Sioux City, Iowa; and Spokane, Washington—cities which now have in operation these schedules—with the request that they be distributed to the parties indicated, and that conscientious and prompt answers be urged.

Fifty-nine questionnaires, with generally intelligible answers, were returned by superintendents, assistant superintendents, directors, supervisors, and principals of the cities named. Many of the answers were strengthened, and others qualified by comments, which gave them greater value than they otherwise would have had.

Questionnaire of the Seattle Principals' Association on single-salary schedules for teachers—1. Why was the change made in your city to the single-salary schedules?

2. In determining upon the promotion of a teacher under the single-salary schedules, what proportionate percentage value should be given to: (*a*) efficiency in teaching? [All the work of the teacher—classroom, building, school activities, play and playgrounds, community, professional enthusiasm]; (*b*) experience in teaching? (*c*) preparation? [Normal school, college, or university credits.]

3. How do you determine teaching efficiency? [Give factors as teacher-rating scales, judgment based upon observation, standardized tests, and the value in per cent given to each factor used.]

4. What influence have the single-salary schedules had upon: (*a*) efficiency in teaching? (*b*) preparation of teachers? (*c*) morale of the teaching corps? (*d*) class distinction between grade-school and high-school teachers?

5. What are the objections to the single-salary schedules? (*a*) in theory? (*b*) in practice?

Reasons for change—In answer to the first question, seven distinct reasons were given for the adoption of the single-salary schedules. These reasons testify to the validity of the statement that an extra-pay-for-extra-preparation provision is important in the study of single-salary schedules. Of the fifty-three answers received, twenty-two gave as one reason, "To secure equal pay for equal preparation"; eight gave, "To hold teachers in the grades who would otherwise aspire to high-school positions because of better salaries offered"; eight gave, "To secure better preparation for all teachers"; six, "To secure better new teachers"; five, "To keep our best teachers"; three, "To secure greater teaching efficiency"; and one, "To secure better morale."

Basis of promotion—Although almost half of the fifty-three answers received to the first question indicate that an im-

portant reason for the changes to single-salary schedules was to "secure equal pay for equal preparation," the answers to the second question point clearly to the fact that the promotion of a teacher under single-salary schedules should be determined largely on the basis of efficiency.

In the forty-six replies to the questionnaire the following percentage values were given to three factors that determine promotion: fifty per cent to efficiency in teaching; thirty per cent to preparation; and twenty per cent to experience in teaching. These percentages refute emphatically the argument that the operation of the single-salary schedules is unfair to the efficient teacher whose preparation may be rated low on the salary scale. A teacher may have a master's, or even a doctor's degree, and still, because of lack of efficiency in teaching, be unable to reach the maximum salary paid, while the efficient teacher, by persistent and steady efforts at better preparation, is able finally to reach the highest maximum salary paid.

Thirty-seven answers to this question give percentage values to three factors which determine teaching efficiency as follows: standard tests, six per cent; teacher-rating scales, four per cent; and judgment based upon observation, eighty per cent. Although teacher-rating scales and standard tests are much talked and written about, it is here observed that judgment based upon observation is still the most important method employed in determining the effectiveness of the teacher's work.

Influence of single-salary schedules—If the answers received to the fourth question are valid—and there is little reason to doubt their validity—the influence of single schedules on teaching efficiency, preparation of teachers, morale of the teaching corps, and in eliminating class distinctions between grade and high-school teachers is far-reaching.

One reply reported the influence of the single-salary schedule as being good in the grades but of no effect in high schools; two reported no improvement; three, slight improvement; while thirty-four indicated that the effect had been good. The effect on the preparation of teachers was shown to be good by fifty-seven replies, there being no negative report. One reply saw no effect on the morale of the teaching corps, while fifty-one replies indicated improvement. In the matter of class distinction between grade and high-school teachers, two replies indicated that no effects had been observed, seventeen felt that such distinctions were eliminated, and twenty that they were decreased.

The assertion that class distinctions exist between grade and high-school teachers usually finds meager support among teachers themselves; but it is evident from answers received to this question that such class distinctions are real to superintendents and supervisors—observers who come in close contact with the teachers. If the single-salary schedules tend to eliminate class distinctions—and answers to this question so indicate—then their adoption throughout the Nation, wherever both grade and high schools are maintained, would be a democratizing influence which would make itself felt for the great good of the youth of the Nation; for the work of grade and high-school teachers is so intimately related that close coöperation between them is very necessary. The elimination of class distinctions surely brings about closer and more effective coöperation.

Forty-six answers were received to the question which had reference to objections to the single-salary schedules. Of the forty-six answers, on the theoretical side, two objected that salaries for grade and high-school teachers should not be the same, three objected to the raise in tax levy, while forty-one had no objections. On the practical side, one observed that single schedules are difficult to administer, two objected that they increase the budget, while thirty-one had no objections.

This study was made in order to learn something of the operation of single-salary schedules for the special information of a group of school people looking for the best in educational administration and supervision. It was not made with the idea of proving that the single-salary schedule is superior to other salary schedules, but such a conclusion would be sustained by the evidence submitted.

THE SEVEN AGES OF PLAY

[With apologies to Shakespeare]

Charles H. Keene, M. D.
Director, Bureau of Health Education, Harrisburg, Pennsylvania

Play has seven ages: first, instinctive mover,
Struggling and crawling in a tiny orbit;
And then the imitator, with his toys
And gleaming, sunny smile, toddling like puppy
Happily about; and then, the savage,
Throwing, striking, mauling, as a joyful tribute
Paid to his race's story; then a hunter
Bent on swift chase, and speeding like the fox,
Cruel in habit, sudden and quick in seizing,
Seeking the phantom quarry
Even in the crowded street; and then, the nomad,
Of fair, round visage, and glad, smiling mouth,
With eyes serene, and pet at tripping heel,
Full of kind thoughts and happy instances:
And so he plays his race. The sixth age slips
Into the fair and joyful agriculture;
On gard'ning intent, and things that grow,
His youthful soul content with play so wise
For his small head—with his big, beaming eyes,
Turning again toward race's past—he digs
And struggles in the soil. Last scene of all,
That ends this childish growth, the tribesman,
In growing consciousness of his racial goal
Does stunts, plays games, forms teams, coöperates.

The San Francisco Grade Teachers' Association

MARY F. MOONEY

State Director of the National Education Association, San Francisco, California

THE SAN FRANCISCO GRADE TEACHERS' ASSOCIATION is one of the results of that awakening which has been affecting the classroom teachers for more than a decade. Its organization was brought about for the sole purpose of affording the elementary classroom teachers of San Francisco an opportunity to express themselves as such on questions involving their professional and material welfare. The salary question had not as yet become acute and if any misunderstandings existed they were accounted for by the fact that absence of organization made it impossible for the classroom teacher to make known her viewpoint.

Although of spontaneous origin, the association did not explode into being. No great wave of emotional enthusiasm marked its coming. In fact, three years passed between the first launching of the idea and the actual forming of the association. During that time steadily increasing numbers of teachers became convinced of its need. At last, in May, 1917, the association became a fact.

Since no high-school teachers appeared interested in the movement at the time of organization, membership in the association was restricted to elementary classroom teachers. Junior high schools are now a unit in the San Francisco School Department, and it is proposed to amend the constitution at the next general meeting so as to make teachers in those schools eligible to membership.

The officers are a president, three vice-presidents, recording secretary, membership secretary, and treasurer. These with the chairmen of eight standing committees constitute the Central Committee, which is the executive board of the association. The Central Committee meets monthly. General meetings are held semi-annually. Officers for the coming year are elected at the May meeting.

In the early days of its existence, the association used the school buildings as meeting places. Now, however, thanks to the generosity of Mr. Raphael Weill, a public-spirited citizen who became interested in the work of the association, clubrooms provide a meeting place for all committees and sections. Here is employed a general secretary for two hours each day. No salaries are paid except for this clerical service.

A forty-page bulletin is issued each of the ten school months. This publication is self-supporting. For three years a bulletin committee carried all its responsibilities, but now a publishing house has assumed its physical burden.

A rapidly growing collection of books is proving of great interest. For this, we are indebted to various publishing houses. They send the association sample copies of their publications. The members examine and discuss them at leisure. At times a representative of the publisher comes to talk over a book with a group of teachers.

The association has participated in two successful campaigns for better salaries. In one of these a committee prepared a thirty-page brief explaining conditions and needs to the city administration and to the public in general. In the compilation of this brief the high type of service extended by Mr. Magill and Mr. Crabtree did much to bring about a better appreciation of the National Education Association. At all times when salaries have been under discussion, the Grade Association has tried to keep to the front the idea that the minimum salary must be a living wage.

Shortly after the association was organized, a call came from our superintendent's office asking for suggestions relative to the making of a new course of study. The Education Committee decided that before attempting a response it would be well to have clearly defined the fundamental psychological principles upon which a course of study should rest. After consultation with Dr. Boone of the University of California, a university extension course was arranged under Professor C. E. Rugh. This proved of such worth that a second was arranged for and from this beginning has grown a very valuable relationship with the university. As an organized group we are able to get very much better service from the University Extension Division. We are nearly always able to get not only the course but also the instructor we suggest.

Our course of study investigations carried us far. We found very sympathetic response from Topeka, Kansas. We are proud of the interest and grateful for the inspiration of Superintendent H. B. Wilson, now of Berkeley, California.

Hearing that Dr. John Dewey was coming to the western coast in 1918, we communicated with him and arranged for a series of lectures. From the proceeds of these lectures, we sent a representative to the meeting of the National Education Association at Milwaukee, in 1919.

Under the direction of Dr. Virgil E. Dickson and of Mr. John K. Norton, we have had courses in intelligence testing. This was followed by some practical training in testing with the view to becoming able to roughly classify pupils. Professor Cyrus D. Mead gave us a series of talks on educational tests and measurements, and Miss Ethel Salisbury lectured on topics allied to curricula making.

During the present term we have departed somewhat from educational topics and have had a course on public finance and its relation to school budgets by Professor J. B. Sears, of Leland Stanford Jr. University. It is hoped that this course, properly followed up, will equip us with material to justify our demands upon the tax-paying public.

An informal dinner is held each month, and a tradition is well on the way to being established that we shall have two big social events each year. To one of these we invite non-members. In May we plan to have a jinks and realize funds to send two delegates to Boston. During the annual meeting of the California Teachers' Association, Bay Section, we unite with our neighboring classroom teacher organizations in a get-together luncheon or dinner.

There is a clause in our constitution which reads: "Whenever five or more members wish to engage in any specific activity not provided for herein, the president, upon application in writing, approved by the Central Committee, shall appoint them a committee to organize and supervise such activity." Under this provision have grown up the sections of the Grade Association, and the work of these sections constitutes our one contribution toward the solution of the problem of how to afford the classroom teachers opportunity freely to formulate

their wants and work out a plan to satisfy them.

The scope of the activities that have developed under this provision is almost unbelievable; certainly it is amusing. It ranges from æsthetic dancing to preparation for a higher credential. Some of these activities have been short-lived; others have almost attained the dignity of standing committees. Some have the interest of only a few; others have grown to include nearly the entire membership.

The kindergarten-and-first-grade section has done much toward making the work of those two periods continuous. The seventh-and-eighth-grade group became interested in junior high schools with the result that about thirty have enrolled in the university in order to secure certification for that type of work. Other grade groups have taken up different problems peculiar to their work. Twice a month there is a hike into the country. These members have on occasions "knapsacked" for a week. Every Tuesday a swimming class meets under the direction of the supervisor of physical education. Interest in "Bird Study Afield" became so great that two sections have been formed. Two book sections read and discuss current literature, and a dramatic section has been studying modern drama under the guidance of a former teacher who is now dramatic critic of the *Argonaut*. Basket weaving and tennis have each brought together a group. At the clubroom is a silver cup which was awarded the Dahlia section for its entry in the exhibit of the California Dahlia Society. Through the cooperation of the managements, groups have enjoyed personally conducted visits to various industrial plants.

The San Francisco Grade Teachers' Association was one of the local organizations promptly to affiliate with the National Education Association after its reorganization. It was represented at the Milwaukee, the Salt Lake, and the Des Moines meetings. It has conducted a successful drive for one thousand National Education Association members in San Francisco this year and expects to send a strong delegation to Boston.

Affiliated with the National League of Teachers' Associations, it stands for tenure of office, retirement salary, the single-salary schedule, and advisory councils of teachers. Moreover, it has demonstrated practically the possibility for the improvement of the teacher while in service.

For better mutual understanding, we have affiliated with the City and County Federation of Women's Clubs. We have also united with our neighboring organizations of classroom teachers in a Bay Section League of Classroom Teachers. As such we are a recognized unit of the meeting of the California Teachers' Association, Bay Section, and of our city and county teachers' institutes.

What the future may hold for the Grade Association we may not prophesy. There seems to be a general impression that voluntary organizations seldom outlive the enthusiasm of their founders. We hope to be one of the exceptions: first, because our beginning was not the result of a transient condition; and, secondly, because the sections draw so many members into active participation that they are a source of renewed vitality.

The Pittsburgh Teachers' Association

ANNABELLE MCCONNELL

Editor of the Pittsburgh School Bulletin, Pittsburgh, Pennsylvania

LOOKING BACK over a period of years from 1904, when Pittsburgh teachers appeared on the social map as an educational force chartered by the State to promote the interests of the schools and the welfare and professional spirit of the teachers, it is rather disconcerting to find a record of almost continual movement, usually involving a financial element. Pennsylvania had a long way to go, however, and she found it out when the Pittsburgh Teachers' Association began to work for a retirement act, salary increase, and a new school code.

The successful accomplishment of these objects became the basis of other operations. In 1918 the association, conjointly with the State Teachers' League, and the State Educational Association, drafted a bill to establish a State-wide retirement system for teachers. This was passed by a large majority of both houses, and began to operate July 1, 1919.

This measure regarded as one of the most carefully considered pieces of legislation ever devised in the interests of the public schools of this State, has established a retirement system for school employees that will probably come to be regarded as a model for other States throughout this country.

The State contributes administrative expenses and takes part in the maintenance of the fund with the school districts and employees. The soundness of this system is noted in these points: (1) The system will be permanently solvent; (2) it is scientifically planned; (3) it is within reasonable cost to the school employees and to the State; (4) it is on a contributory basis; (5) it is coöperatively and safely managed; (6) local interests are properly conserved; and (7) it is in accordance with modern economic and social principles.

In consequence of the pressure of the times in 1917, the Board was requested to give a bonus pending the adoption of a revised salary schedule. In January, 1918, all employees of the educational department who received salaries of $3000 or less were given $100 additional as a war emergency for one year, with the expectation of a permanent increase in the proposed revision of the schedule.

The history of the next three years abounds in conferences with the Board of Education, mass meetings, hearings by the Chamber of Commerce, and other public bodies, the publication of an "S. O. S. Bulletin" proclaiming the necessity of an increase in salaries, and urgent editorial appeal by the press. Public opinion approved; the Board of Education recognized the necessity but maintained that it could not provide the necessary funds under its limit of taxation.

It was admitted that the money could be legitimately borrowed, but it was not considered sound financial policy to do so without available funds for repayment. The Chamber of Commerce passed a resolution requesting the Board to borrow the necessary amount to the extent of its borrowing power, and pledged its support to secure from the legislature the necessary action to increase the revenues in order to repay it, and if this should fail, pledged itself to use its best efforts to raise the necessary funds.

The schedule for State revision of salaries passed the legislature in the form

of the Woodruff Bill. This greatly improved school conditions.

Dr. Finegan's schedule was proposed at the meeting of the legislature in 1921 and hung in the balance because of the difficulty of deciding upon the source of the increased appropriations. Under its operation the teachers throughout the State enjoy liberal salaries and improved conditions coincident with greater educational opportunities.

The Pittsburgh Teachers' Association was a most active factor in this campaign, and its success was in a large measure due to the activity, alertness, and personal popularity of our president, who spent the greater portion of his time in Harrisburg working for the passage of this bill.

There are about 2500 members in the association, working harmoniously; a large majority is always willing to support its leaders.

The salary, retirement, and legislative committees have labored unceasingly with keen intelligence and executive ability, by the side of the president, Mr. John H. Adams, who for three strenuous years has been our honored, trusted, and successful leader.

In appreciation of the liberal support of the taxpayers in the matter of salaries, the association instituted a project in the schools with the slogan "We Do Not Destroy." The teachers pledged themselves to teach conservation of everything connected with the school buildings, materials, and books. Prizes were offered for the best essays, posters, and music illustrating this slogan. A masque, entitled "the Waster," was given several times as a climax to this movement. This performance was unique in that everything connected with its production was due to the school talent. It was written by Ralph E. Blakeslee, teacher of English in the Allegheny High School; costumes were designed by the art department; a former student of the school painted the scenery. The teacher of dramatic art coached the production, and the physical department contributed to the dances. The printing was done by the industrial department. The masque was a brilliant success. The proceeds were given to the Mutual Service Fund which is maintained by the association for the benefit of members who are in need of assistance.

PROFESSIONAL ORGANIZATION strengthens the teacher, improves the school, gives children better opportunities, and renders a distinctive service to locality, State, and Nation.

The Psychological Clinic

BERTHA M. LUCKEY

Director of the Psychological Clinic, Public Schools, Cleveland, Ohio

AS OUR school system grew more complex, and as larger groups of children were gathered together, there was a tendency to put these children into a common groove, the curriculum. The more nearly the child approached the average or normal, the easier it was to lay down the work that he was to do and help him do it. For a while the tendency was to blame the school curriculum, course of study, or the teacher if the child failed to accomplish the plans laid down. It was felt that one child could do whatever any other child did if the work was planned right. However, experience soon led to the discovery that all children were not alike. They were individuals with individual variations. One was unable to master arithmetic but could take care of a home as well as an adult; another could do arithmetic and reading well but when confronted with manual training was a failure, because of his poor muscular control.

Some children stood out because they were so far from the normal that they could not be fitted into any school system. These children—including idiots, imbeciles, and low-grade feebleminded—were the first to show the need of individual study of children. Normal schools and universities had courses of child study called by different names. Persons preparing to teach were supposed to have gained some knowledge of the children to be taught. As psychology became more highly developed it was found necessary for teachers to specialize in the study of children. In school systems having large numbers of children, specialists, whose whole time was devoted to the study of children's mental powers, behavior, and peculiarities were added to the staff. This branch of the service was called by different names. In some places it was The Child's Study Bureau; in others, The Mental Hygiene Department, or The Mental Clinic, or, as in Cleveland, The Psychological Clinic. Whatever the name, the purpose is the same: to study children as individuals and fit them as far as possible into a complex school system, and if necessary to suggest helpful changes in that system.

The Psychological Clinic is organized to take care of all problem cases in the schools. Those handling the work must know the educational problem from the point of view of the schools as well as of the child. There should be, either in the psychological group or in close cooperation, physicians and psychiatrists so that cases that need their attention may be referred without delay.

To illustrate by some cases that have come up in the Cleveland clinic, Albert and Jennie were two first-grade children. Jennie was repeating the first grade for the second time. Albert, upon careful examination, proved to be a normal child with very defective vision. The vision had been corrected just before the mental examination, but, due to the difficulty of using his eyes and understanding the letters, he had not learned to read. He had been given no outside help by the teacher. Jennie, on the other hand, had received constant help; in fact, the teacher had spent from a quarter to a half hour extra daily trying to bring her up to grade. She was a feebleminded girl and not at all mentally ready for first-grade work. The child who really needed individual help was Albert, who on being placed in a sight-saving class for a year made up what he had lost in the first half-year's work.

A principal, speaking of the enlargement of the clinic, said: "Here is a department we need in our work. Any expansion here that will give us more service is desirable. Their work is invaluable. The teacher after examination knows with what she is working. She can then be relieved of the defective child in her room. One such child in a room will take more time from the teacher than twenty normal children. As for three in the room it will be impossible to do any real school work."

A statement made by a teacher of a special class in a western city started my interest in the work. Commenting upon some of the children in her class, she pointed to some overgrown boys who were working very happily at the back of the room and told this story: "These boys came to this room last February

They like the work here, and we've had no trouble with them. In the room where they were last year the teacher went down to the superintendent, saying she was going to resign as she was losing her grip on her school work. She no longer enjoyed it. She wasn't sleeping nights from worry. She wished to give up the whole teaching job as she felt she was becoming a failure. As she had been an excellent teacher she was persuaded to try a little longer. Soon after this these same four boys were shown by mental examination to be seriously retarded, probably feebleminded children, and were removed to the special class. At once the whole atmosphere of the room changed. For the first time during the year she was able to obtain a social spirit in her room. Her children were working together, and discipline was no longer a problem. She began to enjoy her work, and before the end of the year nothing could persuade her to give it up."

Often an examiner will be called upon to test an entire entering class, because it presents a more difficult teaching problem than others. In such a room a group test is first used to bring out extreme cases. These extreme cases are then carefully studied. Is it any wonder that this first-grade class was a serious problem when amongst the forty children were found five so bright that they could do twice what the normal child could do, and two children who were actually feebleminded, while there were four who were mentally retarded and immature and who should have waited a year before trying to enter school? How is one teacher going to keep such a group together and consider her curriculum and course of study, let alone do real teaching? If she spends her time with the slow pupils the brighter group will not get the help it should receive. If the reverse is true, then the slow or feebleminded child is getting nothing. With the present knowledge and use of group tests, extreme cases of this kind can be prevented.

There is another phase of clinical work in which the psychologist can be unusually helpful—that is, with the boy or girl who has mental capabilities but is not using them. At a lecture last night I sat next to a woman whom I supposed to be a total stranger. She said: "Are you Dr. Lucky?" I said "Yes."

"Well, I am Willie S.'s mother."

I am sorry to say I didn't recall Willie S.'s mother or Willie S., so I parried: "How is Willie getting on in school?"

"Fine," she replied. "Do you know this last term he passed for the first time without being on trial and because he had really worked. You were the first one to give him any encouragement. You told him he could get his school work if he only tried. He was very much struck by what you said and since then has been working hard."

SUPERINTENDENTS' SALARIES IN OKLAHOMA

This table, prepared by Superintendent W. C. Johnson, of Marietta, shows the increasing number of superintendents who are receiving the salaries indicated. Similar progress has been made in many other States.

Year	$2000 to $2400	$2500 to $3000
1916	17	1
1919	62	23
1920	156	92
1921	145	64

Year	$3100 to $4000	$4000 or above
1916	3	0
1919	8	3
1920	24	11
1921	34	10

Then, as she talked, I recalled the case. Willie S. was a slow boy, was much lower in school than he should have been considering his mental retardation. He had been repeatedly labeled under the head of "mental incapacity" by his teachers. With him failure had grown so great that he no longer tried to do the school work, but after the test I told him he could get the work if he tried and I would tell the teachers to expect good work. The mother told in considerable detail of his progress and was delighted at his change of attitude.

Again, there was the case of a boy in high school who was on the point of failing. One teacher gave him a passing grade because she felt sorry for him and felt that no matter how much he tried he could not get the work, because he was probably mentally defective. As an opening question to arouse interest I asked him how he liked school work.

"Oh," he said, "it's easy."

"Well, what grades have you been getting?"

"Seventy (just passing) and seventy-three."

As a result of the examination and the conversation following, it developed that he was an unusually bright boy who had decided that grades didn't count. He knew the teachers thought he was bright, and it didn't matter what one got on his report card. He was trying to do as little work as possible. His idea was that one should try merely to pass in the subject. Any more than a passing mark meant wasted time. He was quite shocked when told the opinion of his teachers and went back to school with the intention of changing their opinion.

So we could go on indefinitely giving illustrations. A day does not pass when the psychologist is not able to make some adjustment or change which affects the classroom or the individual child in such a way that any obstacle to the teacher is either removed or made into an aid.

The cost of the tests varies in different places. Here the cost is less than two dollars for each child studied, and it would be much less if one figured on the basis of those children who are influenced by the individual examinations. The chief cost of examination is the salaries of the trained psychologists who give the tests. The need for careful training is evident, as the examiners must have at their fingers' ends a hundred and one methods of approach. Each child will present a different problem and must be studied from a different angle. New problems arise during the examination which require all one's previous training to solve.

The equipment for the clinic should contain performance tests, apparatus for making anthropometric measurements, form boards, picture tests, and the like, so that not only those who understand the English language but foreigners also can be tested. In Cleveland the equipment is such that foreign-born, illiterates, deaf, and blind children can be studied as easily and as well as other types of children.

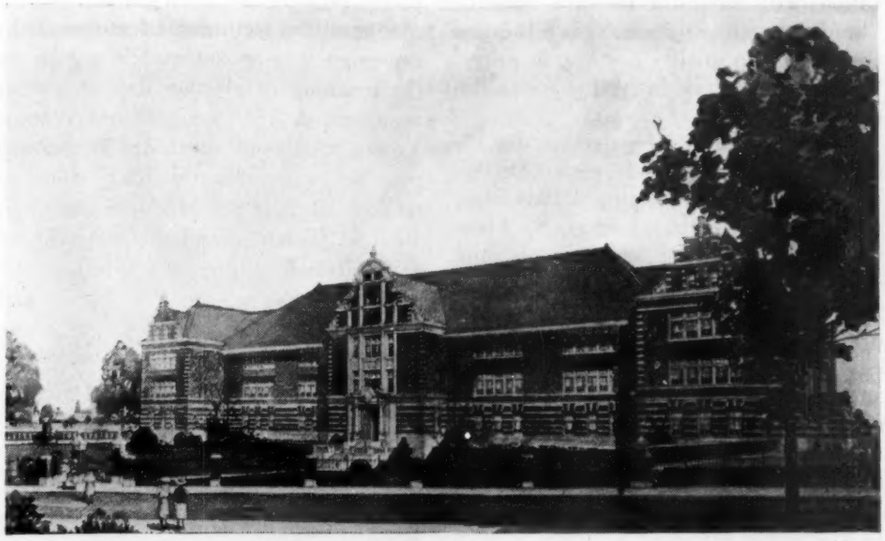
The Psychological Clinic has a still wider value as an aid to the school system. Here the child or adult is considered as an individual, as a person with his own peculiarities and differences; he is studied with a view of enabling him to take as nearly a normal part in the social scheme as possible. The clinic plays an important part in the social agencies of the city. The clinic here works in connection with the Humane Society, Associated Charities, hospitals, courts, and vocational agencies. The closer the coöperation between these agencies the more service the clinic can render to the schools and to the city.

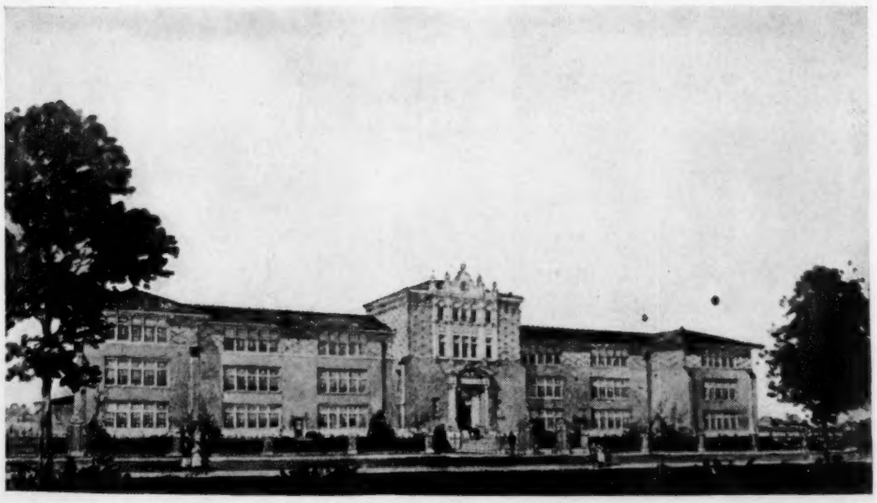
St. Louis Appreciates Education

PHILO STEVENSON

Assistant to the Superintendent of Schools, St. Louis, Missouri

THE TAXPAYERS of the city of St. Louis, by a vote of slightly less than three to one, have approved the maintenance of the present tax rate for schools of eight-five cents on the $100 valuation. This action on March 28 brought to a conclusion an active campaign which had been waged in St. Louis for six weeks prior to the election and in which public-spirited citizens, principals, teachers, and pupils worked together as one eager and vigorous salesforce. The opening gun of the campaign was fired when Superintendent John J. Maddox called together all elementary and high-school principals and laid before them an outline of the proposed campaign and stated the assignment of authority and responsibility he had made to various groups of the school force. To one committee, for example, was given general supervision of speakers; to another the organization of a program of publicity in the newspapers and by means of printed circulars; a third was to cover the features of posters and display; the function of a fourth was that of securing the assistance of school organizations; a fifth was to deal with non-school organizations such as political committees, trade and labor unions, philanthropic, civic, mechanical, and industrial associations; a sixth committee assumed the responsibility of getting out the vote; a seventh, of preparing statistics and data of all kinds for use by the other committees; and an eighth committee encouraged the writing of letters to the newspapers favorable to the maintenance of the tax rate. This last-named committee likewise secured the consent of the Ministerial Alliance to the appointment of an Educational Sunday when the merits of the proposed tax rate for schools were stated in St. Louis' pulpits.





THIS is a picture of the Cyrus P. Walbridge School, named for a former mayor of St. Louis. The other picture on this page shows the Edward C. Long School, of St. Louis, named for a former superintendent of schools. These two pictures show the type of building which St. Louis will coninue to erect now that the maintenance of the tax rate for schools has been assured for four years.

Immediately following the principals' meeting a Citizens' Tax Campaign Committee was organized and instituted at once the active campaign suggested by its name. Inasmuch as the charter of the Board of Education made it impossible for the board, even had it so wished, to expend any of its funds in a program of publicity and persuasion, this important part of the movement was assumed by a special committee of the Citizens' Committee. This committee had no difficulty in raising a sum sufficient to meet all the expenses incidental to the campaign, although those expenses ran into the thousands of dollars. As soon as the Citizens' Tax Rate Committee was organized, committees, identical with those that had been formed by the public-school authorities, were created. The public-school committees thereupon immediately placed their services at the disposal of the Citizens' Tax Rate Committee and worked under the general directions of that organization.

One of the most active pieces of work performed during the campaign came from the committee on posters and display. As a result of its efforts every public schoolhouse in the city soon blossomed out with huge signs of gummed paper of various colors fastened to the inner side of the schoolroom windows. These signs read, "Vote *Yes*, March 28th" and could be easily read for the distance of a city square. Under the direction of the same committee, and with the assistance of the department of drawing and manual arts, every schoolroom in the city above the first grade

designed, and then made with crayola or water color, posters variously advertising the public schools and their revenue needs. Some of the best of these read, "To keep the schools alive, again vote eighty-five," "For life there is no preparation of value like an education," "Good citizens do not begrudge taxation when it is meant for education," "Keep up the rate and you keep up the standard," "None but the best in education will satisfy a forward nation," "St. Louis schools furnish an education that is high in quality but low in price," "Maintain the tax rate—*Progress;* Reduce the tax rate—*Calamity.*"

One week before the election day the schools were provided with 200,000 copies of a circular reading, "This house will vote *Yes* for the school tax." These were distributed by the children and were posted in the windows of homes friendly to the schools. For the week prior to the election the homes of the city, therefore, presented an almost gala appearance behind their vari-colored signs and emblems.

A monumental piece of work was performed by the committee on statistics and research. The information dug out by this active group of men and women was the source of supply for all of the other committees. It was this committee which made it possible for the publicity committee to present facts in telling form, in newspapers and circulars. Speakers for the tax rate drew upon this committee for data which they could quote demonstrating that the St. Louis tax rate, even at eighty-five cents, was low when compared with that of other cities.

Slides and moving pictures were, with the consent of the St. Louis Moving Picture Association, shown at fifty local theatres nightly for a total of twenty-five or thirty nights. Success at the polls was early forecast by the enthusiasm with which the audiences greeted school mottoes, other statements about the schools and the pupils, and pictures of the most approved type of school plant or of old-fashioned or portable buildings which the success of the campaign would replace.

On election day the Citizens' Committee kept in touch with the voting places and through the assistance of friendly watchers at the polls were kept informed as to the number of friendly voters who had not, at a certain time, been to the polls. These, not later than 5:00 P. M., were sent a card signed by the school principal reading as follows: "You have not yet cast your vote for the school tax. Your voting place is ----------. Polls open until 7:00 P. M. The schools need your vote. ---------- (Signed) School and Principal."

This was the final effort of the campaign and was felt to be a feature, though not of the first importance, to glean a good many votes which might otherwise not have been cast.

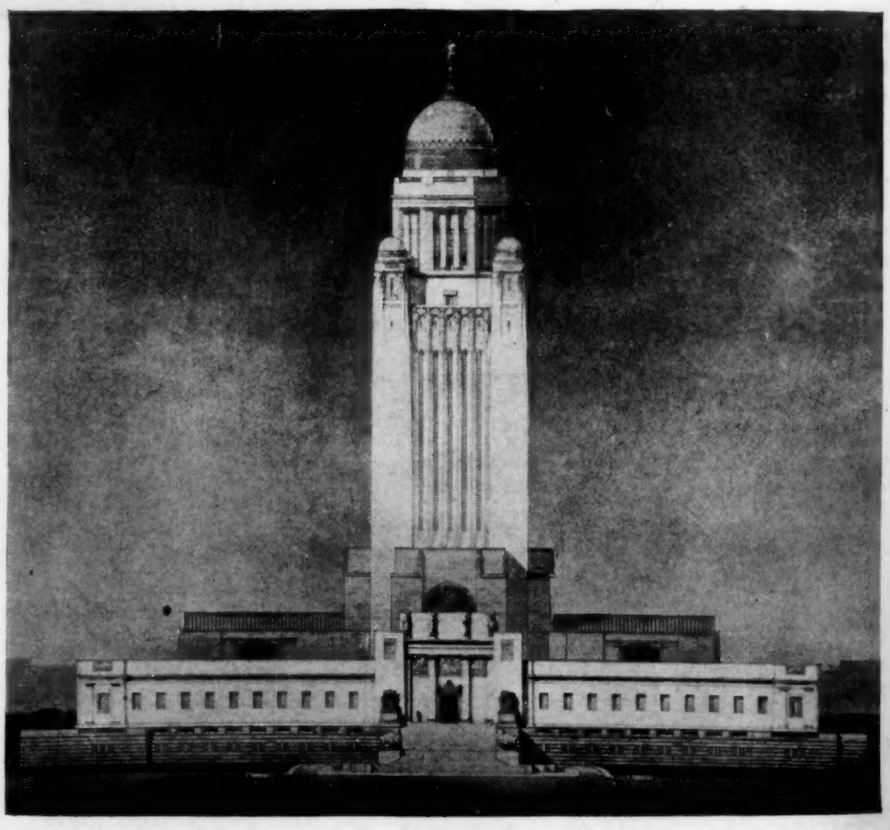
One of the picturesque features of the campaign was an automobile parade on the morning of election day under the auspices of the League of Women Voters. Although concluded in a downpour of rain, Mayor Kiel, Superintendent of Schools Maddox, and Mr. John C. Tobin, president of the Board of Education, addressed a great crowd from the steps of the Post Office and then, answering the dare of some one in the crowd, walked up Olive Street from Eighth to Twelfth, one of the busiest spots in the downtown district, carrying colored banners bearing, "Vote for the school tax."

It was learned by school principals and teachers generally that the Tax Campaign was a demonstration of the project method in civics teaching that could not be surpassed. Children were wrought up to a high pitch of enthusiasm and took part with great zest in every phase of the campaign open to them.

The campaign likewise encouraged the composition of many school songs. One of the best of these, from the pen of a kindergarten teacher, was to the air of *Goodbye, Girls, I'm Through.*

We call girls on you,
To put the school tax through;
You'll help it to success
If only you vote "*Yes.*"
Don't mind the small taxation
For children's education,
Make your men folks vote "*Yes*" too,
We call, girls,
We call, girls,
We call, girls, on you.

The vote upon the tax was nearly three to one in its favor. Inasmuch as it was a vote of three to one which carried the tax last year and slightly less than three to one two years ago, it would appear that this ratio of *ayes* and *noes* reflects the popularity of St. Louis schools with St. Louis taxpayers.



THIS ARCHITECT'S DRAWING shows the proposed new State capital building in Nebraska, in which will be housed the State Department of Education. The building is to cost $5,000,000. Because of the unusual simplicity, dignity, and beauty of the design, it is attracting the attention of architects throughout the world. The plan recognizes the artistic requirements of the Plains country.

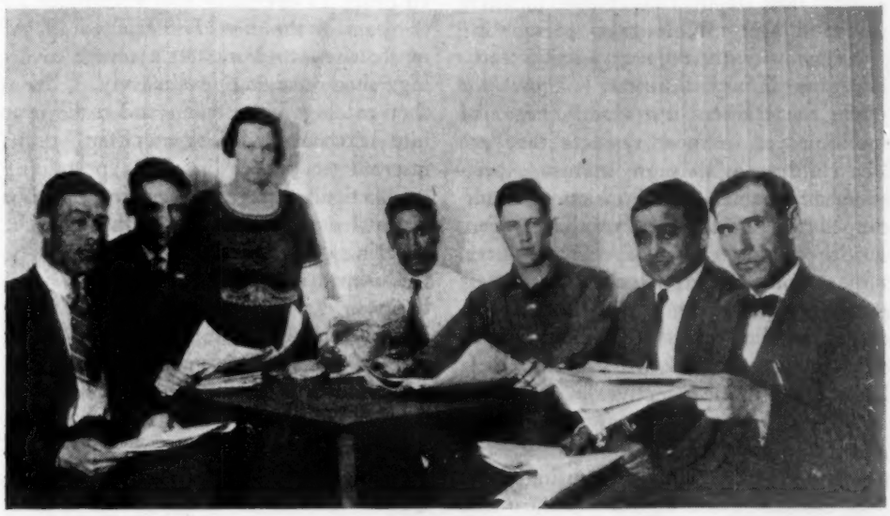
Americanizing Illiterates

M. CATHERINE SEXAUER

Educational Director of the U. S. Veterans' Bureau Training Center, Albuquerque, New Mexico

THE UNITED STATES VETERANS' BUREAU has established at Albuquerque, New Mexico, one of its numerous rehabilitation centers for the ex-service men of the World War for the purpose of removing their vocational handicaps by fitting them for some line of work which they can more successfully do. This training center after one year of existence has become the trade center of New Mexico, to which now flock all men in the State wishing to learn some such trade as shoe repairing, auto mechanics, or carpentering. During the first part of the year, this was mainly an educational center, teaching the men the three R's. This center draws Spanish-American men exclusively —or Mexicans as they are usually called by the white population—a race typically Mexican in thought, living in Mexican centers where only the Spanish language is spoken, where no English newspapers are read, and where little civic duty is felt.

In estimating the benefits derived from the training given to disabled men, it is impossible to ignore the effects of environment, for it is the atmosphere surrounding their lives that influences them to the extent of making them seem almost foreign to America and Americans. "Sun, silence, and adobe—that is New Mexico, the land of *poco tiempo,* the home of 'pretty soon.' No one ever hurries, no one worries; why should they? Tomorrow will do. The opiate sun soothes one to rest, the adobe is made to lean against, the hush of day-long noon would not be broken. It is a land of ineffable lights and shadows, an indescribable harmony in browns and grays over which the enchanted light of its blue sky casts an eternal spell. Under this influence, can we wonder that these swarthy-faced Americans, descendants of old Spain, have been content to live in ignorance and superstition?"



THE STUDY of civics with the daily newspaper as a textbook has helped these men better to understand America and, incidentally, they have improved in appearance and self-respect.

WHILE these men learn to repair shoes and thus to earn a living they learn also the language of America and something of her ideals of citizenship.

At best, the men have had only from two to four terms of school, ranging from one to four months each. Many of them either sign their names with a cross or scratch them in their native language. According to the 1920 Bureau of Census report, New Mexico has fifteen and a half per cent illiterate population, the fifth most illiterate populated State in the United States. According to the trainees assigned to the Albuquerque Center, New Mexico seems to be almost a hundred per cent illiterate. These people cling to their native language, customs, and traditions with a tenacity that is the despair of the Americanization movement. Their knowledge of the affairs of the day, whether political or of a general nature, is very limited. Therefore, the first class organized in this center one year ago was the Americanization class, but called the current events class because these citizens—citizens in name only, men who considered themselves citizens in spite of clinging to their native civilization and barely speaking the American language—resented the fact that they needed Americanizing.

This Americanization class was conducted for only one month when the percentage of the members taking American newspapers had risen from two to eight per cent. New classes are organized as new men enrol. The textbook, the daily local newspaper, is supplied each class member by the editor, studied carefully each day, considering political measures in the city, in the State, and in the country at large. It is amazing to find that it is necessary to explain to the men that Government expenditures

are paid by the people themselves instead of by some great unknown source as the Government. These citizens are born and raised and have lived in America all their lives, but are Spanish-speaking, Spanish-thinking, and utterly ignorant of all but Spanish customs and beliefs. Every ingenious method imaginable is used to accomplish the purpose for which these men are enrolled in this strange school. Perhaps the greatest difficulty is in winning the confidence of these grown men from twenty-five to forty years of age. More tact, personality, and ingenuity are required in this teaching than in any business I know, for while the trainees are mainly heads of families, yet in most respects they are like children with more mature experiences and habits of expression. Handicapped by disabilities resulting from service in the cause of their country, some of our men returned to find their greatest handicap, not the disability incurred in the service, but their lack of education, their lack of training, their lack of a definite objective.

This is especially true of the Spanish-American men of the Southwest, and this was the problem confronting Serafino Gomez when he came before our board to discuss plans for his training. He is twenty-eight years old and served two years in the army. His service resulted in ankylosis of the wrists, lost function of the hands. Before the war he worked as a teamster on a farm; he could neither read nor write. While in the army he signed his name with a cross. He entered the Center at Albuquerque on August 24, 1921, and after six weeks of training was able to read, write, and figure. During this period his case was closely followed and a trade objective decided upon.

Before six months had passed it was deemed inadvisable for a man to spend half his training period away from the job, in school. The time set aside for learning his trade is limited, so now a change has been instituted whereby he is placed in the shop at the beginning of his training period. If he cannot read or write or speak the English language at all, his full day is occupied in tutorial classes where he is given individual instruction and taught these elementary rudiments in a few weeks. If the man has the ambition to improve his mind to a greater extent, he is given three months out of his eighteen months' training period, or six out of a twenty-four months' period in school where he can give especial attention to English, mathematics, penmanship, or to that subject which is most needed in his trade.

The best equipped shop in the Albuquerque Center is the shoe-repair shop, first established because of the great demand. After the men have a start in learning the trade, they hesitate about giving up certain periods of the day to taking up work in the educational part of the Center. Some of them consider this unnecessary, are too ignorant to see the benefits of this additional training. In order to overcome this reluctance on the part of the men, I instructed one of my teachers to work out a course covering shoe-repairing exclusively. Shoe-shop catalogs were taken and made over into textbooks with typewritten lessons inserted at proper intervals pertaining to particular pages. Reading is thus given from the catalogue through the ordering of supplies.

Business English is taught by writing business letters to different firms, inquiring about certain machinery or about leather goods. One man became visibly excited over receiving an answer to his inquiry; it was his first letter received through Uncle Sam's mail service. Spelling lessons are taken from the misspelled words written in the letters; arithmetic is taught through the bills coming in and through the cash work done in the actual shop exchange. But the big lesson—though hidden—is Americanization, a lesson which none suspect, but nevertheless a lesson which all absorb through the careful instruction of this ingenious teacher of shop English.

An advanced course was next worked out. After the catalogue course is completed, a textbook is used which we made in much the same manner as the catalogue text, a shoe-repair magazine with the typewritten lessons. This teaches the men more English, but the advanced purpose here is to instil into the men the necessity of doing more than learn the repair trade, it is to learn how to conduct a successful business. Herein the men are shown how to read outside magazines and papers, how to keep on the lookout for new ideas, and the value of keeping up to date. At first this was taught mainly through the trade paper, but with the gaining of the confidence of the class, other sources and means are brought into the discussion, and by the end of the course even newspapers are read and discussed.

Thus, this training center is trying to fulfil its purpose by helping these men back to economic independence, health, happiness, and good citizenship.

The Book Laboratory of the School[1]

ADELINE B. ZACHERT

Director of School Libraries for the State of Pennsylvania, Harrisburg

IT IS probably a safe assertion to state that teaching children to read is the most important single aim of the public school. With a knowledge of reading the pupil has the key to all the other subjects taught. Without it all other subjects are closed to him.

A school stripped to its essential elements is reduced to the teacher, the pupil, the book. By the book we mean the world of print which holds the accumulated wisdom of the ages as well as the news of today's achievements.

Books in schools have always been looked upon as necessary tools. One cannot imagine a school without books. Often schools become storehouses of collections of books. Such a collection may be an accumulation of practically worthless property, or it may be a living, vital force affecting every pupil and teacher in the school. It all depends upon the *selection* of the books and their organization. *Use* determines both. Is the book useful and if so, is it put to use? A book may be good in itself but of no use to the pupils and teachers. Many school libraries in our State are burdened by an accumulation of such books. Books may be useful but unless they are organized for use, unless they become a *library*, they often remain a hindrance rather than the help they should be.

A collection of books is *not* a library, no matter how good the individual books may be, just as a collection of perfectly good bricks, mortar, and stone is not a building until it is organized for use.

Up until a decade or two ago, a teacher could manage with a few textbooks, supplementary readers, and perhaps a dictionary and an encyclopædia. That was at a time when bare facts were learned from the assigned lesson in a textbook. Modern education demands that pupils read widely, select facts, compare them, evaluate them, and form judgments. Pupils are no longer taught bare facts, they are taught how to *find* facts and arrive at conclusions, to think independently. We teach today by the project method and we plan for a

[1] Address at School Directors' Association, February 10, 1922.

socialized recitation. These methods necessitate an organized collection of useful books and other printed matter, in short, a book laboratory. The demand for book laboratories has become so insistent, especially in secondary schools, that definite standards for their administration have developed. These standards are based on five main requirements:

1. Scientific selection and care of books. This is fundamental. Each book should justify its presence in the book laboratory. It should be able to pass the following test:

Does it supply laboratory and classroom needs?

Does it contribute to educational guidance and to local industrial, commercial, and community needs?

Does it fill the demand of the pupils for recreational and cultural needs?

2. To become organized for use the book laboratory should be properly housed and equipped with reference to general reading, reference, and supplementary study. A special room, centrally located and of easy access, is necessary. It should be large enough to seat *at least* ten per cent of the student body. It must be a place of comfort, refinement, and inspiration. The pupils should have direct access to the bookshelves.

3. A laboratory must be in charge of a technically trained person if it is to function. This is as true of the book as of the science or manual arts laboratory. The librarian in charge of the book laboratory must have a wide knowledge of books, ability to organize library material for efficient service, and successful experience in reference work. She should have had scientific training in classifying and cataloging books and such other technical knowledge as will enable her quickly and accurately to assemble the resources of the library for ready reference. An unskilled novice can soon wreck the best library. A library without a librarian is like an engine without an engineer.

4. The school library should be the laboratory where pupils are taught how to gather facts from the printed page. Systematic instruction in books as tools should be given as a distinct requirement for graduation. Not only should pupils be taught how to use books as sources of information, but their recreational and inspirational reading should be guided and directed while in school, to the end that they shall form right reading habits.

5. A definite annual appropriation should be set aside for the maintenance of the book laboratory. It should not depend upon incidental sources of money such as school entertainments, "socials," book drives, and gifts.

A minimum appropriation per pupil should be determined upon for books, magazines, supplies, binding, visual instruction material, *et cetera*. A dollar per pupil per year is the generally accepted standard, after the library is adequately stocked with the most essential working tools.

The returns from an investment in a school library cannot be measured in terms of dollars and cents, but it is obvious that no other investment of school funds bears so rich a dividend in providing the means of self-culture and development of character and the things of the spirit. A prominent educator, Mr. Jesse Davis, says: "I believe I am safe in saying that the school library will be the proof of the educational value of the new curriculum. Our schools are aiming to prepare our boys and girls for the life they must live in a workaday world. The library will be the open door to the opportunity of the present."

The arguments advanced in favor of considering school libraries a vital part of the high-school organization should be advocated with even greater force in providing library books for pupils of the elementary schools. There are many more pupils in the grades than in high school. Most of these pupils never reach the high school. Such training in the use of books as sources of information, recreation, and inspiration as will guide them in the years after they have left school these pupils will have to get somewhere in the elementary grades.

Certain types of books are suitable and necessary at certain stages of a child's mental development. He is decidedly hampered in so far as he is denied the books which are his heritage. Not to provide children with myths, fables, and legends when they are in the wonder age, not to give them stories of bravery and patriotism when they are in the hero-worshipping age, is to deny them their birthright and to curtail their latent possibilities of good citizenship.

The source of the pupils' supply of stimulating reading matter should be the classroom library. It costs comparatively very little to equip and elementary school with classroom libraries graduated according to the varying mental ages of pupils.

The total cost of classroom libraries of from thirty-five to forty books for each grade from the second through the eighth need not exceed three hundred dollars. With average care those books should last at least five years. The cost per pupil per year, therefore, for this library service is about twenty-six cents. This surely is a small price to pay when we consider that each pupil in his progress through the grades will thus have an opportunity of first-hand contact with characters, scenes, and incidents which have enriched the literature of childhood. Can we afford to deny the pupils in our elementary grades so rare a privilege at so small a price? We cannot justify failure to provide necessary books on the plea of lack of funds. No other laboratory equipment is so cheap and fills so wide a need as do books. They are used by *all* the pupils every day. Science and manual arts equipment require a large initial outlay and are used by *some* of the pupils for a limited time during school hours. Of course it will cost money adequately to stock the library, just as it costs money to buy microscopes, rheostats, gas plates, bunson burners, and dish pans in sufficient quantity for the pupils' use.

Present-day methods of teaching history, social science, art, English, and geography are absolutely dependent upon a well-stocked library. These subjects cannot be taught without a book laboratory. The purpose of expensive science or manual arts apparatus is accomplished when the experiment is performed or the lesson demonstrated. Using the book laboratory as a place where ideals as well as facts are found, is laying the foundation of a habit which will bring pleasure, profit, and inspiration for the rest of a lifetime. Money spent to stock the book laboratory is money wisely spent. We cannot compute the dividends for they are measured in terms of character building, which makes for intelligent and worthy citizenship.

Sustained ideals and maintained intelligence are the fundamental problems of democracy. Children must be prepared while in school for a continuing contact with the sources of idealism and intelligence when the stimulus of teacher and school shall have been removed.

When we consider what books can do—how they can quicken the imagination, awaken new ideals, bind together distant ages and foreign lands, give joy and pleasure, widen the mental horizon, and open up new visions—shall we not count it a rare privilege to provide our pupils with the books which belong to them?

Map of the World of Ideas[1]

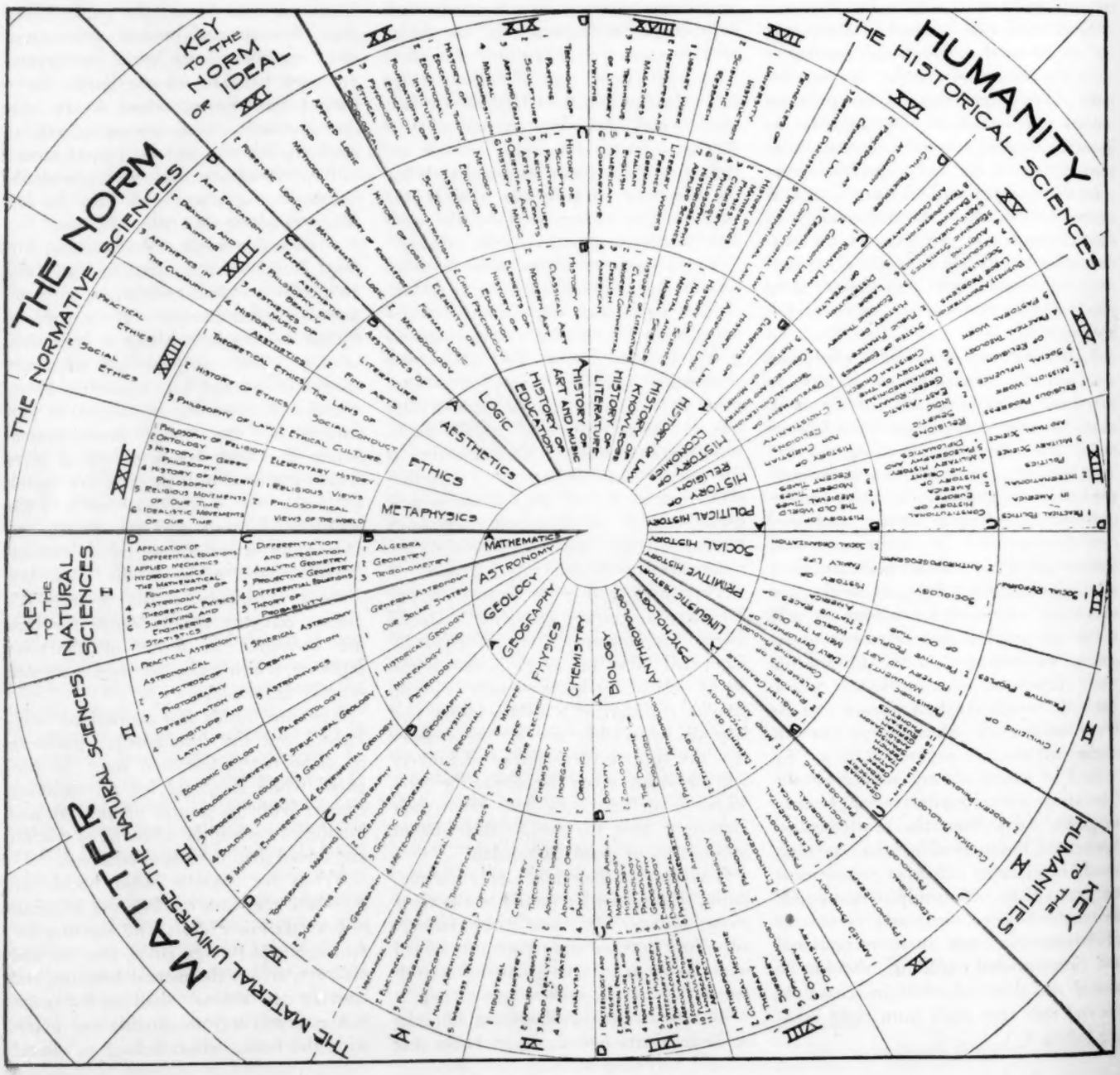
SIDNEY MORSE

Executive Secretary, Bureau of Social and Educational Service, Grand Lodge of New York, F. & A. M.

I REMEMBER having been much impressed, when a boy, by a description in a book of frontier tales of the Indian method of teaching young warriors geography. The chiefs taught around the council fire the lore of landmarks and the courses of the stars. Sometimes they scratched upon the ground a few symbols. Thus instructed, Indian lads in their teens, according to this writer, without guides and with neither chart nor compass, often made journeys of hundreds of miles through the trackless unknown wilderness. Later in life the bolder spirits made far journeys and communicated by word of mouth their observations to the common stock of knowledge of the tribe.

The horizon of the Indian was the limits of his hunting grounds. His neighbors were enemies. He had little occasion either to trade or to travel. In these circumstances men could tolerate such a method of acquiring and imparting geographic knowledge. The horizon of modern man has expanded to embrace the universe, and knowledge of the earth's surface has become so vast and complex as to demand the teaching of geography in far different fashion. Our boys (and girls, too) are now given, at the age of eight or thereabout, conventional designs depicting the earth as a globe, floating in space, and bearing the outlines of the two hemispheres, the five continents, and the seven seas. Before their eyes are unfolded magical devices which, like wishing carpets, transport them at will to strange lands and far-off

[1]Copyright 1917 by Sidney Morse.



cities. Map in hand, they encircle the globe at a glance, putting to shame poor Puck, who could only "put a girdle 'round about the earth in forty minutes." Here is New York, yonder San Francisco, London, Bagdad, even the far islands of Cathay. Every community indicated by a symbol is a perpetual invitation to journey thither. At the least each is assurance that in such and such directions and at distances so and so strange lands and cities veritably exist.

What the Indian chief with his burnt stick and the cartographer with his conventional symbols have sought to do for the inquiring spirit in respect to the spacial relations of the earth's surface, the accompanying *Map of the World of Ideas* seeks to accomplish for the adventurous explorer in the spiritual and mental realms.

Than the *Map of the World of Ideas,* in principle, nothing could be more simple. The helix spiral, instead of the closed circle, is taken as a symbol because it opens and extends itself into infinity. The spiral also suggests how the great cultural manifold overlaps upon itself and how all branches of knowledge run into one another as parts of an integrated universe. Radiating from its point of origin are twenty-four master sciences, selected upon grounds of practical convenience. These are so grouped as to suggest an evolutionary order or, to change the figure, they represent the stairway of knowledge, each being in some sense a foundation for and stepping stone to its successor.

The *raison d'être* of this order may be briefly sketched in this wise. The laws of space and time (mathematics) may be conceived as conditioning all material existence. The dawn of creation itself, when the spirit of God moved over the face of chaos and the sons of God sang together for joy, marks the beginning of the evolutionary order and introduces the mother of sciences (astronomy). Then comes the evolution of our earth (geology), beginning with the throwing off of the earth stuff from the central cosmic mass. The current cross section of the geologic process is geography.

Stars, suns, and planets reveal the manifestation of different forms of energy. What are these forces? Some kinds of energy act between mass and mass. These we call physical (physics). Others act between atom and atom. These are chemical (chemistry). One kind eludes both these classifications. This we call vital.

The presence of the life force creates a distinction in matter as not living or living (inorganic or organic). The science of living things (biology) begins with the origin of life on the earth and traces the evolution of the plant and animal kingdoms. To man, regarded as an animal, the head of the animal kingdom, is assigned a separate science (anthropology). The manifestations of mind in both plants and animals, including man, constitute the highest of the natural sciences (psychology).

Between man regarded only as an animal and man considered as a social and spiritual being, a great gulf is fixed. This chasm is bridged by man's superior ability to express and communicate emotion, thought, and will, more specifically by the power to generalize in thought by means of language. Hence, the science of language (linguistics) is here inserted as the great discipline or key to the humanistic group of knowledges.

The field of the evolution of the human family is broken up in like manner into certain historical sciences. Their order may be briefly explained somewhat on this wise. Man is gregarious. His history begins (it is assumed) with the formation of certain primitive groups. Analysis of these groups discloses certain typical social forms. Among these institutions, those are of primary importance that are designed to maintain order among the members of the group and peace between them and their neighbors. Chief of these are State and Church regarded as agencies for social control. With order and peace, comes plenty leading to trade and the rise of the science of wealth (economics). Trade and commerce lead to disputes and the development of law. With surplus wealth comes leisure, bringing in her train the means of culture, recorded knowledge, literature, and the arts. The means of culture permit of transmitting to posterity with usufruct man's social heritage from his fathers (education).

Thus far man's relation to matter and to other men. Abstracting these aspects of environment, there remain those ideas, or ideals, of the true (logic), the beautiful (æsthetics), and the good (ethics), that man conceives as existing apart from the phenomena of experience and accepts as norms or standards, and which collectively he tends to regard as attributes of Deity. The key to the normative sciences is logic which is devoted to establishing the criteria of truth. Last comes philosophy (metaphysics), queen of the sciences, who takes all knowledge as her province, her peculiar function being to determine the interrelation of all the branches of knowledge taken as a united whole.

The first lap of the spiral pathway represents the rudiments of knowledge. Next, in terms of educational practice, comes the equivalent of the secondary, or high-school stage. The third is that commonly called higher, or collegiate, education. The fourth includes the applied sciences as taught in technical or professional school. Finally, in the margin or periphery of the chart, set against each of the master sciences respectively, come the manifold activities of life that derive from the several sciences their underlying principles. For these the present diagram has no room.

The subject matter of biology (for example) divides at the high-school stage into the separate branches of botany, zoology, and the doctrine of evolution. In college these are further subdivided into textbooks on plant and animal morphology, histology, *et cetera.* In schools of agriculture, the application of the principles of biology to plant and animal husbandry is taught.

This chart is designed to exhibit symbolically the totality of things knowable and their relationships with especial reference to three distinct points of view. The first is cultural; it looks at knowledge in relation to the development of human personality. The second is scientific; it regards the interrelations of the several branches of knowledge. The third is vocational; it views the application of knowledge to the practical activities of life. The chart is unique in that nowhere else exists any device by which one can grasp at a glance the totality of knowledge from these three viewpoints.

The Map of the World of Ideas, when rightfully understood and interpreted, affords a simple but sufficient key to at least three of the major problems of education, the choice of books, the election of studies, and the problem of self-culture. This map is the key to all libraries, to all publishers' catalogues, to the curricula of all universities, to the entire social and cultural heritage of mankind. It is a veritable Aladdin's lamp; but—and here's the rub—one must know how to use it.

Some one has aptly said that the atlas is not merely the primer of history; it is the title deed to all the lands and all the cities of earth. Teach a lad to use the *Map of the World of Ideas* and you will have enriched him with the garnered wisdom of the world.

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.

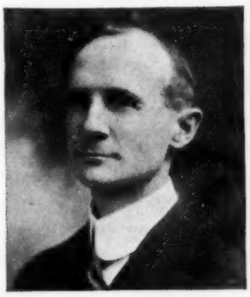
Name of State and County	Name of Town or District	Name and Kind of Building	Seating Capacity	Cost of Building or Amount of Appropriation	Date Authorized	Date Contract let or to be let	Name of School Officer in Charge	Name of Architect
1	2	3	4	5	6	7	8	9
Alabama								
Jefferson	Dist. 9-A	Grade	100	4,180	2/24/22	—/—/22	N. R. Baker	D. O. Whildin
Jefferson	Dist. 6-A	Grade	250	13,750	2/13/22	—/—/22	N. R. Baker	D. O. Whildin
California								
San Mateo	San Mateo	Elementary	315	200,000	12/20/21	4/30/22	W. F. Turnbull	J. J. Donovan
San Mateo	San Mateo	Elementary	450	200,000	12/20/21	4/30/22	W. F. Turnbull	J. J. Donovan
Illinois								
Christian	Pana	Grade	300	90,000	3/27/22	3/27/22	E. H. Cothern	A. L. Pillsbury
Cook	La Grange	Township High	800	132,000	—/—/—	11/—/21	G. H. Wilkinson	Llewellyn & Co.
De Kalb	Dist. No. 401	Township High	800	265,000	—/—/—	12/—/21	C. W. Whitten	Llewellyn & Co.
Edgar	Paris	High	400	150,000	—/—/21	11/—/21	S. W. Kincaid	A. L. Pillsbury
Ford	Melvin	High	150	100,000	—/—/21	4/ 3/22	W. J. McKenna	A. L. Pillsbury
Greene	White Hall	High	200	90,000	—/—/22	—/—/—	W. H. Shirley	A. L. Pillsbury
La Salle	Streator	High	800	400,000	—/—/22	—/—/—	W. D. Waldrip	A. L. Pillsbury
McLean	Bloomington	Grade	800	200,000	1/—/22	—/—/—	H. G. Bent	A. L. Pillsbury
McLean	Heyworth	High	150	105,000	—/—/21	—/—/21	Ralph Jones	A. L. Pillsbury
Marshall	Toluca	High	175	80,000	—/—/21	3/—/22	Roy Hoswell	A. L. Pillsbury
Saline	Edwards	High	300	100,000	—/—/21	—/—/21	R. S. Edwards	A. L. Pillsbury
Winnebago	Rockton	Com. High	250	105,000	—/—/—	11/—/21	.....	Llewellyn & Co.
Indiana								
Hancock	Blue River Twp.	High & Grade	250	69,000	9/—/21	3/18/22	V. R. Davis	Omer Gordon
Hancock	Green Twp.	High & Grade	200	68,000	9/—/21	3/18/22	S. Rothermel	Kopf & Wolling
Iowa								
Dubuque	Dubuque	Junior High	500	200,000	6/ 3/20	4/22/21	O. P. Flower	Joseph Royer
Dubuque	Dubuque	Junior High	500	200,000	6/ 3/20	4/22/21	O. P. Flower	Joseph Royer
Kansas								
Bourbon	Fort Scott	Jr. High & Grade	225	50,000	12/13/21	3/30/22	M. M. Rose	W. T. Schmitt
Cowley	Arkansas City	Senior High	600	250,000	4/5/21	7/—/21	C. E. St. John	Williamson & Co.
Leavenworth	Leavenworth	Junior High	850	215,000	11/ 2/21	—/—/22	I. J. Bright	C. A. Smith
Leavenworth	Leavenworth	Grade	500	115,000	11/ 2/21	—/—/22	I. J. Bright	C. A. Smith
Leavenworth	Leavenworth	Grade	500	115,000	11/ 2/21	—/—/22	I. J. Bright	C. A. Smith
Leavenworth	Leavenworth	Eight room	200	55,000	11/ 2/21	—/—/22	I. J. Bright	C. A. Smith
McPherson	McPherson	High (remodeled)	350	105,000	2/21/22	5/ 1/22	R. W. Potwin	Williamson & Co.
McPherson	McPherson	Grade	210		2/21/22	5/ 1/22	R. W. Potwin	Williamson & Co.
McPherson	McPherson	Grade	210		2/21/22	5/ 1/22	R. W. Potwin	Williamson & Co.
Montgomery	Independence	Jr. & Sr. High	1000	500,000	4/ 6/20	1/10/22	Board of Edn.	Spencer & Son
Maine								
Aroostock	Presque Isle	High	588	139,000	—/—/22	4/18/22	F. E. Bennett	Victor Hodgins
Michigan								
Ionia	Ionia	Grade	360	90,000	—/—/22	4/28/22	A. A. Rather	Harry Mead
Ionia	Ionia	Grade	360	90,000	—/—/22	6/ 9/22	A. A. Rather	Harry Mead
Saginaw	Saginaw	Intermediate	1250	550,000	—/—/21	7/27/21	Harold Steele	Spencer & Son
Saginaw	Saginaw	Intermediate	1000	550,000	—/—/21	7/27/21	Harold Steele	Spencer & Son
Minnesota								
Carlton	Cloquet	Primary	100	130,000	—/—/22	3/10/22	E. W. Spoor	Kelly & Shefchik
St. Louis	Duluth	Grade	100	20,000	—/—/22	—/—/22	Chas. Bronsen	Kelly & Shefchik
St. Louis	Virginia	Primary	350	150,000	—/—/22	5/ 1/22	Harry Ebner	Kelly & Shefchik
Missouri								
Boone	Columbia	Grade	300	50,000	10/27/21	—/—/22	W. I. Oliver	R. E. Peden Co.
Nebraska								
Dodge	Scribner	High & Grade	360	85,000	3/16/22	—/—/—	Chas. Arnot	Grabe & Hellinger
New York								
Jefferson	Watertown	Gr. & H. Addn.	.....	365,000	—/—/21	4/12/22	F. S. Tisdale	C. M. Skinner
Ohio								
Cuyahoga	Dover Village	High	500	125,000	11/ 2/20	3/13/22	L. E. Hayes	Osborne Eng. Co.
Cuyahoga	Orange	High & Grade	550	200,000	11/ 2/20	5/ 1/22	F. A. Keeffer	Chas. W. Bates
Cuyahoga	Rocky River	High (six years)	600	265,000	11/ 2/20	5/ 1/22	C. C. Pierce	W. H. Nicklas
Cuyahoga	Strongville	Centralized	550	65,000	11/ 2/20	5/ 1/22	F. C. Gilmour	Chas. W. Bates
Henry	Deshler	High & Grade	500	120,000	11/—/20	3/—/22	E. O. Fairchild	T. McLaughlin
Henry	Hamler	High & Grade	375	70,000	10/15/21	—/—/22	H. D. Teal	T. McLaughlin
Richland	Cass Township	High	300	60,000	3/ 8/22	—/—/22	T. A. Barnes	Althouse & Jones
Sandusky	Woodville	High & Grade	500	175,000	—/—/19	12/—/21	H. G. Drinkwater	Stewart & Son
Wood	Ross Township	Grade	250	20,000	8/ 4/21	3/ 4/22	.....	Staphlet & Staphlet
Wood	Rising Sun	High & Grade	350	54,000	11/ 3/21	4/15/22	.....	Glass & Bond
Wood	Lake Township	High & Grade	475	150,000	4/22/21	3/ 3/22	.....	Langdon & Hohly
Wisconsin								
Ashland	Ashland	Vocational	200	125,000	—/—/22	4/10/22	.....	Kelly & Shefchik
Oneida	Three Lakes	High & Grade	350	70,000	1/ 4/22	4/18/22	Clark Kuney	Oppenhamer & Obel
Pepin	Durand	High	600	150,000	3/20/22	5/ 4/22	H. A. Miles	Oppenhamer & Obel
Racine	Burlington	Senior High	1200	350,000	1/12/22	5/—/22	N. E. Karcher	Oppenhamer & Obel
Trempealeau	Whitehall	Junior High	500	100,000	2/ 2/22	5/11/22	N. S. Simons	Oppenhamer & Obel

Ernest T. Cameron, Sec'y, Michigan State Teachers' Association, Kalamazoo.

Mark Keppel, Pres. of the Calif. Teachers' Ass'n. County Supt. of Schools, Los Angeles.

PRESIDENTS OF LOCAL EDUCATION ASSOCIATIONS—1922

Ida C. Iversen, President of the City Teachers' Club, Los Angeles, Calif.



F. J. Arnold, President of the Brooklyn Teachers' Association, Brooklyn, N. Y.

Emma L. Dacre, Pres. of the Grade Teachers' Association, San Francisco, Calif.

T. B. Smythe, President of the Reading Teachers' Association, Reading, Pa.

G. F. Knipprath, President of the Omaha School Forum, Omaha, Nebr.

Margaret Richardson, Pres. of the Grade Teachers' Association, Spokane, Wash.

J. W. Thalman, President of the Teachers' Association, St. Joseph, Mo.

Lucy L. W. Wilson, Pres. of the Philadelphia Teachers' Association, Phila., Pa.

Myra L. Snow, President of the Grade Teachers' Club, Seattle, Washington.

J. H. Adams, Pres. of the Pittsburgh Teachers' Association, Pittsburgh, Pa.

Bertha W. Chesney, Pres. of the Grade Teachers' Association, Tacoma, Wash.

C. A. Smith, Pres. of the Salt Lake City Teachers' Ass'n, Salt Lake City, Utah.

The Journal of the National Education Association

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Shall Educational Opportunity be Equalized?

THREE YEARS AGO many schools were closed because of the shortage of teachers. During the coming year many schools may not open because of the shortage in public funds due to poor crops, the havoc of floods, and depression in industry. The following letter sets forth a situation that doubtless exists in more than one community. The letter in question was written by the secretary of the board of education in a town of 7000 inhabitants to a candidate for the superintendency of schools:

April 24th, 1922. Mr. ———— *New York City.* DEAR———— Your application for Superintendent of the ———— schools has been received, together with your references. It is so uncertain as to whether we will have a school, that I deem it but fair to you, to write you about it. Unless some radical change takes place in the disposition of our people, it looks very much like we will have no school during the ensuing year. I am filing your application and references for future consideration. I am frank to say, however, that it will be very unwise to depend on securing a position in our schools for the coming year, owing to the circumstances related. Yours very truly, ————, *Secretary.*

There are still some alleged friends of education who maintain that Federal participation in the support of public schools would be little less than a crime. If these people are right, it is a real virtue for the people of the Nation as a whole to be quite unconcerned over the situation described in this letter. The Federal Government can help build roads, and support agricultural colleges and finance the work of county agents, and help pay the salaries of vocational teachers, and all without "pauperizing" the communities that are aided. It is very strange that the Federal Government cannot aid in the discharge of the public function important above all others to its own safety without entailing such dire consequences.

Functions of Professional Organization

THE GREAT GROWTH of professional organization—National, State, and local—suggests the desirability of an analysis of the functions which such organizations have come to perform. First is the function of registering professional loyalty and unity. A teacher either appreciates or does not appreciate the debt which every practitioner owes his profession. Teachers who appreciate this debt and who understand the importance of unity in professional ideals and programs are said to be professionally conscious. Such teachers wish to ally themselves with their fellows in professional organizations of appropriate character, wherein they may both give and receive the benefits that come from collective effort.

A second function of professional organization is to stimulate thinking and investigation along professional lines and to spread knowledge of the best practices in the science and art of education among the entire teaching personnel. Like the science of medicine, the science of education has had marvelous development in recent years. The distance between the untrained and inexperienced keeper of a school and the thoroughly trained and competent teacher is as wide as the gulf that separates the superstitious medicine man from the modern skilled physician. Even within a few years, changes have occurred in the science of education and in the expressed objectives of education which quite transform classroom procedures. It is through professional organization that the new points of view and new inspirations are brought to the rank and file of the teaching group. During a considerable period in the growth of professional organizations this second activity appears to have been the primary object of their existence.

In recent years a third function—that of framing and projecting educational policies and programs—has had striking development. As the educational group comes to be more and more conscious of its high mission, it is but natural that it should seek through coöperative effort to make its ideals felt by citizens generally and to enlist the support of all civic and public-spirited organizations. There are many destructive forces at work in modern life. There is need for the greatest development of those organizations whose primary emphasis is on measures so constructive in character that they will neutralize destructive tendencies before they have had an opportunity to poison the stream of social and civic life. Education is the great constructive force of organized democracy. Than to promote education there can be no greater task. Than practicing educators there should be no group more intelligently capable of shaping educational programs. To conserve and make universal the best ideals of the teaching profession is an object of such compelling force that it should eventually draw into professional organizations—local, State, and National—the great majority of the teachers of the Nation.

Membership Campaigns

MEASURED by increased enrolment the membership campaigns of the National Education Association during the present school year have been by far the greatest in the Association's history. These membership campaigns have cost much time and money, but their basic importance far exceeds their cost.

A large membership is essential to the Association's greatest usefulness. The benefits which teachers derive in a personal way from the Association should be as widely distributed as possible. The teacher in the remotest rural district, with the least preliminary training, and the poorest materials with which to work, needs the inspiration and broadening influence of membership in a great professional organization. On the other hand, the power of the organization to accomplish its program of work and make its ideals live in the hearts of the people of the Nation is measured almost

directly by the number of men and women that it has been able to enlist in its ranks. The responsibility for obtaining new members and the necessity for spending money and effort in extensive drives will continue to exist until a great majority of the teachers of the entire Nation have come to see the importance of professional inspiration and coöperative leadership.

The membership campaign, however, renders the cause of education a distinctive service which is not measured by the number of teachers whose names are added to the Association's rolls. The teacher or other school officer who receives letter after letter each carrying a constructive message of educational progress must certainly become a better teacher, even though he fail at the time to see the importance of membership. His response to other professional appeals will be better in consequence of the seed sown in the membership drive. Appreciation of the essential idealism of the teaching profession is magnified in proportion as officers of local, State, and National associations bring to the attention of the individual teacher the programs of service for which these policy-determining agencies are coming more and more to stand. The elevation of education to its proper place in our National life will come only from a continuous appeal which will enlist the teachers in the Nation in local, State, and National associations. Such appeals help to create professional purpose and vision. In and of themselves they render a service to the individual teacher and to the cause of education generally which cannot be measured by mere membership increase.

Pensions for Teachers

TEACHERS' PENSIONS are now generally recognized as among the conditions that make for effective teaching service. Satisfactory pension provisions, like other efforts to improve the quality of teaching, are dictated by the requirements of justice both to teachers and to the children whose lives they touch. The teacher is at her best only when freed from worry about the future. It is precisely those persons who make teaching a profession, who give the children the benefit of continued years of experience and accumulated training, who are benefitted most by pension systems and suffer most from neglect to provide satisfactory systems. In some cases teachers who have given the profession a lifetime of service at low salaries are forced to continue teaching beyond the age when it were better that they retire from the service.

The present wave of interest in pensions will undoubtedly result in considerable pension legislation. The essential requirements of a pension law are that the burden of maintaining the pension system be justly distributed between the individual and the State or city and that it be scientifically constructed on the bases of actuarial facts so as to be financially sound. While the principles are the same everywhere, local conditions, including the attitude of the people and of legislative bodies, require that the matter also be studied in the light of local needs and that campaigns be undertaken to educate the public to the importance of providing adequate pensions for its army of teachers. The Association's committee on pensions is now preparing a report on this subject for the Boston meeting and its Research Department is gathering material for the use of State and local associations in their work with legislatures in 1923.

Education in the Nation's Capital

THERE IS perhaps no other city in the land which affords greater oportunity for informal educational activity among adults than the District of Columbia. The children do not fare so well. There are thousands of children in school on part-time and in buildings that are ill-suited to school purposes, because an adequate building program has not been maintained. There are problems in the teaching personnel growing out of salaries that are much lower than those paid in other leading cities of the Nation. This situation is especially unfortunate in view of the great opportunity which exists in Washington for setting up a system of public schools so perfect in plan, organization, and equipment as to be a model for the rest of the Nation.

The improvement of the situation in Washington presents peculiar difficulties resulting from the inability of its residents to get their wishes carried out. In other cities the government—even if highly political in character—is definitely responsible to the citizens of the city. The schools of the District of Columbia depend for their appropriations upon Congressional action. Adequate appropriations have been difficult to obtain because members of Congress do not feel a direct responsibility to the parents of the children in the schools.

Pennsylvania Conference on Teacher Training[1]

THE FIRST annual teacher-training conference of the faculties of Pennsylvania's fourteen State normal schools was held at the Central State Normal School, Lock Haven, April 10, 11, and 12 with 355 registrants. Although the conference was held during the Easter vacation and the teachers bore their own expenses, the attendance was most gratifying and of the fifty-one teachers invited to take places on the program only two declined. Twenty-nine group conferences and three general sessions were held.

At the first general session Dr. Thomas E. Finegan, State Superintendent of Public Instruction, set forth the aims of his department for the teacher-training work and discussed a few of the outstanding features of Pennsylvania's forward movement in education, particularly the present requirements relating to the qualifications of teachers.

Dr. Frank W. Wright, Deputy Commissioner of Education of Massachusetts, spoke at the second general session on the basic responsibilities of the State normal schools in the development of our democratic public-school system. He stated that the State has four fundamental obligations to the teachers of the public schools: (1) To train them; (2) to guarantee their economic status by giving State aid to establish adequate minimum salaries; (3) to remove uncertainty and favoritism by establishing a reasonable tenure of office after a satisfactory probationary period; (4) to maintain a retirement system for those who have grown old in service or who have become broken in health.

"Pennsylvania has an alarming shortage of teachers," declared Dr. Wright, "and will have until every child of school age shall be in school for a whole day in a group not larger than thirty-five and shall be taught by a teacher who is at least a normal-school graduate."

[1] This report, describing the beginning of a most significant movement, was prepared for THE JOURNAL by Dr. James H. Kelley, secretary of the Pennsylvania State Education Association.

At the final general session Dr. William C. Bagley, of Teachers College, Columbia University, commended the Nation-wide tendency of normal schools to develop into teachers' colleges by the adoption of collegiate standards for work of students and qualification of faculties. "Teacher-training institutions," he declared, "deserve lavish appropriations for they are the strategic points in improving public education." He recommended a National conference made up of delegates from such bodies as the Lock Haven conference.

Dr. Bagley devoted the main part of his address to a presentation of means whereby the teachers of subject matter may coöperate effectively with the students and teachers in the training school. He suggested that when a normal school specialist in subject matter goes into the training school, he should regard himself as a member of a training-school cabinet responsible to the director of the training school. He set forth this ideal: That subject-matter specialists should organize their material on high levels so as to make courses possess real merit and teach them in such a way that they will equip their students for work on a lower level. If normal school instructors can give instruction of a calibre suited to students of university grade but dealing with elemental subject matter, they exemplify the fine art of teaching.

At the closing dinner, Dr. Albert Linsay Rowland, Director of the Teacher Bureau, summed up the results of the conference by stating that the three main purposes of the conference had been achieved: (1) To develop mutual sympathy by meeting together and discussing common problems; (2) to establish a spirit of *coöperation* by a friendly exchange of ideas; and (3) to promote *professional growth* by setting up ideals for the future—new levels of achievement.

Resolutions embodying the following ideas were passed unanimously: (1) Approval of the State program of education enacted by the legislature of 1921. (2) Endorsement of the work of Dr. Thomas E. Finegan. (3) Pledge of hearty coöperation with the Department of Public Instruction. (4) Annual repetition of the State normal school conference.

DO NOT DARE to live without some clear intention toward which your living shall be bent. Mean to be something with all your might.—*Phillips Brooks.*

Omaha School Forum

GEORGE FRANK KNIPPRATH

Head of Bookkeeping and Accounting Department, Omaha Technical High School, and formerly President of the Forum for Two Years

ABOUT FOUR YEARS AGO a group of the teachers, supervisors, and principals of the grade and high schools of Omaha formed a local professional organization. The organization has grown until now over one thousand of the less than twelve hundred teachers in the city are enrolled in its membership. This is more than eighty-five per cent of those eligible to active membership. The board of education and the superintendent, Mr. John H. Beveridge, regard the work of the Forum as constructive and helpful to education in this city.

Omaha is now experiencing a general tax economy campaign—a campaign today common to many parts of the country. At such times there is danger of the retrenchment being carried so far as to result in a crippling of education. Therefore, one of the most important and constructive pieces of work we are engaged in at this time is local educational publicity. A special committee of teachers and principals is studying the situation here with reference to education and taxation. This committee is supplying the teachers and the community with the facts. It is placing material in the hands of each teacher to the end that each of us may be well informed. It aims to secure as much local newspaper publicity as possible in the various daily and weekly publications. The Forum has had several films made which show local, State, and National statistics on education. For the last several weeks these films have been run at the principal downtown moving-picture theatres. Our *Quarterly* is sent also to hundreds of local and women, so that the city may become more familiar with the work of its schools.

Under the leadership of the Forum the teachers are taking more interest in the activities of the community. The answers to a recent questionnaire reveal a remarkable list of organizations in which a considerable part of the teachers are active as individuals.

The Forum itself maintains a membership in the local chamber of commerce. At the present time the president holds the membership. Through the program committee and individual members we participate in the work of the community centers which give weekly programs during the winter months The City Concert Club is another organization which we are aiding in its efforts to secure 5000 members, so that there may be municipal music provided in the parks this summer. The people of the city have come to look upon the Forum as an organization that is interested in the community generally as well as in the schools.

One hundred twenty-five teachers, supervisors, and principals participate directly in the management and work of our organization. There are the usual officers, a board of directors, eight standing committees (program, press, courtesy, educational, social, legislative, teachers' welfare, and finance), special committees, and a deliberative council. The deliberative council is made up of classroom teachers with one representative from each of the fifty-six buildings. At its monthly meetings, the teachers discuss educational matters from the point of view of the classroom.

Each committee is busy in its own field. The legislative committee is taking an interest in local, State, and National legislation. The press committee publishes a quarterly in October, March, and June. This publication is sent to each teacher, to many State and local organizations of teachers throughout the country, and to many organizations and individuals in Omaha. Thus it does something in addition to serving as a means of communication between the teachers locally. The educational committee, among other things, arranges for educational lectures. Just now it is sponsoring a course in silent reading. The committee, with the hearty coöperation of the superintendent's office, secured no less an authority on this subject than Dr. Ernest Horn, of the University of Iowa. The course will contribute much to the improvement of reading in the Omaha schools.

An amendment to the constitution is now pending, which, if passed, will provide for further development of the work of the Forum. The amendment permits the forming of departments and councils. Thus it will be possible, for example, to

form a council made up of geography teachers, or arithmetic teachers, or a department made up of principals or high school teachers.

Just as other professional organizations have State and National ties so have the teachers. We have but recently undertaken a drive to get a one hundred per cent enrolment in Omaha for the Nebraska State Teachers Association to the end that the new paid secretary, Mr. Everett M. Hosman, may be enabled to get the work under way for the year. Our legislative committee stands ready to coöperate with the State association in working out a State legislative program for laws pertaining to education.

The Forum is affiliated with the National Education Association and does everything possible to secure a large membership in that Association. Last year over half of the almost nine hundred members in Omaha were secured by the Forum through a personal campaign. At Des Moines it had eight delegates. According to sentiment now apparent it will soon adopt the budget system for collecting local, State, and National memberships. The Forum is endeavoring to make its contribution to education in this community, in Nebraska, and in the Nation.

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 May JOURNAL:

ALLIANCE, OHIO, *Riverside School,* Maude Caldwell, Principal.

AUBURNDALE, MASS., *C. C. Burr District School,* William A. Leighton, Principal.

BELOIT, WISC., *Burdge School,* Laura Horstmann, Principal.

BROOKLINE, MASS., *William H. Lincoln School,* Francis T. Hall, Principal.

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

DANVERS, MASS., *Danversport School,* Elizabeth A. Ahern, Principal.

DEDHAM, MASS., *Dexter School,* Helen S. Kelly, Principal; *Riverdale School,* Margaret Butler, Principal.

DENVER, COLO., *Berkley School,* A. Gilmore, Principal; *Denver Grade Teachers' Association,* Leota Larimer, Treasurer.

EAST CLEVELAND, OHIO, *Rozelle School,* Della Freeborn, Principal.

EAST HARTFORD, CONN., *South Burnside School,* Mrs. E. M. Broucek, Principal; *First North School,* Mrs. L. M. Knight, Principal; *Second North School,* George O. J. Lanphere, Principal; *South Grammar School,* Alice T. Baker, Principal; *Union School,* Margaret M. O'Connell, Principal.

EAST ST. LOUIS, ILL., *Franklin School,* H. B. Hinckley, Principal.

EUREKA, CALIF., *Samoa School,* Ada V. Damon, Principal.

FARMINGTON, W. VA., *Farmington High School,* H. M. Williams, Principal.

FORT FAIRFIELD, MAINE, *Hacker School,* Nellie Atkinson, Principal.

GUILFORD, MAINE, *Guilford High School,* G. C. Townsend, Principal.

HILO, HAWAII, *Hilo Union School.*

KANSAS CITY, KANS., *Douglass School; Lincoln School; Phillips School.*

KANSAS CITY, MO., *Bruce School,* F. Leslie Clark, Principal; *W. W. Yates School,* Joe E. Herriford, Principal.

KENNEBUNKPORT, MAINE, *Kennebunkport Grammar School,* Leora M. Russell, Principal; *High School,* Granville A. Prock, Principal.

KEOKUK, IOWA, *Elementary Teachers' Club,* Edith Jack, Secretary.

LANSING, MICH., *Barnes Avenue School,* Edith Plambech, Principal; *Cedar School,* Hanna McHenry, Principal; *Christiancy School,* Marion Lang, Principal; *Townsend School,* Mabel Richardson, Principal; *Warner School,* Nina Iverson, Principal.

LEBANON, N. H., *Lebanon High School,* Caleb H. Niles, Headmaster.

LINCOLN, NEBR., *Lincoln Public Schools,* M. C. Lefler, Superintendent; *Bancroft Junior High School,* J. Belle Corbin, Principal; *Belmont School,* Gertrude Robey, Principal; *Bryant School,* Agnes O. Mortimer, Principal; *Capitol School,* Clare McPhee, Principal; *Cherry Street School,* Mrs. May Morley, Principal; *Clinton School,* Bertha L. Green, Principal; *Elliott School,* Sadie Baird, Principal; *Everett School,* Mrs. Emma M. Goodrich, Principal; *Hartley School,* Mrs. Martha Hutton, Principal; *Hawthorne School,* Mrs. Sadie McCrystal, Principal; *Hayward School,* Annie M. T. Cogil, Principal; *Lake View School,* Mrs. Florence Conkle, Principal; *Longfellow School,* Anna C. Batman, Principal; *McKinley Junior High School,* E. Ruth Pyrtle, Principal; *Normal School,* Kathrine Follmer, Principal; *Park School,* Mary O'Connor, Principal; *Prescott School,* Mrs. May Morley, Principal; *Randolph School,* Mabel Jackson, Principal; *Saratoga School,* Lena Merrill, Principal; *Whittier School,* Mrs. Mattie Branthwaite, Principal; *Willard School,* Annette Abbott, Principal.

LITTLE FALLS, MINN., *Central School,* Mrs. Lenoire Spooner, Principal; *Hawthorne School,* Petra Storaker, Principal; *Lincoln School,* Elvira Anderson, Principal.

LITTLE ROCK, ARK., *Centennial School,* Emmie De Neler, Principal; *Rightsell School,* V. L. Webb, Principal.

LOS ANGELES, CALIF., *San Pedro Street School,* W. F. Hughes, Principal; *Sawtelle Boulevard School,* Elizabeth F. Prior, Principal; *Yorkdale School,* Emma E. Lillie, Principal.

LYNN, MASS., *Baltimore Street School; O'Keefe School,* Catherine Curry, Principal.

MELROSE, MASS., *D. W. Gooch School,* Bertha C. Hatch, Principal; *Lincoln School,* Bertha S. Davis, Principal; *Livermore and Sewall Schools,* Edith S. Blake, Principal; *Ripley School; Warren School,* Alice J. Coffin, Principal.

MILWAUKEE, WISC., *Greenbush Street School,* E. W. Shuman, Principal.

NEEDHAM, MASS., *Avery School,* Thomas H. Peters, Principal; *Harris School,* Mary E. Glancy, Principal.

NEW BEDFORD, MASS., *Dartmouth Street School,* Isadore F. Eldridge, Principal.

NEWTON HIGHLANDS, MASS., *Hyde District School,* C. D. Miller, Principal.

NEW YORK, N. Y., *Public School No. 23,* Joseph Reardon, Principal; *Public School No. 67,* Annie E. Cunningham, Principal; *Public School No. 120,* Olive M. Jones, Principal.

NEW ORLEANS, LA., *Jefferson School,* J. E. Hildebrandt, Principal.

NONANTUM, MASS., *Stearns District School,* Kenelm Winslow, Principal.

NORWOOD, OHIO, *Sharpsburg School,* William K. Housh, Principal.

OTTAWA, ILL., *Jefferson School,* Mary G. White, Principal; *Lincoln School,* Alice Rigden, Principal.

PASSADUMKEAG, MAINE, *Village School,* Marguerite A. Beane, Principal.

PEABODY, MASS., *Samuel Brown School,* Annie I. McCarthy, Principal.

PITTSBURG, KANS., *Douglass School,* W. H. Porter, Principal; *Eugene Field School,* Verna Kelley, Principal; *Forest Park School,* Mrs. Anna R. Brown, Principal; *Lakeside School,* Martha Sandford, Principal; *Lincoln School,* Lora Allen, Principal; *Washington School,* Hannah Reese, Principal.

PORTSMOUTH, N. H., *Farragut Training School,* Alice S. Mildram, Principal.

REDLANDS, CALIF., *Kingsbury School,* A. Sybil Knopf, Principal.

RICHMOND HILL, N. Y., *Public School No. 99,* Elizabeth M. Cadzow, Principal.

ROCKFORD, ILL., *Church School,* Charles R. Armour, Principal.

ROSEDALE, KANS., *Rosedale Public Schools,* Armon P. Vaughn, Superintendent; *Attucks School,* A. H. Harris, Principal; *Columbian School,* Lucy Jones, Principal; *High School,* Louis D. Kruger, Principal; *Maccochaque School,* Mrs. Maud E. Clavin, Principal; *Noble Prentis School,* Helena Stomp, Principal; *Snow School,* Margaret MacKenzie, Principal; *Whitmore School,* Ruth Porter, Principal; *Rosedale Teachers' Association,* Maude E. Clavin, Secretary.

SAGINAW, EAST SIDE, MICH., *Burt School,* George Wilkinson, Principal; *Dieckman School,* George Wilkinson, Principal; *Houghton School,* Sarah Fox, Principal; *Hoyt School,* Harry G. Miller, Principal; *Jones School,* Ella A. Milligan, Principal; *Longfellow School,* Kate M. Passolt, Principal; *Sweet School,* Jessie H. Rouse, Principal; *Wadsworth School,* George Wilkinson, Principal.

SALT LAKE CITY, UTAH, *Hawthorne School,* Elizabeth B. Fritz, Principal.

SIOUX CITY, IOWA, *Dwight School,* Janie Shanley, Principal; *Worcester School,* J. G. Hobson, Principal.

SOUTH WEYMOUTH, MASS., *Pratt School,* Pearl B. Hanson, Principal.

SPANISH FORK, UTAH, *Nebo Teachers' Association,* J. Ralph Wilkins, President.

STEELTON, PA., *L. O. Foose School,* Helen Kroll, Principal.

STONEHAM, MASS., *High School,* C. J. Emerson, Principal; *North School,* Florence H. Graham, Principal; *South School,* Laura L. Stevens, Principal.

SWAMPSCOTT, MASS., *Clarke School,* Blanche E. Doyle, Principal.

WARREN, ARIZ., *Lowell School,* Carrie L. Barber, Principal.
WATERLOO, IOWA, *West Waterloo Public Schools,* H. D. Lee, Superintendent; *Central School,* Zelia Hunter, Principal; *Edison School,* Nellie Rownd, Principal; *Emerson School,* Nettie McKinnon, Principal; *Kingsley School; Lowell School,* Nellie Gravey, Principal; *Washington Irving School,* Bertha Ohrer, Principal; *Whittier School,* Ruth Updegraff, Principal.
WEST PARK, OHIO, *Puritas School,* Mrs. W. J. Featherstone, Principal.
WESTPORT, CONN., *Bedford School.*

Affiliated Local Associations

THE following associations are in addition to the affiliations which were reported in the May JOURNAL.

BELLINGHAM, WASH., *Grade Teachers' League,* Sue M. Stewart, Treasurer.
BRIDGEWATER, MASS., *Bridgewater Teachers' Association,* Ella S. Knight, Secretary.
BRISTOL, VA., *Bristol Tennessee Teachers' Association,* Helen Bowyer, Secretary.
BROOKLYN, N. Y., *Unit of Public School 122 and Public School 33,* Blanche L. Dunkly, Secretary.
BURKE, S. D., *Gregory County Teachers' Reading Circle,* Mary E. Ward, President-Secretary.
CINCINNATI, OHIO, *Cincinnati Principals' Association,* F. E. Reszke, Secretary.
DELTA, UTAH, *Millard County Teachers' Association,* Reva Z. Beck, Secretary.
DRESDEN, TENN., *Weakley County Teachers' Association,* F. Y. Fuqua, County Superintendent.
FAIRHAVEN, MASS., *Fairhaven Union Teachers' Association,* Elizabeth Graham, Secretary.
FORT COLLINS, COLO., *Faculty of the Colorado Agriculture College,* L. M. Taylor, Secretary.
GREENVILLE, PA., *Greenville Teachers' Association,* Emily A. Couse, Secretary-Treasurer.
HILO, HAWAII, *Hilo Teachers' Union,* Cecil Overand, Secretary.
HUNTINGDON, TENN., *Carroll County Teachers' Association,* D. T. Barnhill, Treasurer.
LAKEWOOD, OHIO, *Lakewood Teachers' Federation,* Hazel Clark, Secretary.
LITTLE ROCK, ARK., *Centennial Teachers' Circle,* Emmie De Neler, Principal; *Garland School Improvement Association,* Mrs. Edna Rollins, Secretary; *Peabody Faculty,* Delle Patterson, Secretary; *Principals' Round Table,* Emmie De Neler, Secretary.
MANISTEE, MICH., *Manistee Teachers' Club,* Mrs. Josephine Reynolds, Secretary.
MANITOWOC, WISC., *Manitowoc Teachers' Association,* E. W. Waits, Superintendent.
MEDFORD, MASS., *Medford Teachers' Club,* Alma A. Thomas, Secretary.
MELROSE, MASS., *Melrose Teachers' Club,* Grace Wells, Secretary.
MILFORD, DEL., *Kent County Educational Association,* Robert E. Shilling, Secretary.
MURDO, S. D., *Jones County Education Association,* Mrs. Olga L. Johnson, Secretary.
NATICK, MASS., *Natick Teachers' Association,* Catherine T. Quinn.
NEW YORK, N. Y., *Public School No. 38,* Margaret Aitken, President; *Public School No. 119,* Harriet A. Tupper, Principal; *Speech Improvement Teachers' Association,* Margaret L. Gavin, Treasurer
OTTUMWA, IOWA, *Ottumwa Teachers' Club,* Ada C. Lindquist, Secretary.
POPLAR BLUFF, MO., *Poplar Bluff Teachers' Association,* Mrs. Francis M. Kinder, Secretary-Treasurer.
REVERE, MASS., *Revere Teachers' Club,* Celia Dearing, Corresponding Secretary.
ROCKFORD, ILL., *Rockford Teachers' Club,* Mrs. Jessie P. Lentz, Secretary.
ROSEBURG, ORE., *Roseburg Grade Teachers' Association,* Eva La Liberti, Secretary.
ROSEDALE, KAN., *Rosedale Teachers' Association,* Maude E. Clavin, Secretary.
SHENANDOAH, PA., *Mahanoy Township,* Sallie B. Greener, Secretary.
SPARTANBURG, S. C., *Converse College Faculty,* Robert P. Pell, President.
SPRINGFIELD, MASS., *Springfield Teachers' Economic Association,* F. Herman Fritz, Executive Agent.
SPRINGFIELD, OHIO, *Wittenberg College Faculty,* Rees Edgar Tulloss, President.
TACOMA, WASH., *Tacoma Principals' Association,* Jennie M. Reed, Secretary.
TOLEDO, OHIO, *University of the City of Toledo,* Lucille E. Mack, Secretary.
WIGGINS, COLO., *Morgan County Teachers' Association,* Louis R. Owens, Secretary.

National League of Teachers' Associations

MABEL V. WILSON

Secretary-Treasurer, 2224 First Avenue West, Seattle, Washington

TEN YEARS AGO in July, a group of classroom teachers in attendance at a session of the National Education Association met and organized the National League of Teachers' Associations.

Among this number were some keen observers in the field of education. They had experienced the value of local classroom teacher organization. From this experience they had gained valuable information on problems of vital interest to the classroom teachers of America, and they knew that there was to be found throughout the country a wealth of similar experience.

Could it be made available? They believed that it could. A line of communication over which might freely travel the messages of classroom teacher to classroom teacher, would discover an inexhaustible supply of dynamic power for educational stimulation.

To promote this project, a separate and distinct organization known as the National League of Teachers' Associations, came into existence.

Once organized, the League began its work of encouraging local classsroom teacher organization throughout the country. When funds permitted, a paid field secretary was sent out. However this work has been largely carried on through the efforts of volunteer clubs in neighboring communities.

The League recognizes that the right of teachers to organize carries with it an obligation to perform certain duties. It has endeavored to meet this obligation by concentration upon the present-day problems of education. Its purpose is to investigate, from every angle, such questions as: The professional standards of teachers, professional ethics, salaries, social standing, and civic obligations of teachers, teachers' councils, tenure, retirement laws, tax revision, the merit system, and courses of study.

This information is being placed not only at the disposal of its members, as the League frequently has the privilege of answering an S. O. S. call from the outside. This dissemination is effected through the publications of several pamphlets, bulletins, a yearbook, and through the annual convention held at a time and place to correspond with that of the National Education Association.

While retaining its complete autonomy, the National League of Teachers' Association is an advocate of coöperation with other organizations which are working toward educational advancement and social betterment. It believes that the cause of education has much to gain and nothing to lose, through harmonious working, one with the other, of school boards, administrative officers, and classroom teachers. Avoiding all entangling alliances, it recognizes among those outside of the profession, and it advises coöperation with, such agencies as Chambers of Commerce, Business Clubs, Women's Clubs, The Mothers' Congress, Parent Teacher Associations, the American Legion, and the Federation of Labor.

The League looks forward to a wonderful time in Boston when, if history repeats itself, its delegates besides being privileged to enjoy the program of the National Education Association, will inspire and be inspired as they give and take in the enthusiastic interchange of ideas and experiences of the past year.

SUPERINTENDENTS' SALARIES
1921-22

Chicago, Illinois	$12,000
New York City, New York	12,000
Philadelphia, Pennsylvania	12,000
Pittsburgh, Pennsylvania	12,000
Jersey City, New Jersey	10,500
Boston, Massachusetts	10,000
Buffalo, New York	10,000
Cincinnati, Ohio	10,000
Cleveland, Ohio	10,000
Newark, New Jersey	10,000
Oakland, California	10,000
Omaha, Nebraska	10.000
Seattle, Washington	10,000
Gary, Indiana	10,000
Tulsa, Oklahoma	9,600
Akron, Ohio	9,000
Detroit, Michigan	9,000
Milwaukee, Wisconsin	9,000
Youngstown, Ohio	9,000
Bayonne, New Jersey	8,500

GUIDE TO NEW BOOKS

Select List

TITLES and notes in this list are taken from the April Booklist of the American Library Association.

BABSON, ROGER WARD. Enduring investments. N. Y., Macmillan, 1921. 190p. $1.50.

One of the author's popular books of practical advice to the business man if he would get the most out of life. Part one is an "economic discussion of the sources, uses, abuses, and dangers of wealth" and the "relative degree of endurance" of the usual stock and bond investments. Part two discusses another form; "instead of stock and bond investments, human souls, Christian educational institutions, and various forms of benevolences are emphasized as the only truly enduring investments."

BARTON, WILLIAM ELEAZAR. The life of Clara Barton. Bost., Houghton, 1922. 2 v. illus. $10.

A biography which has a double interest, first that of its subject, and second, as telling the story of the beginning and growth of the Red Cross in America. Expensive, and probably the average library will find Epler's *Life of Clara Barton* and Boardman's *Under the Red Cross flag at home and abroad* sufficient. An interesting parallel is drawn between the personality of Clara Barton and Florence Nightingale.

BRINCKMEYER, HERMANN. Hugo Stinnes; tr. from the German by Alfred B. Kuttner. N. Y., Huebsch, 1921. 149p. $1.50.

Less a personal biography of this outstanding figure in present-day Germany than an account of the business transactions whereby he has gained such control of immense industrial resources as to make him a power to be considered in the future settlement of German affairs.

BRYCE, JAMES, *viscount*. The study of American history. N. Y., Macmillan, 1922. 118p. $1.50.

"Being the inaugural lecture of the Sir George Watson chair of American history, literature, and institutions."—*Subtitle*. A very interesting treatment with the avowed purpose of bringing about a better understanding between the two countries which both trace the beginnings of their history "in the forests and on the shores of Holstein and East Frisia far back in the days of which we have no native record save in mythology and poetry." Appendix on the origin of the Sir George Watson chair.

DEWEY, EVELYN. The Dalton laboratory plan. N. Y., Dutton, 1922. 173p. $2.00.

Describes a new plan for elementary and secondary education, first tried in the high school at Dalton, Massachusetts, and followed by other schools here and in England. The principle is to allow each child to work independently and each instructor to teach the subjects she is best fitted for.

EMERSON, WILLIAM ROBIE PATTEN. Nutrition and growth in children. N. Y., Appleton, 1922. 339 p. illus. $2.50.

A book of value to the mother, teacher, and physician covering thirteen years of careful scientific observation and study of the causes of malnutrition in children and their reactions to proper care and diet. The nutrition program presented is based upon the fundamental ideas found to be of vital importance—home control, food habits, health habits, physical defects, and over fatigue. The appendixes contain interesting tables of comparative weights, nutrition records, glossary of technical terms, and a bibliography of useful pamphlets. Reprinted from the *Woman's Home Companion*.

GARLAND, HAMLIN. A daughter of the middle border. N. Y., Macmillan, 1921. 405p. illus. $2.00.

Continues the author's autobiography after the close of *A son of the middle border*. The "daughter" is the author's mother, and though she appears only in the first half of the book, her son's devotion makes the whole a tribute to her. A very readable record of a typical American career with interesting glimpses of literary celebrities, English and American, with whom the author's wandering life brought him in contact.

HARRISON, ELIZABETH. The unseen side of child life. N. Y., Macmillan, 1922. 179p. $1.25.

In this book for the guardians of young children one of our leading kindergartners has shown the need for recognition and development of will power at an early age. She illustrates many of her theories by examples of their application. Froebelian in her pedagogy, she is quick to give praise and credit to new developments in education. This book supplements *Study of child nature*, which had to do with inherited instincts and *Two children of the foot hills*, which treated of the influence of environment.

HARTMAN, GERTRUDE. The child and his school. N. Y., Dutton, 1922. 248p. $3.00.

Really an expanded bibliography, with excerpts from books noted. Will be of use principally in teacher-training schools.

REINSCH, PAUL SAMUEL. An American diplomat in China. Garden City, N. Y., Doubleday, 1922. 396p. $4.00.

Conversational in tone, the author gives an unusually interesting recital of his life as minister to China from 1913-1919, the early days of the Chinese republic, her enemies and development. Published in *Asia*.

VANDERLIP, FRANK ARTHUR. What next in Europe? N. Y., Harcourt, 1922. 308p. $2.00.

Mr. Vanderlip presents in this volume the results of his extended study of European conditions at the close of 1921. The picture he offers is a gloomy one, but he professes a modified optimism, provided immediate measures are taken to avert the economic collapse of Europe. He presents a tentative plan for the formation of a gold reserve bank of issue with branches in every country of Europe.

WELLS, HERBERT GEORGE. Washington and the riddle of peace. N. Y., Macmillan, 1922. 312p. $2.00.

Mr. Wells' newspaper reports from the Washington conference republished in book form. He tries to arouse American readers to the realization of Europe's desperate condition, with the warning that it may yet be ours. He sees in President Harding's plan for an association of nations the most hopeful scheme yet proposed, by which the world may perhaps be saved from a relapse into barbarism, and paints a glowing picture of what might be the future of mankind, delivered from the intolerable burden of armaments.

Comprehensive List

THIS LIST will aim to mention all important new books on education published in the United States.

ARCHER, RICHARD LAWRENCE. *Secondary education in the nineteenth century*. N. Y., Macmillan, 1921. 377p. $4.

BETTS, GEORGE HERBERT. *Parenthood and heredity*. 2d ed. N. Y. and Cincinnati, The Abingdon Press. 26p. 15c.

—— *The roots of disposition and character*. N. Y. and Cincinnati, The Abingdon Press. 27p. 15c.

—— *Youth's outlook upon life*. N. Y. and Cincinnati, The Abingdon Press. 30p. 15c.

BOLLMAN, GLADYS AND BOLLMAN, HENRY. *Motion pictures for community needs: a practical manual of information and suggestion for educational, religious, and social work*. N. Y., Holt. 307p. $2.

BOOK, WILLIAM FREDERICK. *The intelligence of high-school seniors, as revealed by a State-wide survey of Indiana high schools*. N. Y., Macmillan. 389p. $2.40.

BORAAS, JULIUS. *Teaching to think*. N. Y., Macmillan. 300p. $1.60.

BROOKS, FOWLER DELL. *Changes in mental traits with age determined by annual retests*. N. Y., Teachers College, Columbia University, 1921. Contributions to education, No. 116. 86p. pap., $1.25; $1.60.

BRYANT, MRS. LOUISE FRANCES STEVENS. *Educational work of the Girl Scouts*. Bureau of Educ. Bull., 1921, No. 46. Supt. of Docs. Govt. Pr. Off., Wash., D. C. 14p. 5c.

CAULLERY, MAURICE. *Universities and scientific life in the United States*. Cambridge, Mass., Harvard Univ. Press, 1922. 286p. $2.50.

CLUNIE, JAMES. *First principles of working class education*. Detroit, Mich., Marxian Educational Society, 5941 Jos. Campau Ave., 1920. 202p. $2.

COMMISSION ON CORRELATION OF SECONDARY AND COLLEGIATE EDUCATION. *Social studies in secondary schools*. Chicago, University of Chicago Press, 1922. 117p. $1.10.

COOPER, LANE. *Methods and aims in the study of literature*. N. Y., Harcourt, Brace & Co., 1921. 224p. $2.

CRANE, ARTHUR GRISWALD. *Education for disabled in war and industry; army hospital schools; a demonstration for the education of disabled in industry*. N. Y., Teachers College, Columbia University. Contributions to education, No. 110. 83p. $1.75.

DAVIS, SHELDON EMMOR. *The technique of teaching.* N. Y., Macmillan. 354p. $1.40.

DE LA PASTURE, EDMÉE ELIZABETH MONICA. *Humbug: a study in education.* N. Y., Macmillan, 1922. 345p. $2.

DEVINE, EDWARD THOMAS. *Social work.* N. Y., Macmillan. 368p. $3.

DEWEY, EVELYN. *The Dalton laboratory plan.* N. Y., Dutton, 1922. 182p. $2.

DEWEY, JOHN, AND OTHERS. *Ideals, aims, and methods in education.* N. Y., Putman, 1922. 117p. $1.

DI DOMENICA, REV. ANGELO. *Graded lessons in English for Italians: an aid in Americanization.* 2d ed. Boston, Christopher Pub. House, 1922. 296p. $2.

DUNN, FANNIE WYCHE. *Interest factors in primary reading material.* N. Y., Teachers College, Columbia University, 1921. Contributions to education, No. 113. 70p. pap., $1.25; $1.60.

EMERSON, WILLIAM ROBIE PATTEN. *Nutrition and growth in children.* N. Y., Appleton, 270p. $2.50.

ERSKINE, JOHN. *The moral obligation to be intelligent, and other essays.* New ed. N. Y., Duffield, 1921. 202p. $1.50.

HARRISON, ELIZABETH. *A study in child nature, from the kindergarten standpoint.* 45th ed. N. Y., Macmillan. 207p. $1.25.

HARTMAN, GERTRUDE. *The child and his school: an interpretation of elementary education as a social process.* N. Y., Dutton, 1922. 261p. $3.

HILL, HOWARD COPELAND. *Community life and civic problems.* Boston, Ginn, 1922. 581p. $1.40.

HOOD, WILLIAM ROSS. *State laws relating to education enacted in 1918 and 1919.* Bureau of Educ. Bull., 1920, No. 30. Govt. Print. Off., Wash., D. C., 231p. pap. 40c.

KENYON, SIR FREDERIC GEORGE. *The fellowship of learning; presidental address delivered at the annual general meeting, July 6, 1921.* N. Y., Oxford University Press, 1921. pap. 12p. 70c.

KIMBALL, EVERETT. *State and municipal government in the United States.* Boston, Ginn, 1922. 591p. $3.

KNOWLSON, THOMAS SHARPER. *The art of thinking.* N. Y., T. Y. Crowell, 1921. 174p. $1.35.

KUHLMANN, F. *Handbook of mental tests.* Baltimore, Warwick & York. 224p. $2.

LARRISON, ELEANOR R. *Training in thrift.* N. Y. and Cincinnati, The Abingdon Press. 38p. pap. 20c.

LEVITAS, ARNOLD. *The making of a school paper.* Jersey City, N. J., W. A. Hildebrand, 21 Montgomery St. pap. 25c.

LIBER, BENZION. *The child and the home; essays on the rational bringing-up of children.* N. Y., Rational Living, 61 Hamilton Place, 1922. 253p. $2.50.

LOWE, MARY A. *The use of dolls in child-training;* or *A new system of storytelling.* N. Y. and Cincinnati, The Abingdon Press. 63p. pap. 25c.

MCCALL, WILLIAM ANDERSON. *How to measure in education.* N. Y., Macmillan. 428p. $3.25.

MONROE, WALTER SCOTT. *Types of learning required of pupils in the seventh and eighth grades and in the high school.* Urbana, Ill., University of Illinois Bull., v. 19, No. 15, 1921. 16p. 15c.

MOXCEY, MARY ELIZA, AND WARD, DAISY KENDALL. *Parents and their children: an introductory manual for parents' classes.* N. Y. and Cincinnati, The Methodist Bk. Concern, 1922. 139p. 75c.

PRYOR, HUGH CLARK, AND PITTMAN, MARVIN SUMMERS. *A guide to the teaching of spelling.* N. Y., Macmillan, 1921. 152p. $1.10.

RAINWATER, CLARENCE ELMER. *The play movement in the United States: a study of community recreation.* Chicago, University of Chicago Press, 1922. 382p. $2.75.

STONE, CLARENCE R. *Silent and oral reading; a practical handbook of methods based on the most recent scientific investigations.* Boston, Houghton Mifflin Co., 1922. 324p.

STRATTON, GEORGE MALCOLM. *Developing mental power.* Boston, Houghton Mifflin Co., 1922. 88p. 80c.

THOMAS, FRANK W. *Training for effective study; a practical discussion of effective methods for training school pupils to organize their study procedure.* Boston, Houghton Mifflin Co., 1922. 264p. $1.90.

THORNDIKE, EDWARD LEE. *The psychology of arithmetic.* N. Y., Macmillan, 1922. 330p. $2.

TOOPS, HERBERT ANDERSON. *Trade tests in education.* N. Y., Teachers College, Columbia University, 1921. Contributions to education, No. 115. 118p. pap. $1.50; $2.

VOELKER, PAUL FREDERICK. *The function of ideals and attitudes in social education.* N. Y., Teachers College, Columbia University, 1921. Contributions to education, No. 112. 126p. pap. $1.35; $1.85.

WHITLEY, MARY THEODORA. *A study of the little child; for teachers of beginners; a textbook in the standard course in teacher training, outlined and improved by the Sunday school council of Evangelical denominations.* Phila., The Westminster Press. 106p. 60c.

WILLIAMS, LESTER ALONZO. *Further use of standard tests and scales as a basis for a coöperative research plan.* Chapel Hill, N. C., University of North Carolina, 1920. 21p. pap. 25c.

WULF, MAURICE M. C. J. DE. *Philosophy and civilization in the Middle Ages.* Princeton, N. J., Princeton University Press. 323p. $3.

Teaching as a Career

THAT INTEREST in teaching is growing year by year is evidenced by the enormous increase in attendance at teacher-training institutions and by the phenomenal development of professional organization—National, State, and local. The following list of books, which has been prepared by the Public Library of St. Louis, Missouri, tells what students of the various vocations think of teaching as a career. Only books that are in print are included. Books here listed may be had from their publishers, from any bookseller, or from the public library.

COURSEN, GERTRUDE L. The Kindergartner. (*In* Filene, Catherine, *ed. Careers for Women.* p. 121.) Bost., Houghton, 1920. $4.00.

CURTIS, HENRY S. Factors in the Enjoyment of Teaching. (*In* his *Recreation for Teachers.* p. 31.) N. Y., Macmillan 1918. $1.80.

Believes that there are five essentials for the enjoyment of teaching: that the teacher shall have good health; that she shall not work too hard; that she shall be a good disciplinarian; that she shall love knowledge; and that she shall love children.

Mr. Curtis has been playground director in New York City and has been connected with the Playground Association of America.

GEHRKENS, KARL WILSON. Preparing to be a Teacher. (*In* Pressey, Park, *Vocational Reader.* p. 211.) N. Y., Rand, 1916. 75c.

Of interest to the high-school girl who is considering teaching as a possible profession.

GILES, FREDERIC MAYOR *and* IMOGENE KEAN. Teaching. (*In* their *Vocational Civics.* p. 171.) N. Y., Macmillan, 1919. $1.30.

Points out that as a result of the war, the scarcity of teachers is such that there will be unusual openings for ten years or more.

GOWIN, ENOCH BURTON *and* WHEATLEY, WILLIAM ALONZO. The teacher. (*In* their *Occupations.* p. 258.) N. Y., Ginn, 1916. $1.48.

Considering special teachers, the author asserts that people are today more interested in commercial, industrial, and agricultural subjects than in Latin and Greek.

HARRIS, FRANKLIN STEWART. Teaching. (*In* his *Young Man and His Vocation.* p. 96.) Chic., Badger, 1916. $1.50.

The writer is of the opinion that teachers who have natural ability as well as proper training are in the minority.

HOERLE, HELEN CHRISTENE *and* SALTZBERG, FLORENCE B. The teacher. (*In* their *The Girl and Her Job.* p. 149.) N. Y., Holt., 1919. $1.50.

The authors connected with the vocational guidance committee of Wadleigh High School, New York City, believe that "even when the disadvantages are all told, teaching remains one of the truly ideal professions for either man or woman."

PALMER, GEORGE HERBERT. *The Ideal Teacher.* N. Y., Houghton, 1910. 37p. 90c.

Joy in the work and the characteristics which make for a successful teacher are points emphasized in this inspiring essay.

SMITH, H. L. *Teaching as a Vocation.* (U. S. *Fed. Bd. for Vocat. Educ.* Bull. No. 22. 1919.)

Written for the handicapped ex-service man, but so clearly demonstrates the growing need for men teachers in particular fields that it will be found useful in helping any young man to make a decision. Promotion and salaries are considered.

STEDMAN, LULU M. The Elementary-school Teacher. (*In* Filene, Catherine, *ed. Careers for Women.* p. 119.) Bost., Houghton, 1920. $4.00.

Author is of the Southern California Branch, University of California, Los Angeles.

WEAVER, E. W., *ed.* Teaching. (*In* his *Profitable Vocations for Girls.* p. 149.) N. Y., Barnes, 1918. 80c.

Gives requirements and training necessary for teaching in the elementary, college, high, kindergarten, and special schools.

WEAVER, E. W. *and* BYLER, J. FRANK. Teaching. (*In* their *Profitable Vocations for Boys.* p. 200.) N. Y., Barnes, 1920. $1.00.

WRIGHT, HENRY PARKS. *The Young Man and Teaching.* N. Y., Macmillan, 1920. $1.50.

The chapters, Teaching as a Profession, Objections Considered, Personal Qualifications, and Educational Preparation, will be found especially helpful. The author whose teaching experience extended over more than half a century was Professor Emeritus in Yale University, and formerly Dean of the College.

ZINKGRAF, CORA J. The Vocational-school Teacher. (*In* Filene, Catherine, *ed. Careers for Women.* p. 129.) Bost., Houghton, 1920. $4.00.

Annual Meeting—Program

THE FOLLOWING is a tentative program of the sixtieth annual meeting of the National Education Association at Boston, Massachusetts, July 2 to 8. General sessions will be held in Mechanics Hall. The program is built around the conception that there is a definite connection between the great democratic impulse which is following the War and the intensified interest in every phase of educational endeavor that is evident not only in America, but throughout the world. Forenoons have been given over largely to the Representative Assembly for the consideration of committee reports and business; afternoons to department meetings, and evenings to general sessions.

Sunday Evening

July 2, 8:00 o'clock

Musical program—

The Democratic Awakening Presents a New World Outlook

The New Education — Sir Arthur Currie, President of McGill University, Montreal, Canada, formerly Commander of the Canadian forces in the recent war (Invited).

Far-reaching Results of the Conference on Limitation of Armaments—

Outstanding Features in American Progress —P. P. Claxton, Provost, University of Alabama, University, Ala.

Monday Morning

July 3, 9:30 o'clock

The Democratic Awakening Emphasizes the Importance of Professional Training for Teachers

Professional Training for Teachers of City Schools—Olive M. Jones, Principal of Public School No. 120, New York City.

Professional Training for Teachers of Rural Schools—Minnie G. Nielson, State Superintendent of Schools, Bismarck, N. D.

Improvements and Preparation of Teachers While in Service—Peter A. Mortenson, Superintendent of Schools, Chicago, Ill.

Teachers' Colleges and Normal Schools — Their Obligations and Needs—

State and National Responsibility for Teacher-training—Thomas E. Finegan, State Commissioner of Education, Harrisburg, Pa.

Monday Afternoon

July 3, 2:00 o'clock

This afternoon will be given over to programs of departments and allied organizations announced elsewhere in this number of THE JOURNAL.

Monday Evening

July 3, 8:00 o'clock

Musical program—

The Democratic Awakening Shapes Educational Policies for the Future

Massachusetts Welcomes the Leaders in Democracy and Education — Jeremiah E. Burke, Superintendent of Schools, Boston, Mass.; Channing H. Cox, Governor of Massachusetts, Boston, Mass.; and James H. Curley, Mayor of Boston.

CHARL ORMOND WILLIAMS, President of the National Education Association, whose significant program for the Boston meeting promises to attract an unusually large attendance. This will be the second meeting of the reorganized Association. Miss Williams is superintendent of the schools of Shelby County, Memphis, Tennessee.

The Profession Appreciates Foundations Early Established in Massachusetts and Her Present Interest in Education—May Trumper, State Superintendent of Schools, Helena, Mont.

The New Awakening and Educational Policies—Charl Ormond Williams, President of the National Education Association, Memphis, Tenn.

Tuesday Morning

July 4, 10:00 o'clock

The Democratic Awakening Inspires a Higher Type of Patriotism

The Women of America and the New Awakening—Mrs. George Maynard Minor, President-General of the National Society of the Daughters of the American Revolution, Washington, D. C.

A Deeper Meaning for Independence Day—Hon. Calvin Coolidge, Vice-President of the United States (Invited).

The World War Heroes, Leaders in the Reconstruction of National Ideals—General John J. Pershing, Chief of Staff, U. S. Army (Invited).

Patriotism and Citizenship—Senator William E. Borah, of Idaho (Invited).

Tuesday Evening

July 4, 8:00 o'clock

Musical program—

The Democratic Awakening Promotes Progress Towards the Realization of Early American Ideals

Democracy in the Classroom—Effie MacGregor, Classroom Teacher, Minneapolis, Minn.

The New Outlook—Katherine D. Blake, Principal of Public School No. 6, New York City.

Women and the New Education — Mrs. Thomas G. Winter, President of the National Federation of Women's Clubs, Minneapolis, Minn.

Message from Charles Evan Hughes, Secretary of State—Presented by Andrew F. West, Dean of the Graduate School of Princeton University, Princeton, N. J. (Invited).

Peace-time Program of the American Legion —Alvin M. Owsley, National Director, Americanism Commission, American Legion Headquarters, Indianapolis, Ind.

Wednesday Morning

July 5, 9:00 o'clock

Report of Committee on Salaries, Tenure, and Pensions—D. B. Waldo, President of the State Normal College, Kalamazoo, Mich., Chairman; Salaries Division, Myra L. Snow, Ex-President Grade Teachers' Club, Seattle, Wash., Chairman; Tenure Division, Harlan Updegraff, Professor of Educational Administration, University of Pennsylvania, Philadelphia, Pa., Chairman; Pensions Division, Philip E. Carlson, President Minnesota Teachers' Association, Minneapolis, Minn., Chairman.

Report of Rural School Committee—John F. Sims, President of the State Normal School, Stevens Point, Wis., Chairman.

Report of Committee on County Superintendent Problems—Lee Driver, Director of the Bureau of Rural Education, Department of Public Instruction, Harrisburg, Pa., Chairman.

Report of Joint Advisory Committee of the National Education Association and the American Legion—J. M. Gwinn, Superintendent of Schools, New Orleans, La., Chairman for the N. E. A.; Henry J. Ryan, Chairman of the American Legion Committee on Education, Chairman for the Legion.

Wednesday Afternoon

July 5, 2:00 o'clock

This afternoon will be devoted to programs of departments and allied organizations announced elsewhere in this number of THE JOURNAL.

Wednesday Evening

July 5, 8:00 o'clock

Musical program—

The Democratic Awakening Demands Improvements in Rural Life and Education

Outstanding Needs for Rural Life Today—George A. Works, Cornell University, Ithaca, N. Y.

Consolidation, Supervision, and Administration of a County System of Schools—Agnes Samuelson, Superintendent of Page County Schools, Clarinda, Iowa.

State Aid for Teachers' Salaries—James Herbert Kelley, Secretary of the Pennsylvania State Teachers' Association, Harrisburg, Pa.

National Responsibility for the Improvement of Rural Schools—Mabel Carney, Department of Rural Education, Teachers College, Columbia University, New York City.

The Criminal Inequalities in Educational Opportunities—J. L. McBrien, State Normal School, Terre Haute, Ind.

Thursday Morning

July 6, 9:00 o'clock

Report of Legislative Commission—George D. Strayer, Professor of Educational Administration, Teachers College, Columbia University, New York City, Chairman.

Report of Committee on Foreign Relations—Augustus O. Thomas, State Superintendent of Public Schools, Augusta, Maine, Chairman.

Report of Commission on Research Agencies—Jesse H. Newlon, Superintendent of Schools, Denver, Colo., Chairman.

Report of Illiteracy Commission—Cora Wilson Stewart, Frankfort, Ky., Chairman.

Report of Committee on Sources of Revenue—William B. Owen, President of the Chicago Normal College, Chicago, Ill., Chairman.

Report of Committee on Health Problems—Thomas D. Wood, Columbia University, New York City, Chairman.

Thursday Afternoon

July 6, 2:00 o'clock

This afternoon will be given over to programs of departments and allied organizations announced elsewhere in this number of THE JOURNAL.

Thursday Evening

July 6, 8:00 o'clock

Musical program—

The Democratic Awakening Requires Intelligent Citizenship and the Highest Quality of Leadership

A Higher Level of Intelligence Necessary—

A New Type of Leadership to Carry Out the New Policies—Mary McSkimmon, President State Teachers' Association, Brookline, Mass.

The Responsibility of the College and the University—Henry W. Holmes, Graduate School of Education, Harvard University, Boston, Mass.

An Enlightened Electorate to Represent Democracy—James E. Russell, Teachers College, Columbia University, New York City.

Friday Morning

July 7, 9:00 o'clock

Treasurer's Report—Cornelia S. Adair, Treasurer of the National Education Association, Richmond, Va.

Report of Chairman of Board of Trustees—C. G. Pearse, President of the State Normal School, Milwaukee, Wis., Chairman.

Report of the Executive Committee—Fred M. Hunter, Vice-President of the National Education Association, Superintendent of Schools, Oakland, Calif.

Secretary's Report—J. W. Crabtree, Secretary of the National Education Association, Washington, D. C.

Report of Editorial Council—William C. Bagley, Teachers College, Columbia University, New York City, Chairman.

Report of Committee on Schoolhouse Planning—Frank Irving Cooper, Architect, Boston, Mass., Chairman.

Other committee reports—

Unfinished business—

New business—

Resolutions—

Election of officers—

Friday Afternoon

July 7, 2:00 o'clock

This afternoon will be given over to programs of departments and allied organizations announced elsewhere in this number of THE JOURNAL.

Friday Evening

This evening is reserved to enable those in attendance to be present at special performances in Boston theaters.

Tentative Programs of Departments and Allied Organizations

NATIONAL COUNCIL OF EDUCATION will hold five conferences, July 3 to 7, inclusive, at 2:00 o'clock. The Monday afternoon session will include the President's and Vice-President's addresses, the secretary's report and roll call, and twenty-minute speeches on Evidences of Progress by Mr. John H. Beveridge and Miss Charl Ormond Williams.

The Tuesday afternoon meeting will be devoted to business. Following the reports of the Committee on Nominations for Officers and Membership and the Executive Committee on Program and Assignments, the final report of the Committee on Rural Education will be presented by the chairman, Dr. John F. Sims, President of the State Normal School, Stevens Point, Wisconsin. Members of the Committee and special experts assigned by the Chairman will discuss this report.

At the Wednesday afternoon meeting, the final report of the Committee on Teachers' Colleges will be given by Dr. Charles McKenny, President of the State Normal College, Ypsilanti, Michigan; the final report of Committee on Changes Needed in the Elementary-school Courses will be given by Miss Katherine D. Blake, of New York City; and the report of the Joint Health Committee will be given by Dr. Thomas D. Wood, of New York City.

Four reports of committees will be given at the fourth session, Thursday afternoon, at two o'clock, as follows: the Committee on Reorganization of Seventh, Eighth, and Ninth Grades by Chairman Charles H. Judd, Chicago, Illinois; the Committee on the Teaching of Democracy by Chairman A. Duncan Yocum; the Committee on Character Education by Chairman Milton Bennion; and the Committee on Educational Surveys by Chairman A. E. Winship, Boston, Massachusetts.

Friday afternoon, at two o'clock, ten-minute reports of progress of committees will be given by their chairmen as follows: Vocational Education by Adelaide Steele Baylor; Adult Illiteracy by Cora Wilson Stewart; Teacher Welfare by J. W. Carr; State Levies and Other State Funds by A. J. Mathews; Graduate Education by Walter A. Jessup; and The Continuity of Education by J. M. Gwinn. At three o'clock conferences will be held in separate rooms. These will include the Participation of Teachers in School Management under the chairmanship of Harlan Updegraff and the Social Hygiene Section, with Thomas D. Wood as chairman.

The officers are: President, Homer H. Seerley, President Iowa State Teachers' College, Cedar Falls, Iowa; Secretary Adelaide S. Baylor, Federal Agent for Home Economics, Washington, D. C.

DEPARTMENT OF CHILD HYGIENE will hold three sessions, July 3, 5, and 6. The first session will be devoted to the consideration of training teachers for health education; the second to rural school health conditions and other important phases of health work in schools. Tuberculosis, open-air schools, nutrition, and defective hearts will be discussed at the session on July 6. Round-table conferences will be held at 8 o'clock on the mornings of July 5 and 6.

The officers are: President, O. B. Nesbit, Director of Medical Inspection, Gary, Indiana; Secretary, William A. Howe, State Medical Inspector, Albany, N. Y.

DEPARTMENT OF CLASSROOM TEACHERS will hold two sessions, July 4 and 6, hour and place to be announced later. Tuesday, the program includes: New Ideals in Education, Dr. William H. Kilpatrick; Symposium: Improving Service (a)

Through Tenure, Miss Charl O. Williams, (*b*) Through Pensions, Miss Margaret Haley, (*c*) Through Salaries, William F. Hannan, Attorney, Milwaukee Teachers' Association, Milwaukee, Wis.

The Thursday program follows: The Classroom Teacher as a Factor in Educational Progress, Sarah H. Fahey, New York City; The Teachers' Opportunity and Duties as a Citizen and a Voter, G. B. Snyder, Pittsburgh, Pa.; Eliminating the Inefficient Teacher, Ethel M. Gardner, Milwaukee, Wis.

The officers are: President, Ethel M. Gardner, President of the Milwaukee Teachers' Association, Milwaukee, Wis.; Secretary, Mary Dwyer, Grade Teacher, Chicago, Ill.

DEPARTMENT OF EDUCATIONAL PUBLICATIONS will hold a conference Wednesday afternoon, July 5, at which the following vital subjects will be discussed: After-war Recovery in the Textbook Publishing Business; Keeping Pace with Nationwide Demand for Reorganization of Elementary School Course of Study; and Safe Economies Consistent with Improved Standards in Textbook Making.

The officers are: President, George L. Towne, President of the University Publishing Company, Lincoln, Nebraska; Secretary, C. W. Taber, Western Manager, Lippincott & Co., Chicago, Illinois.

DEPARTMENT OF ELEMENTARY EDUCATION will hold a joint session with the Department of Elementary School Principals, the Department of Kindergarten Education, and the National Conference on Educational Method, on Wednesday, July 5. Among the various addresses will be The New Psychology and Its Application to Educational Procedure by Dr. Mace Andress, of the Boston Normal School; Modern Tendencies in Education as Related to the Kindergarten and Primary Grades by David Eugene Smith, of Harvard; The Needs of Young Children in the Rural Schools by Mrs. Katherine M. Cook, U. S. Bureau of Education, Washington, D. C.; and The Work of the National Education Association by Agnes S. Winn, Assistant Secretary of the Association.

On Friday, July 7, the meeting of the department will be given over to discussing concrete problems involving the use of tests and measurements.

The officers are: President, Mary E. Lawler, Public School No. 12, Paterson, N. J.; Secretary, Bessie Brown Goodrich, Director of Elementary Education, Des Moines, Iowa.

DEPARTMENT OF ELEMENTARY-SCHOOL PRINCIPALS will hold four afternoon sessions. On Monday afternoon, July 3, the following will be discussed: Making the Visits of the Principal Count for Efficiency; Improving the Quality of Instruction by Means of Informal Unstandardized Tests; Taking Care of the Individual Child; and Methods of Diagnosis and Remedial Work.

On Wednesday afternoon, July, 5, there will be a joint meeting with the Departments of Kindergarten and Elementary Education.

On Thursday, July 6, the topic for consideration will be How the Principal Can Use the Results of Standardized Intelligence and Educational Tests (*a*) For Reorganization and Reclassification of Pupils; (*b*) For Estimating Teachers' Efficiency; and (*c*) In Making Provision for the Gifted Child.

A business meeting will be held Friday afternoon, July 7.

The programs for Monday and Thursday afternoons are based on the contents of the First Yearbook of the Department, which will be issued in May.

The officers are: President, Leonard Power, Principal of the Franklin School, Port Arthur, Texas; Corresponding Secretary, John L. Bracken, Principal of the U. S. Grant School, Duluth, Minnesota.

DEPARTMENT OF HIGHER EDUCATION will meet Monday afternoon, July 3, at 2:30 o'clock. The general topic will be Improving College Training. An address on Acquainting College Teachers Already in Service with Essential Principles of Teaching will be given. William H. Kilpatrick, Teachers College, Columbia University, will speak on Training in Teaching for Prospective College Teachers.

On Wednesday afternoon, the general topic will be Faculty Participation in College and University Administration. General Principles will be discussed by W. R. Smith, of the University of Kansas.

The officers are: President, F. J. Kelly, Dean of the School of Education; University of Kansas, Lawrence, Kansas; Secretary, F. H. Hodder, Head of the Department of History and Political Science, University of Kansas, Lawrence, Kansas.

DEPARTMENT OF IMMIGRANT EDUCATION will hold four sessions, July 3, 4, 5, and 6. The Monday afternoon, July 3, program is as follows: Americanization—Whose Job?; Socializing the Method, Content, and Procedure, Ethel Richardson, State Director, California; How Shall the Problem of the Immigrant Mother be Solved? Angelo Patri, Principal Public School No. 45, New York City.

On Tuesday, July 4, a Recognition Service for New Citizens will be held on Boston Common. The assembly of recently naturalized citizens will be addressed by noted speakers on Preparation for Citizenship. The American Legion will cooperate. This service should interest the membership as well as the citizens of Boston and vicinity.

Wednesday afternoon, at 2:00 o'clock, the topic, Education for Citizenship will be discussed by Albert Shiels, of Teachers College, Columbia University, New York City. Outstanding Achievements of Past Year with its Present Difficulties will be presented by the State Commissioner, four State directors, four city directors, four teachers, and four city superintendents in talks limited to four minutes. This will be followed by a general discussion and a brief business session.

Thursday, July 6, will be spent at Nantasket, a nearby summer resort. Two sessions will be held, one at ten o'clock in the morning, the other at three in the afternoon. The program under the joint auspices of the Massachusetts Association of Americanization Teachers and the Massachusetts Associated Industries, will set forth the development of factory classes and indicate the reason for the success of this venture in Massachusetts. The morning program will be held at Atlantic House. Four fifteen-minute papers on the general subject Factory Classes—1922 Model will be presented. The hour following will be spent in directed discussion led by people from outside the State. A dinner will be given at twelve o'clock at which one speaker will appear. The afternoon program will be devoted to the subject Looking Ahead.

The officers are: President, W. C. Smith, Supervisor of Immigrant Education, Albany, N. Y.; Secretary, Miss Grace Sheppard, Warrenburg, Missouri.

DEPARTMENT OF KINDERGARTEN EDUCATION will hold a joint meeting with the Department of Elementary Education and Elementary Principals. For particulars, see the Department of Elementary Education.

A Kindergarten-Primary luncheon will be held at the Westminster Hotel, on Thursday at 12:30. Miss Lucy Wheelock, Wheelock Kindergarten Training School, 100 Riverway, is in charge.

Thursday afternoon, at 2:00 o'clock, Changing Conceptions of the Kindergarten will be discussed by Luella A. Palmer, Supervisor of Kindergartens, New York City; Ella Ruth Boyce, Supervisor of Kindergartens, Pittsburgh, Pa.; and Catherine R. Watkins, Supervisor of Kindergartens, Washington, D. C. A business meeting will follow.

A song and story program will be given Friday afternoon, July 7, at 2:00 o'clock. Mr. John Cronan, Mrs. Mary W. Cronan, and Mrs. William Browne Reed will be the storytellers; the Boston Kindergarten Glee Club, with Miss Olivia Hazelton, leader, will sing. Miss Dorothy Fairbanks will sing a group of songs.

The officers are: President, Marion S. Hanckel, Supervisor of Kindergarten and Primary Grades, Richmond, Virginia; Secretary, Nina C. Vandewalker, Specialist in Kindergarten Education, Bureau of Education, Washington, D. C.

LIBRARY DEPARTMENT will hold two business meetings and three regular sessions. Monday afternoon, July 3, the Advisory Board will elect four members of the Advisory Committee.

On Wednesday afternoon, July 5, the following program will be given: How Shall Adequate Library Service be Established where It Is not Now Developed? (1) In the School, Martha C. Pritchard, Teachers' College, Detroit, Michigan, (2) In the Locality, Sarah B. Askew, Public Library Commission, Trenton, New Jersey, (3) In the State, James I. Wyer, Director of State Library, Albany, New York, (4) In the Nation, Joy E. Morgan, Managing Editor of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, Washington, D. C.; Libraries and Rural Schools, Florence M. Hale, Augusta, Maine; The Consolidated Rural School Library, Ruth E. Drake, Chazy, New York; and Libraries and Librarians, Sherman Williams, Albany, N. Y.

The program for Thursday afternoon, July 6, is as follows: How the Library Helps the

Foreigner to make his American Contribution, Ernestine Rose, New York City; Effective Coöperation between the Public Library and the Public School, Bertha McConkey, Springfield, Massachusetts; The Daily Newspaper in School, O. S. Rice, Madison, Wisconsin; The Spirit of Library Service, Mrs. Edward Carter, Port Arthur, Texas; Story Telling, its Relation to Literary Appreciation, Edith C. Parker, Buffalo, New York; and The Pupils' Contribution to the Success of the School Library, Mary E. Hall, Brooklyn, New York.

The Department will hold a joint session with the National Council of Teachers of English, Friday afternoon, July 7, when the following program will be given: Books for Boys, A. B. deMille, Winthrop Highlands, Massachusetts; The Stimulation of Home Reading, Helen Cosgrove, New York City; Training for School Librarians, Ruth Tobey, Terre Haute, Indiana; Opportunities in Junior High School Work, Laura Grover Smith, Los Angeles, California; The Child's Own Reading, Frederick G. Melcher, New York City; Library Work in Normal Schools to Fit their Students for their Work in Teaching, Mary E. Richardson, State Normal School, Geneseo, New York.

On Saturday, July 8, a business meeting will be held.

The officers are: President, Sherman Williams, Chief, School Libraries Division, Albany, New York; Secretary-Treasurer, Margaret E. Ely, Chicago Public Library, Chicago, Illinois.

DEPARTMENT OF MUSIC EDUCATION will hold two sessions, the afternoons of July 5 and 6. On July 5, the program will be devoted to music in rural schools. Several prominent educators who have made rural schools their special study will speak, as well as several directors of music in the rural schools. Thursday afternoon, the program includes: President's address, School Music and the Community, Osbourne McConathy, Northwestern University, Evanston, Ill.; an address with stereopticon moving-picture illustrations, A Modern Viewpoint of Music Education, Ernest A. Smith, Superintendent of Schools, Evanston, Ill. A program of folk songs, Constance and Henry Gideon, Boston, Mass.

The officers are: President, Osbourne McConathy, Director of the Department of School Music, Northwestern University, Evanston, Ill.; Secretary, Mary McKay, Supervisor of Music, Elgin, Ill.

DEPARTMENT OF NORMAL SCHOOLS will hold two sessions on the afternoons of July 5 and 6. The following program will be given at the Wednesday afternoon session: What Shall the Geography of the Grades Include? Wallace W. Atwood, President of Clark University, Atlanta, Georgia; Objectives in the Teaching of Geography, Robert M. Brown, College of Education, Providence, Rhode Island; Geography for the Rural Schools, D. C. Ridgley, Professor of Geography, State Normal University, Normal, Illinois. A discussion will follow.

On Wednesday evening at 6:30, this department will hold a banquet at Harvard Union, 8 Quincy Street, Cambridge. Dr. John W. Withers, Dean of the School of Education, New York University, will talk on The State Normal School in American Education, followed by responses by guests, which will include Miss Charl O. Williams, Memphis, Tennessee; G. E. Maxwell, Winona, Minnesota; W. P. Morgan, Macomb, Illinois; J. G. Crabbe, Greeley, Colorado; Payson Smith, Boston, Massachusetts, and Frank W. Wright, Boston, Massachusetts. The banquet and program has been arranged by the Massachusetts State Normal School Teachers Association. Make reservations with Roy Leon Smith, North Adams, Massachusetts, before July 1. $1.50 per plate.

The program for Thursday afternoon, July 6, at 2:00 o'clock, will include the following: The Elementary Curriculum as Presented in Normal Schools, Frank W. Wright, Director of Elementary and Secondary Education and Normal Schools, Massachusetts; addresses by George H. Shafer, Principal of State Normal School, Willimantic, Connecticut; and a discussion, after which a business meeting will be held.

The officers are: President, W. P. Morgan, President of the State Normal School, Macomb, Illinois; Secretary, Robert E. Elliot, President of the Nebraska State Teachers College, Chadron, Nebraska.

DEPARTMENT OF RURAL EDUCATION will hold sessions on the afternoons of Monday, July 3, Wednesday, July 5, and Friday, July 7. The Monday program will be devoted to the topic, Some Eastern Contributions to Rural Education, including The Helping Teacher in New Jersey, Rachel Anne Fuller, Dover, N. J.; The Supervision of Rural Schools in Delaware, Ina G. Barnes, Rural School Supervisor, Wilmington, Del.; Measurement as a Means of Supervision, Samuel S. Brooks, Union Superintendent of School, Winchester, N. H.; Rural School Attendance in Maryland, John F. Hershner, Assistant Superintendent, Towson, Md.; Community Leagues and the Coöperative Education Association of Virginia, George W. Guy, Executive Secretary, Richmond, Va.

The program on Wednesday afternoon, on the general subject of National Problems in Rural Education will include addresses by Lee L. Driver, Department of Education, Harrisburg, Pennsylvania, on The Consolidation of Rural Schools; Fannie W. Dunn, Teachers College, Columbia University, New York, New York, on The Place of the One-Teacher Rural School; Albert S. Cook, State Superintendent of Schools, Baltimore, Maryland, on Financing Rural Schools; and Robert R. Moton, Principal of Tuskegee Institute, Tuskegee, Alabama, on The American Negro in Rural Education and Country Life. Business Meeting.

On Friday afternoon, July 7, Some Future Needs in Rural Education will be the subject of the program, which will include the following addresses: The Junior-Senior High Schools of Vermont, William M. Robinson, Orleans, Vermont; The Needs of Small Children in Rural Communities, Marion S. Hanckel, Supervisor of Kindergarten and Primary Grades, Richmond, Va.; The Extent and Control of Rural Child Labor, Raymond G. Fuller, National Child Labor Committee, New York City; Desirable Future Developments in the Education of Rural People, Kenyon L. Butterfield, Amherst, Mass.

The officers are: President, Ernest Burnham, State Normal School, Kalamazoo, Michigan; Secretary, Mabel Carney, Professor of Rural Education, Teachers College, Columbia University, New York City.

DEPARTMENT OF SCIENCE INSTRUCTION will hold two sessions on the afternoons of July 5 and 6. The Wednesday program will be devoted to the General Science and Biology Division, as follows: Hygiene as a Part of Biology, Gertrude Weeks, Boston Normal School, Boston, Massachusetts; Science of Outdoor Recreation, William G. Vinal, Rhode Island College of Education, Providence, Rhode Island; Managing a Science Club, Morris Meister, Teachers College, Columbia University, New York City; Methods of Vivifying the Teaching of General Science, J. Richard Lunt, English High School, Boston, Massachusetts.

The Chemistry and Physics Division will meet Thursday afternoon. The program includes: Physics for Girls, W. G. Whitman, Salem State Normal School, Salem, Massachusetts; Teaching Chemistry in the High School, C. H. Stone, English High School, Boston, Massachusetts; and an address by a chemist, to be announced later.

The officers are: President, Gilbert H. Trafton, State Teachers College, Mankato, Minnesota; Secretary, Zelma Goldsworthy, West High School, Minneapolis, Minnesota.

DEPARTMENT OF SECONDARY EDUCATION will hold two sessions on Wednesday, July 5, and Thursday, July 6. The Wednesday program is as follows: Character Training, Eugene R. Smith, Boston, Mass.; Some Phenomena of Adolescence in Relation to Character Training, Maurice Ricker, U. S. Public Health Service; Extracurricular Activities, Elbert K. Fretwell, Columbia University, New York City; Student Organizations, F. H. J. Pain, New York City.

The Thursday program will include: Professional Training of High School Teachers, Thomas W. Butcher, Kansas State Normal School; Professional Training of High School Principals, Thomas H. Briggs, Columbia University, New York City; How High School Authorities Can Better Coöperate with Civic Bodies, Karl F. Adams, Seattle, Wash.; Americanization Work, L. L. W. Wilson, Philadelphia, Pa.; and The National Honor Society of High Schools, W. E. Wing, Portland, Maine.

DEPARTMENT OF THE WIDER USE OF SCHOOLHOUSES will hold two sessions on Monday afternoon, July 3, and Wednesday afternoon, July 5. These programs will be of especial interest to superintendents and architects. Stress will be laid on the discussion of rural problems.

The officers are: President, Josephine Corliss Preston, State Superintendent of Public Instruction, Olympia, Wash.; Secretary, Eugene C. Gibney, Director of Community Centers, Board of Education, New York City.

BOY SCOUT SECTION will hold a conference Thursday afternoon, July 6, at 2:00 o'clock. The following program will

be given: Stumbling into Citizenship, James E. West, Chief Scout Executive, Boy Scouts of America; Opportunity of the Superintendent of Schools in Boy Scout Work of his Community, James H. Beveridge, Superintendent of Schools, Omaha, Nebr.; Scouting in the Schools of Detroit, Edwin L. Miller, Principal of the Northern High School, Detroit, Mich.; Possibilities of Scouting in Relation to Public Schools, Albert Shiels, Teachers College, Columbia University, New York City. A discussion will follow.

The officers are: President, Frank L. Cody, Superintendent of Schools, Detroit, Mich.

NATIONAL ASSOCIATION OF VISITING TEACHERS AND HOME AND SCHOOL VISITORS will hold a conference at Boston during the National Education Association meeting. The officers are: President, Emma G. Case, Department of Public Instruction, Rochester, New York; Secretary-Treasurer, Harriet E. Totman, Board of Education, Cleveland, Ohio.

ILLITERACY CONFERENCE will hold two sessions on July 4 and 5. These sessions will be addressed by the following speakers: Dr. Augustus O. Thomas, State Superintendent of Schools, Augusta, Maine; Dr. Thomas E. Finegan, Commissioner of Education, Harrisburg, Pennsylvania; Fred M. Hunter, Superintendent of Schools, Oakland, California; Minnie J. Nielson, State Superintendent of Schools, Bismarck, North Dakota; M. L. Brittain, State Superintendent of Schools, Atlanta, Georgia; Mrs. Josephine Corliss Preston, State Superintendent of Schools, Olympia, Washington; and Dr. A. E. Winship, Editor of the *Journal of Education*, Boston, Massachusetts.

The officers of the Illiteracy Commission are: Chairman, Mrs. Cora Wilson Stewart, Frankfort, Kentucky; Secretary, Arthur H. Chamberlain, Editor of the *Sierra Educational News*, San Francisco, California.

NATIONAL COUNCIL OF SUPERVISORS OF NATURE STUDY AND GARDENING will hold two afternoon sessions on July 5 and 6, at 1:30 o'clock. The main topic for the meeting on July 5 is The Relation of Gardening and Nature Study. The following program will be given: How Pittsburgh has Worked it out, John A. Hollinger, Supervisor of Gardening, Pittsburgh, Pennsylvania; How Boston is Working it out, Thomas P. Dooley, High School, West Roxbury, Massachusetts; The Springfield Way, Emily A. Stebbins, Supervisor of Nature Study and Gardening, Springfield, Massachusetts; The Balanced Diet Garden, W. H. D. Meier, State Normal School, Framingham, Massachusetts; Indoor Seed Germination, Charles M. Lamprey, Principal of the Martin School, Boston, Massachusetts; Grafting Fruit Trees as a School Exercise, Louise C. Stearns, State Normal School, Bridgewater, Massachusetts; Two Plants for Indoor Demonstrations, Clarence M. Weed, State Normal School, Lowell, Massachusetts.

The Thursday meeting will discuss the main topic The Relation of Gardening to the Longer School Year. The program follows: Occupations of Children in Out-of-school Hours, John L. Randall, State Normal School, Fitchburg, Massachusetts; What Boston is Doing, D. W. O'Brien, Supervisor of Gardening, Boston, Massachusetts; The Brooklyn Way, Ellen Eddy Shaw, Botanical Gardens, Brooklyn, New York; The Situation in Pennsylvania, Frank R. Morey, State Supervisor of School Gardening, Harrisburg, Pennsylvania; and The School Garden, a Center of Occupation, Recreation, Inspiration, L. Gertrude Howes, Mary Hemenway School, Boston, Massachusetts.

The officers are: Lester S. Ivins, State Normal College, Kent, Ohio; Secretary, Clarence M. Weed, State Normal School, Lowell, Massachusetts.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH will hold two sessions, the first, Tuesday afternoon, July 4, and the second, a joint session with the Library Department, on Friday afternoon, July 7 (q. v.). The Tuesday afternoon session will be devoted to a symposium on Extra Work for Superior Ability. Charles L. Hanson, Mechanic Arts High School, Boston, and Ralph P. Boas, Central High School, Springfield, Massachusetts, and others will speak.

The officers of the Council are: President, Charles R. Gaston, Richmond Hill High School, Richmond Hill, New York City; Secretary-Treasurer, W. Wilbur Hatfield, Chicago Normal College, Chicago, Illinois.

A CONFERENCE ON GEOGRAPHY, under the auspices of the National Geographic Society, will be held Monday, July 3. Dr. Robert F. Griggs, leader of the Society's expeditions to Mount Katmai, Alaska, and discoverer of the Valley of Ten Thousand Smokes in the vicinity of Katmai's crater, will give an address, Our Friend, the Volcano. The lecture will be illustrated by motion pictures and slides from remarkable photographs in color.

The officers of the National Geographic Society are: President, Gilbert Grosvenor, Washington, D. C.; Secretary, O. P. Austin, Washington, D. C.

NATIONAL FEDERATION OF STATE EDUCATION ASSOCIATIONS will hold an informal meeting to discuss the future of the organization, since the main purpose of the Federation has been accomplished by the reorganization of the National Education Association.

The officers are: President, Charles S. Foos, Superintendent of Schools, Reading, Pennsylvania; Secretary-Treasurer, John P. Everett, Kalamazoo, Michigan.

NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS will hold its ninth annual convention July 1-8. Headquarters will be the Copley Plaza Hotel. Three sessions and a dinner are being arranged. Some of the subjects to be discussed are: Tenure, Advisory Councils, and Teacher Rating. Reports from affiliated associations will be given. Among the speakers are: H. W. Shryock, President of the Illinois State Normal University; Peter Mortensen, Superintendent of Schools, Chicago, Illinois; Harry Charlesworth, President of the Canadian Federation of Teachers; Mrs. Elizabeth Haney, Minneapolis, Minnesota; May C. Wade, Berkeley, California.

The officers are: President, Miss Nina O. Buchanan, Hotel Rainier Grand, Seattle, Washington; Secretary - Treasurer, Miss Mabel Wilson, 2224 First Avenue North, Seattle, Washington.

SCHOOL GARDEN ASSOCIATION OF AMERICA will hold two sessions—Monday afternoon, July 3, at 2:00 o'clock, and on Wednesday, July 5, at 10:00 o'clock. The Monday program will be led by Ellen Eddy Shaw, Curator of Elementary Instruction, Brooklyn Botanic Garden, New York. The main topic, The Development of School Gardening in America, will be discussed by Wallace E. Mason, Principal of Normal School, Kent, New Hampshire; E. A. Thomas, Agricultural College, Kingston, Rhode Island; and Floyd B. Jenks, Professor of Agricultural Extension, Vermont University, Burlington, Vermont.

The Wednesday morning session will discuss The School Garden, the Laboratory of Nature Education, under the leadership of William G. Vinal, of the Rhode Island College of Education, Providence, Rhode Island. L. E. De Wolfe, Director of Rural Science Education, Truro, Nova Scotia, will speak, and Van Evrie Kilpatrick, Director of Nature-Gardening, New York City, will give a special report on an inquiry into the state of nature education in the cities of the United States, conducted by the Bureau of Education, Washington, D. C., in coöperation with the School Garden Association of America.

The officers are: President, O. M. Eastman, Supervisor of Gardens, Cleveland, Ohio; Secretary, Ellen Eddy Shaw, Curator Elementary Instruction, Brooklyn Botanic Garden, Brooklyn, New York.

VISUAL EDUCATION SECTON will meet Monday afternoon, July 3, at 2:00 o'clock. There will be a showing of slides and films. The following speakers will take part on the program: H. B. Turner, Superintendent of Schools, Warren, Ohio; S. H. Layton, Superintendent of Schools, Altoona, Pennsylvania; and W. W. Borden, Superintendent of Schools, South Bend, Indiana.

The officers are: President, L. N. Hines, President Indiana State Normal Schools, Terre Haute, Indiana; Secretary, Charles F. Pye, Secretary Iowa State Teachers' Association, Des Moines, Iowa.

THE NATIONAL SOCIETY FOR THE STUDY AND CORRECTION OF SPEECH DISORDER will hold three sessions, July 3, 6, and 7.

The officers are: President, Walter B. Swift, Normal School for Speech Education, Boston, Mass.; Secretary, A. S. Howe, Rochester, N. Y.

A CONFERENCE on standards and problems relating to the issuing of employment certificates or permits authorizing children to work will be held by the U. S. Children's Bureau in coöperation with the National Education Association on the afternoons of July 5th and 6th. Full announcement will be made in the Official Program.

PROGRAMS of other departments and organizations are being prepared and will appear in the Official Program, published for use at the meeting. Among the organizations whose programs are not available at the time that THE JOURNAL goes to press are the Departments of Business Education, Physical Education, School Administration, School Patrons, and Vocational Education and Practical Arts.

Cost of Education---1890 to 1920

THE COST OF EDUCATION in the United States has been increasing since our system of public education began. This fact has received much attention from those who are interested in maintaining low tax rates. The figures representing annual amounts spent for education, isolated and uninterpreted as they are in the second column of Table I, appear at first glance to represent an enormous increase in the amount of money spent for education. Similar tables are used frequently by proponents of low taxation. Good educational statesmanship demands a careful interpretation of such statements before it allows conclusions to be drawn from them.

TABLE I—An Analysis of the Cost of Education by Decades from 1890 to 1920

Year	Actual expenditures for public elementary and high-school education taken from official reports of the U. S. Bureau of Education	Amount spent on basis of purchasing power of the dollar in 1890	Amount spent allowing for changed value of dollar and for increase in total number of days schooling provided
1	2	3	4
1890	$140,506,715	$140,506,715.00	$140,506,715.00
1900	214,964,618	217,114,264.18	156,332,270.21
1910	426,250,434	323,950,329.84	178,172,681.41
1920	1,045,053,545	355,318,205.30	149,233,646.23

No business man worthy of the name would ask for a statement of the total yearly expenditures of his concern and with this table alone before him decide as to the effectiveness of his plant. Even those unacquainted with the details of business management know that to interpret this table he would demand accompanying statements which would show such facts as (1) changes in the cost of labor and of the raw materials used in manufacturing the product of the concern, (2) changes in the quantity of output, and (3) changes in the quality of output. We must know these same things concerning education before we can properly interpret figures representing its cost. A mere statement of the total expenditures for education over a period of years for the Nation, for a State, or for a city, is an insufficient basis for the evaluation of the effectiveness of the systems of education maintained.

The changes that have taken place in the cost of the services and materials necessary for the maintenance of our system of public education may be estimated from the figures given in Table II. These figures show the changes that have taken place in the purchasing power of the dollar by decades since 1890. It is the purchasing power of the dollar that in the long run determines the cost of any factor in the maintenance of an educational system, whether that factor be the services of a teacher or principal, lumber, building stone, or chalk. The figures given for the various years in Table II should be interpreted as follows: Column two is the wholesale price index number for the United States, issued by R. G. Dun & Co. The meaning of these numbers is this: If specified amounts of a number of commodities purchased at wholesale in 1890 cost $92, the same in 1900 cost $91; in 1910, $119; and in 1920, $260. The figures in column three similarly estimate the amount necessary to purchase the food, clothing, shelter, and incidentals necessary for the maintenance of a small family for a week. In order to purchase these necessities in 1890 $8.47 a week was necessary; in 1900, $8.45; in 1910, $11.62, and in 1920, $25.50. The figures in column four, issued by the United States Department of Labor, similarly estimate the purchasing power of the dollar based on the retail prices of food. This column shows that $286 was required in 1920 to purchase the same amount of food at retail as $100 would purchase in 1890. The striking thing about these figures is their close agreement. They all show a slight increase in the purchasing power of the dollar in 1900 as compared with 1890, a considerable decrease in its purchasing power in 1910, and a great decrease in its purchasing power in 1920. The figures in column five are a final estimate of the purchasing power of the dollar for the four years given. These figures are a combination of the indexes given by the figures in the first three columns as to the purchasing power of the dollar. Equal weight is given to each of three indexes quoted. The figures of this fifth column show that to have the purchasing power that $100 represented in 1890 one needed $99 in 1900, $132 in 1910, and $290 in 1920. Finally, in column six the relative purchasing power of the dollar is given for for each of the four years. Figures in this column may be interpreted as follows: A dollar in 1900 would purchase 101 per cent as much as in 1890, 76 per cent as much in 1910 as in 1890, and 34 per cent as much in 1920 as in 1890.

TABLE II—Purchasing Power of the Dollar

Year	Dun's wholesale price index numbers[1]	Burgess' cost of living per week[2]	U. S. Dept. of Labor retail cost of food[3]	Index numbers columns 1, 2, and 3 combined	Relative purchasing power of dollar
1	2	3	4	5	6
1890	92	$8.47	100[4]	100	100
1900	91	8.45	97	99	101
1910	119	11.62	131	132	76
1920	260	25.50	286	290	34

[1] World Almanac, 1922, p. 273.

[2] Trends of School Costs, Burgess, Russell Sage Foundation, p. 54.

[3] The Government's Wage Policy, Monthly Labor Review, June, 1920, p. 19 and following, issued by United States Department of Labor. The figure for 1920 was calculated by Ethelbert Stewart, Commissioner, Bureau of Labor Statistics, Department of Labor.

[4] This figure is for 1893, the figure for 1890 not being available. Index numbers show that there was little change in the value of the dollar between 1890 and 1893, so its acceptance here involves but a small percentage of error.

[1] Prepared by the Research Department of the National Education Association, John K. Norton, Director.

With the figures of Table II before us we are in a position to study the total cost of education for the four decades, allowing for the change in value of the dollar from decade to decade. When the figures given in column six of Table II are applied to the figures in column two of Table I, we have a statement as given in column three of Table I of the cost of education for the indicated years, when proper consideration has been given to the cost of the materials of education, as reflected by the decrease in the purchasing power of the dollar. Since the dollar of 1920 will purchase but 34 per cent as much as the dollar of 1890, the $1,045,000,000 spent for education in 1920 has on the 1890 basis a purchasing power of but $355,000,000.

There was a great increase in educational output between 1890 and 1920. Taking as a unit the provision of one day's schooling for one child, the figures of Table III give the data concerning this point. Column two of this table gives the average daily attendance; column three the average number of days the schools were in session; column four the total number of days of schooling provided by our public elementary and high schools. 1,098,000,000 days of schooling were provided by public schools in 1890 as compared with 2,620,000,000 days in 1920.

The figures in column five are obtained by using the number of days' schooling provided in 1890 as a base and calculating the percentage increase over this figure for the following decades. If the number of days' schooling provided in 1890 is represented by the figure 100, the number of days in 1900 is represented by 140; in 1910, by 183; and in 1920, by 239. These figures show clearly how important it is, when considering the cost of education, to take into consideration the increased educational output. The sixth column of Table III gives the figures to be used in making a proper allowance for the cost of education chargeable to increased output. If the figure 100, for 1890, given in this column is taken as a base, the cost of education in 1900 must be multiplied by .72 to make a proper allowance for the increased educational output; the cost of education in 1910 must be multiplied by .55; and in 1920 must be multiplied by .42.

Taking the figures given in the third column of Table I, which represent the increased cost of education after a proper allowance has been made due to the decreased purchasing power of the dollar, and making the proper correction for the cost of education due to the increased educational output, using the percentages in column six of Table III, we obtain the figures given in column four of Table I. These figures represent the increase in the cost of education after a proper correction has been made both for the increased cost of educational materials and for the increased educational output.

At the outset it was stated that before one could properly interpret figures representing the cost of education, he must know (1) the changes that have taken place in the cost of the services and material necessary to the maintenance of our educational system, (2) what changes have taken place in the quantity of the educational product, and (3) what changes have taken place in the quality of the educational product. The first two of these three factors have been given proper consideration in obtaining the figures in column four of Table I. The third factor, the quality of the educational product, has yet to be dealt with.

Taking as our unit once again the provision of one day of schooling, let us consider the change that has taken place in the quality of our educational product. In short, is one day of schooling in 1920 any different than one day of schooling in 1890? Here we are confronted with the intangible values of education that thus far have not been measured objectively. It is impossible to tell exactly how one day's schooling in the "average" schoolroom in 1890 compared with one day's schooling in the "average" schoolroom of the country in 1900, 1910, and 1920. We do know that between 1890 and 1920 education was first strongly influenced by the scientific movement. As a result of this movement in education the objectives and the methods of instruction have been scrutinized as never before. That there has been some improvement may be stated without fear of successful contradiction. We know further that the teacher of 1920 is generally better trained than was the teacher in 1890. We further know that the physical equipment of the system of public education in 1920 is far better than in 1890. There is one means whereby we may, to a limited extent, objectively estimate the improvement that has taken place. Table IV gives figures concerning the increase in high-school enrolment. The total enrolment attending high schools increased tenfold between 1890 and 1920. Whereas but 1.6 per cent of our pupils in 1890 were receiving instruction of high-school quality, 10.2 per cent of them were receiving instruction of this quality in 1920. It is well known that instruction of the high-school type has been much more difficult to provide than instruction of elementary-school type. We thus have one more indication that the quality of the educational product of 1920 is superior to that of 1890.

We have seen in Table I that the cost of education in 1920 was $149,233,646.23 as compared with $140,506,715.00 in 1890, after proper allowances have been made for the decrease in the purchasing power of the dollar and for the quantitative increase in the educational output. The difference between these two figures, or

TABLE IV—Increase in Amount of High-School Instruction, 1890 to 1920

Bureau of Education Figures

Year	Total enrolment elementary and high schools	Total enrolment high schools	Per cent enrolled in high schools
1	2	3	4
1890	12,722,581	202,963	1.6
1900	15,503,110	519,251	3.3
1910	17,813,852	915,061	5.1
1920	21,732,340	2,207,542	10.2

TABLE III—Increase in Educational Product

Year	Average daily attendance, taken from official reports of the U. S. Bureau of Education	Average number of days schools were in session, Bureau of Education figures	Total number days schooling provided, Bureau of Education figures	Increase of educational load in terms of days schooling provided	Percentage of cost of education not due to increase in educational load
1	2	3	4	5	6
1890	8,153,635	134.7	1,098,232,725	100	100
1900	10,632,772	144.3	1,534,822,633	140	72
1910	12,827,307	157.5	2,011,477,065	183	55
1920	16,248,997	161.3	2,620,210,865	239	42

TABLE V—Increase in Total National Income[1]

Year	Annual income in billions of dollars	Per cent increase over 1909
1909	28.8	0.0
1910	31.4	9.02
1911	31.2	8.33
1912	33.0	11.11
1913	34.4	19.44
1914	33.2	15.27
1915	36.0	25.0
1916	45.4	57.63
1917	53.9	87.15
1918	61.0	111.80
1919	66.0[2]	129.16

[1] Income in the United States, p. 64, Mitchell, King, and others, published by National Bureau of Economic Research.

[2] This figure was calculated on the basis of incomes received, whereas the others were verified by a calculation based on sources of production.

$8,726,931.23 can be charged against the improvement of the quality of the educational output. Over a period of thirty years there has been a six per cent increase in the amount of money allowed for education, or less than two tenths of one per cent per year. So far as increased financial support is concerned, little improvement could have been expected between 1890 and 1920 in the quality of education provided in our public elementary and secondary schools.

Such are the interpretations that should be made of the statements of the total cost of education from year to year that are so frequently exhibited by proponents of low tax rates. Table I shows that, rather than an enormous increase in educational support, practically nothing has been allowed public education in the country with the improvement of the quality of the product in mind. Practically all the increase has been swallowed up by the decreasing purchasing power of the dollar and the increase in the number of children who are attending our schools. The increasing complexity of our civilization, the loss in influence of some of our most cherished institutions, throwing an additional burden upon our public-school system, would have justified vast sums devoted to the single purpose of increasing the quality or social effectiveness of the instruction received in our schools. Such sums have not been forthcoming. In reality education has been starved insofar as any financial provision has been made for an improvement in the quality of the instruction provided.

One other consideration is important in studying the general question of educational support. If the total National income had not been increasing, then there might be some justification for putting education on short rations with the rest of the country in spite of the growing importance of the public schools as a factor in social progress. Reliable figures covering this point were recently issued by the National Bureau of Economic Research for the years 1909 to 1919. These are given in Table V and give little comfort to anyone who would justify a decrease in educational support on a basis of a statement of the total income of the country over a period of years. Figures given in this table, it is true, do not take into account the loss in value of the dollar, but neither do the figures which represent the amounts spent for public education. It appears that American wealth, whereas abundantly able to finance education, has done little more than to provide sufficient increases in educational support to compensate for the loss in value of the dollar and for the increase in the attendance in our public schools, that is the result of the normal growth in population and the better enforcement of attendance laws.

NOTES *and* ANNOUNCEMENTS

PLANS FOR THE GREAT BOSTON MEETING, July 2-8, are nearly completed. From every point of view—attendance, program, hospitality, and exhibits—it promises to be the most significant meeting in the history of the Association. The membership is nearing the 120,000 mark and nearly twice as many delegates are expected as were at the Des Moines meeting. Historic Boston is itself a great attraction. The program is of outstanding value. At the general sessions teachers will have an opportunity to hear leaders in civic affairs as well as leading educators. There will be outstanding specialists on the departmental and other programs.

The Boston Committee has appropriated $25,000 for the entertainment of the Association—the largest sum ever raised for that purpose. The committee is arranging an excellent musical program for each general session.

Perhaps even more important than the great speakers, fine music, and opportunity for fellowship is the fact that this is the second meeting of the reorganized Association. It will be a great occasion to which in future years any teacher may well look back with pride that she had a part in it. The policies and objectives not only of the Association but of American education, so clearly defined at Des Moines, will receive new impetus at Boston. No teacher who can possibly be present can afford not to be at Boston July 2-8, 1922.

ALL INQUIRIES relating to local arrangements for the Boston meeting should be addressed to Mr. E. V. B. Parke, Convention Manager, 15 Beacon Street, Boston 9, Massachusetts. Requests for hotel reservations should be sent to Mr. Parke as early as possible.

PRIVATE HOME RESERVATIONS—In addition to the list of hotels which were published in the May JOURNAL thousands of rooms in private homes will be available for delegates to the convention. The Boston teachers under the direction of the local committee are canvassing the city for this purpose and many of the most attractive homes in Boston will be thrown open to the visiting teachers. Such accommodations will be less expensive and will give the visitors an opportunity of partaking of the hospitality of the Boston people.

ALL RESERVATIONS—Persons wishing rooms either in hotels or private homes, who have not already done so, should write to Mr. Parke at once indicating as definitely as possible the kind of accommodations wanted and the amount they desire to pay.

OFFICIAL MEETINGS AND BUSINESS SESSIONS, BOSTON JULY 3-8—a list of official meetings of Trustees, Executive Committee, Directors, and other committees appeared in the May JOURNAL. Complete announcement of such meetings will appear in the Official Program.

ROUND TRIP RATES—The railway passenger associations have promised round trip rates of one and a half fares for the Boston meeting. Tickets will be on sale in ample time for persons living in any part of the country to reach Boston for the opening of the meeting. Tickets may be extended for two weeks

after the convention closes by paying a fee of one dollar and depositing them with the ticket agent at Boston.

An effort will be made to arrange summer excursion rates, good through October. West of the Mississippi River the excursion tickets would read to Boston and east of the Mississippi they would read to resorts other than Boston. For example, members living east of the Mississippi River would purchase tickets to Marblehead—one of the Boston resort suburbs.

Tickets will be sold to enable the passengers to arrive in Boston on June 28. They will go on sale in New York and eastern points on the morning of June 28 and in western points at earlier dates—some five days earlier at points in the Pacific coast. Persons using convention tickets must arrive on a train scheduled to reach Boston before midnight, July 5th.

Members wishing to take advantage of the special one and a half rate should secure Identification Certificates at once from their State Director or from Secretary J. W. Crabtree, 1201 Sixteenth Street N. W., Washington, D. C.; and should speak to local passenger agents sometime before the meeting to make sure that round trip tickets are on hand.

REGISTRATION HEADQUARTERS for the Boston meeting will be conveniently located in Mechanics Hall near the main entrance.

N. E. A. POST-OFFICE AND INFORMATION SERVICE at Boston will be located in Mechanics Hall opposite Registration Headquarters. Letters to members should be addressed care of N. E. A. Post-office. Information booths will be found at all depots and leading hotels.

DELEGATES SHOULD REACH BOSTON EARLY—As all delegates should be duly registered and accredited by Monday morning, the opening day of the convention, it is advisable for them to reach Boston not later than Saturday evening or Sunday morning. Every delegate should be provided with proper credentials from his State or local affiliated association and should see Secretary J. W. Crabtree as soon as possible on arrival.

MEMBERS SHOULD HAVE THEIR MEMBERSHIP CARDS FOR 1921-22 OR 1922-23 with them at the Boston meeting. Persons who have mislaid or lost their cards should see the Secretary as soon as possible after arrival. By showing the membership card members will receive the program, all announcements, and the badge which will permit them to attend all meetings. Those who do not have membership cards will enrol at registration headquarters and receive membership cards, announcements, and badges.

State Directors of the National Education Association

Alaska—L. D. Henderson, Commissioner of Education, Juneau.

Rhode Island — Katharine U. Peirce, 16 College Street, Providence.

Porto Rico—J. B. Huyke, Commissioner of Education, San Juan.

BANQUETS AND LUNCHEONS—Anyone desiring to arrange for a banquet or luncheon should write directly to Mr. E. V. B. Parke, Convention Manager, 15 Beacon Street, Boston, giving him full information as to what is desired.

TICKETS for all banquets and luncheons will be on sale at the General Information Booth in Mechanics Hall.

BANNERS—An interesting feature of the Boston program will be the presentation of the membership banners. As previously announced, one banner will be presented to the State which has the largest number of members in the National Education Association in proportion to population, and one to the State having the largest membership in its State education association in proportion to population. Numerous State campaigns have been carried on for the winning of these banners, and there is a widespread interest in the outcome of the contest.

JOINT MEETING—One of the largest meetings of the convention will be the joint meeting of the Departments of Elementary Education, Elementary Principals, Kindergarten, Classroom Teachers, and The Conference on Educational Method on Wednesday afternoon, July 5th, in Mechanics Hall.

THREE SECTION MEETINGS of the Iowa State Teachers' Association have voted to pay a part of the expenses of their delegates to the Boston meeting.

NEW ENGLAND TOURS—Preparations are being made to supply convention visitors with complete information concerning summer resorts, tours—both by rail and steamship—and other information concerning New England. There will be in the exhibit hall experts who will be glad to plan side trips and short visits to any part of New England. Train and steamship time-tables of all kinds will be available as will a complete list of the tourists' hotels with their rates and the historical events connected with the various cities and towns. This information service will be under the direction of Assistant Superintendent A. L. Rafter, of the Boston city schools.

EDUCATIONAL EXHIBITS—The State Superintendent of each of the New England States has been designated a member of a general exhibit committee which is to assemble educational material from the various States. This exhibit will portray the best work that is being done in the States represented. The committee on Rural Education of the National Council of Education, which makes its final report at the convention, will also have an extensive exhibit. The academic exhibit will be housed at Boston Normal School and the industrial exhibit at the Boston Trade School.

COMMERCIAL AND OTHER EXHIBITS will be unusually fine this year. They are being managed by the Association under the direction of Mr. R. S. Erlandson. They will be located in Mechanics Hall on the same floor with the post-office, information booth, and registration headquarters.

REPORT ON DATE OF ANNUAL MEETING—At the Des Moines meeting the Executive Committee was authorized by the Representative Assembly to consider the questions of fixing a new date for the annual meeting, and to report to the Representative Assembly at the next meeting. The Committee has under consideration the following dates which have been suggested—(1) The week including February 22, (2) The week after Easter. Anyone having a desirable

date to suggest is requested to write the Secretary who will call the attention of the Executive Committee to the suggestion.

COMMITTEE ON FOREIGN RELATIONS will hold two meetings at which addresses may be made by persons who have suggestions to offer and counsel to give. It is expected also to have representatives of as many of the organizations now connected with foreign work as can be secured. Representatives of foreign countries who may be present will be asked to participate.

Dr. Augustus O. Thomas, State Superintendent of Public Instruction in Maine, is chairman of this committee.

IN THE FIELD

DR. THOMAS E. FINEGAN, State Superintendent of Public Instruction for Pennsylvania, has outlined a program for better schools, which is fast being carried out. Previous to 1921, ten per cent of Pennsylvania's teachers had only an elementary-school education and thirty-five per cent had a high-school education. Last summer more than 6000 teachers attended summer schools, and more will attend this summer. By September, 1927, there will be no public-school teachers who have not the equivalent of high-school education plus two years of normal or other professional training. School attendance is also improving. In towns of 5000 or under there has been an increase of ten or more per cent in regularity of attendance. The school year is a hundred-sixty days instead of less than a hundred as it was formerly in many rural districts.

THE SIXTEENTH SUMMER SCHOOL for teachers of backward or mentally deficient children will be held July 10 to August 18 at the Training School at Vineland, New Jersey. The number that can be accommodated is limited to sixty; the tuition fee is one hundred twenty-five dollars.

THE CODE OF ETHICS for journalism, recently adopted by the Oregon State Editorial Association and the Annual Oregon Newspaper Conference will be of interest to educators who are working on codes of ethics for teachers. Copies may be had from the School of Journalism, of the University of Oregon at Eugene.

MR. JOHN ENRIGHT, State Commissioner of Education in New Jersey, will succeed himself for a term of five years at an annual salary of $10,000. This office is filled by nomination by the Governor and confirmation by the Senate.

AMONG THE CANDIDATES FOR SUPERINTENDENT of Public Instruction in Nebraska are the present Superintendent, John M. Matzen; Miss Martha L. Powell, principal of the Long School, Omaha; Miss E. Ruth Pyrtle, principal of McKinley School, Lincoln; Mr. Charles W. Taylor, Professor of School Administration and principal of the Teachers' College High School in the University of Nebraska.

MR. W. F. WEBSTER, formerly assistant superintendent, has recently been elected superintendent of the Minneapolis (Minnesota) schools. Minneapolis, with a population of 380,582, ranks eighteenth among the large cities of the United States according to the 1920 census.

A SIX WEEKS' COURSE in Library Training is included in the program of the summer school of the University of Georgia, Athens, Georgia.

CANDIDATES FOR THE STATE SUPERINTENDENCY in Kansas as listed in *The Kansas Teacher* for March are Mr. Fred A. Seaman, principal of the Seaman Rural High School, Topeka; Mr. J. H. Clement, superintendent of schools, Junction City; Mr. J. W. Wiley, superintendent of the Crawford county schools, Girard; and Mr. Harry McGuire, superintendent of schools, Kiowa.

A PRACTICAL COURSE ON AUTOMOBILES has been started in the public schools of Deadwood, South Dakota. A former warehouse will be used for the school.

AN APPROPRIATION of $11,000 a year for a four-year course of training for hotel workers is under consideration at Cornell University. Tuition for the course is free to anyone in the State, but applicants will have to be endorsed by the hotel association of the State. Practical experience will be gained in a large hotel during the summer vacation.

SUBSTANTIAL INCREASES in salary are shown for many Pennsylvania superintendents in a report of recent elections sent out by Dr. James H. Kelley of the Pennsylvania State Education Association.

THE OKLAHOMA STATE TEACHERS' ASSOCIATION reports an enrolment of 14,863, which represents 99.8 per cent of the total number of eligible teachers in Oklahoma.

A SPECIAL number of the *Washington Education Journal* for April presents the facts to support "30—10" campaign—thirty dollars from the State and ten dollars from the locality for every census child.

SUPERINTENDENT LANDIS TANGER of Homestead, succeeded Dr. C. S. Foos as superintendent of schools in Reading, Pennsylvania, beginning in May. Reading has a population of 107,784 and ranks sixty-fourth among the large cities of the United States.

THE PRINCIPALS' EXCHANGE CLUB, of Grand Rapids, Michigan, of which Miss Margaret Knooihuizen is secretary, reports a 100 per cent enrolment both in the National Education Association and in the Department of Elementary School Principals.

THE EMPLOYMENT of a full-time secretary was authorized by the Alabama Education Association at its recent meeting. Authorization was also given for increasing the membership fee in the Association to $1.50.

COPIES of the Prize Character Education Plan which was described on page 165 of the April Journal may be had free by writing to Dr. Fairchild, Chairman of the Character Education Institution, 3770 McKinley Street, Chevy Chase, Washington, D. C.

STATE SUPERINTENDENT Annie Webb Blanton, of Texas, has announced her candidacy for Congress from the thirteenth Congressional district in Texas.

THE STATE BOARD in charge of the four normal schools in Michigan has decided to provide residences for the presidents of these institutions.

THE BEST SELLERS among non-fiction books for the month of March as given in Publishers' Weekly were Wells' *Outline of History;* Van Loon's *Story of Mankind; The Americanization of Edward Bok;* Strachey's *Queen Victoria; Mirrors of Washington;* Peters' *Diet and Health; Outwitting Our Nerves* by Jackson and Salisbury; Traprock's *Cruise of the Kawa;* Stewart's *Parody Outline of History; Mirrors of Downing Street;* Robinson's *Mind in the Making;* and Tumulty's *Woodrow Wilson.*

Youth is Flexible

Supple Grace is a Reward
–keep your feet young

Today everyone wishes to keep young. This spirit has much to do with the increasing popularity of Cantilever Shoes. For youth is essentially flexible and the springy, elastic grace of youth has its foundation in the feet.

It is apparent to all that the pleasant activities that prolong the vitality of youth, such as golf, tennis, dancing and walking, depend largely upon healthy feet for their enjoyment and their benefits.

The expression "young feet," heard so much today, is significant. Your foot is a cantilever spring, formed of twenty-six bones held in place by muscles. When these muscles are forbidden full freedom to exercise, your feet are not only losing their health but are causing you to lose yours.

Cantilever Shoes are made with flexible arches like the arches of your feet. These arches follow the curve of your own, affording gentle, restful support that does not hamper the natural flexibility of your feet. They permit your foot muscles to exercise and strengthen.

With their flexible arches, trim, natural lines and properly placed heels, Cantilevers give you comfort, better circulation and correct posture. A sense of freshness and physical elation often results. Many women speak of the comfort and increased vitality they derive from Cantilever Shoes.

Cantilevers are made of fine materials, by skilled workers who have received a special training for years. When buying shoes, be certain that you are at a Cantilever dealer's (there is only one in each city, except in New York) and look for the Cantilever trademark in the shoe. Cantilever Shoe merchants have been carefully selected for their ability to fit the foot.

There is a partial list of Cantilever dealers at the left. If none listed is near you, write the makers, Morse & Burt Co., 10 Carlton Avenue, Brooklyn, N. Y., for the name of a nearby dealer and an informative booklet about shoes and feet. In the larger cities, you can phone "Tel-U-Where" for the address of a Cantilever dealer.

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Endorsed by Women's Colleges, Women's Clubs, Public Health Authorities, Physicians, Osteopaths, Directors of Physical Education, Editors, Stage Celebrities and prominent women everywhere.

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Albany–Hewett's Silk Shop–15 N. Pearl St.
Altoona–Bendheim s, 1302–11th Ave.
Asbury Park–Best Shoe Co.
Atlanta–Carlton Shoe & Clo. Co.
Auburn & Geneva, N. Y.–Dusenbury Co.
Austin–Carl H. Mueller
Baltimore–325 No. Charles St.
Battle Creek–Bahlman's Bootery
Bay City–D. Bendall Co.
Birmingham–219 North 19th St.
Boston–Jordan Marsh Co.
Bridgeport–W. K. Mollan
Brooklyn–414 Fulton St.
Buffalo–639 Main St.
Butte–Hubert Shoe Co.
Camden–Curran's, 110 Broadway.
Cedar Rapids–The Killian Co.
Charleston–J. F. Condon & Sons
Charlotte–221 Piedmont Bldg.
Chicago {30 E. Randolph St. (Room 502) / 4750 Sheridan Rd. (Room 214)}
Cincinnati–The McAlpin Co.
Cleveland–Graner-Powers, 1274 Euclid Av.
Columbia, S. C.–Watson Shoe Co.
Columbus, Miss.–Simon Loeb & Bro.
Dallas–Leon Kahn Shoe Co.
Davenport–R. M. Neustadt & Sons
Dayton–The Rike-Kumler Co.
Denver–224 Foster Bldg.
Des Moines–W. L. White Shoe Co.
Detroit–T. J. Jackson, 41 E. Adams Ave.
Easton–H. Mayer, 427 Northampton St.
Elizabeth–Gigl's, 1053 Elizabeth Ave.
Elmira–C. W. O'Shea
El Paso–Popular Dry Goods Co.
Erie–Weschler Co., 910 State St.
Evanston–North Shore Bootery
Fall River–D. F. Sullivan
Fitchburg–W. C. Goodwin, 342 Main St.
Fort Dodge–Schill & Habenicht
Galveston–Fellman's
Grand Rapids–Herpolsheimer Co.
Hagerstown–Bikle's Shoe Shop
Harrisburg–Orner's, 24 No. 3rd St.
Hartford–86 Pratt St.
Houston–Clayton's, 803 Main St.
Huntington, W. Va.–McMahon-Diehl
Indianapolis–L. S. Ayres & Co.
Jackson, Mich.–Palmer Co.
Jacksonville–Golden's Bootery
Jersey City–Bennett's, 411 Central Ave.
Kansas City, Kan.–Nelson Shoe Co.
Kansas City, Mo.–300 Altman Bldg.
Knoxville–Spence Shoe Co.
Lancaster, Pa.–Frey's, 3 E. King St.
Lansing–F. N. Arbaugh Co.
Lawrence, Mass.–G. H. Woodman
Lexington, Ky.–Denton, Ross, Todd Co.
Little Rock–Poe Shoe Co., 302 Main St.
Los Angeles–505 New Pantages Bldg.
Louisville–Boston Shoe Co.
Lowell–The Bon Marche
Mason City–Woodruff Shoe Co.
McKeesport–Wm. F. Sullivan
Milwaukee–Brouwer Shoe Co.
Minneapolis–21 Eighth St., South
Mobile–Level Best Shoe Store
Montgomery–Campbell Shoe Co.
Morristown–G. W. Melick
Mt. Vernon, N. Y.–A. J. Rice & Co.
Nashville–J. A. Meadors & Sons
Newark–897 Broad St. (Opp. City Hall)
New Britain–Sloan Bros.
New Haven–153 Court St. (2nd floor)
New Orleans–109 Baronne St. (Room 200)
New Rochelle–Ware's
New York–22 West 39th St.
Norfolk–Ames & Brownley
Oakland–205 Henshaw Bldg.
Omaha–1708 Howard St.
Passaic–Kroll's, 37 Lexington Ave.
Pawtucket–Evans & Young
Peoria–Lehman Bldg. (Room 203)
Philadelphia–1300 Walnut St.
Pittsburgh–The Rosenbaum Co.
Pittsfield–Fahey's, 234 North St.
Plainfield–M. C. Van Arsdale
Portland, Me.–Palmer Shoe Co.
Poughkeepsie–Louis Schonberger
Providence–The Boston Store
Reading–Sig. S. Schweriner
Richmond, Va.–Seymour Sycle
Rochester–148 East Ave.
Rock Island–Boston Shoe Co.
Saginaw–Goeschel-Brater Co.
Salt Lake City–Walker Bros. Co.
San Antonio–Guarantee Shoe Co.
San Francisco–Phelan Bldg. Arcade
Savannah–Globe Shoe Co.
Schenectady–Patton & Hall
Seattle–Baxter & Baxter
Shreveport–Phelps Shoe Co.
Sioux City–The Pelletier Co.
South Bend–Ellsworth Store
Spokane–The Crescent
Springfield, Ill.–A. W. Klaholt
Springfield, Mass.–Forbes & Wallace
St. Louis–516 Arcade Bldg., Opp. P. O.
St. Paul–43 E. 5th St. (Frederic Hotel)
Stamford–L. Spelke & Son
Syracuse–136 S. Salina St.
Tacoma–255 So. 11th St. (Fidelity Bdg.)
Terre Haute–Otto C. Hornung
Toledo–LaSalle & Koch Co.
Topeka–The Pelletier Store
Trenton–H. M. Voorhees & Bro.
Tulsa–Lyons Shoe Store
Utica–Room 104, Foster Bldg.
Waco–Davis-Smith Booterie
Waltham–Rufus Warren & Son
Washington–1319 F St.
Waterbury–Reid & Hughes Co.
Wheeling–Geo. R. Taylor Co.
Wilkesbarre–M. F. Murray
Worcester–J. C. MacInnes Co.
Yakima Kohls Shoe Co.
Yonkers–Louis Klein, 22 Main St.
York–The Bon Ton
Youngstown–B. McManus Co.
Zanesville–J. B. Hunter Co.

Agencies in 245 other cities

"WITH OUR ADVERTISERS"

Too much insistence cannot be placed on the supreme importance of maintaining the standards of scholarship and improving the quality of discipline in our colleges. This was the main theme of Professor Thomas Nixon Carver's address at the inaugural of President Thomas of the University of Utah. Professor Carver is Wells Professor of Political Economy in Harvard University, and the author of "Principles of National Economy," recently published, and a number of other books on political science, including a highly successful text for high schools, "Elementary Economics" (Ginn).

The new encyclopedia called "COMPTON'S PICTURED ENCYCLOPEDIA," published by F. E. Compton & Company, Chicago, Illinois, is something entirely new in the way of encyclopedias. Primarily designed for the use of young people in connection with school work, its style, both in illustration and form of expression, is as different from the typical encyclopedia as could be imagined.

Among the prominent educators on the editorial staff are Dr. Guy Stenton Ford, Dean of the Graduate School of the University of Minnesota, Editor-in-Chief, who has had associated with him a very extensive editorial staff selected from the leading universities of the country. In the list we find such names as Albert Pruden Carmen, Professor of Physics, University of Illinois; Lotus Delta Coffman, President of University of Minnesota; Anna Botsford Comstock, Assistant Professor of Nature Study, Cornell University; John Merle Coulter, Head of Department of Botany, University of Chicago; Lucius Hudson Holt, Professor of English and History, United States Military Academy; Lauder William Jones, Professor of Chemistry, Princeton University; William Lyon Phelps, Professor of English Language and Literature, Yale University; Rollin D. Salisbury, Dean of Department of Geology, University of Chicago; Dr. Frank M. McMurry, of the Department of Elementary Education of the Teachers College at Columbia; Dr. Karl Becker, Professor of History at Cornell.

Dr. Blaisdell, Dean of the Pennsylvania State Normal School at Slippery Rock, has the following to say about this set of books:

"I picked up a volume after midnight when I was very tired, and I stayed by it and other volumes until almost 2 o'clock. This encyclopedia is not only new; it is unique. It is thrilling with interest. Every home with children should have it; and every home, even where the children have gone, as have mine, will use this storehouse ten times where the old type of encyclopedia is used once. Every school in the country should have at least one set available for students; and a set in every schoolroom would be a good investment for public funds."

The New York newspapers announce that Mr. John R. Gregg, author of Gregg Shorthand and president of the Gregg Publishing Company, accompanied by Mrs. Gregg, sailed on the *Mauretania* April 25th for a six months' stay in Great Britain, where he will be engaged in introducing the system into thirty-three of the most important private commercial schools of the Kingdom that have recently adopted the system, and are reorganizing their work for the coming fall. The adoption of the system by this chain gives the system two of the largest chains of schools in the Kingdom, with schools located in all the principal cities. Mr. Gregg is accompanied by some of his associates, experts in commercial education, who will assist him in training teachers and in reorganizing the schools on the successful plans followed in America. With headquarters in London, Mr. Gregg expects to visit and lecture in every important city in the Kingdom.

The American Viewpoint Society, a department of Boni & Liveright, is announcing the publication of the first of a series of text books embodying innovations that are, according to leading educational authorities, psychological and periodical. They predict these innovations will revolutionize the making of educational texts.

The first of these books, which will be issued for two months, is entitled "WE AND OUR GOVERNMENT," by Dr. Jeremiah Whipple Jenks, Research Professor of Governments and Public Administration, New York University. It is intended primarily for the elementary school, the junior high school, continuation classes, and citizens' training classes, and evening elementary classes. A better description of this book can be found elsewhere.

The efforts of the National Association of Teachers' Agencies to establish a code of ethics and to place this activity on a higher plane is to be commended. Our readers will all be glad to note the advertisement on page A-102, which lists the names of the members of this Association for 1922.

The Atlantic Monthly Press is cordially inviting all visitors to the Boston Convention to inspect their plant and avail themselves of the hospitality they are offering. Many will doubtless be glad to see the production of the high-class magazines and books published by this national institute.

Malden, Massachusetts, the home of the famous PERRY PICTURES, is a suburb of Boston and easily available to visitors. No doubt many of those attending the convention will see this interesting, well-known institute.

Directory of Exhibitors at the Boston Convention

JULY 2–6, 1922

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Scott, Foresman & Co.	108
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Takamine Manufacturing Corp.	133
Twin City Scenic Co.	145
Universal Publishing Syndicate	138
University Publishing Co.	253
Welch Manufacturing Co., W. M.	139
World Book Co.	127
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A Life Lost is Gone Forever

A school building, however beautiful and costly, can always be duplicated after destruction by fire. But the precious human lives can never be replaced.

Dow Spiral Slide Fire Escapes protect lives. They eliminate the worst danger of a school fire—panic—because their performance is independent of discipline and presence of mind.

No treacherous stairs or step fire escapes to negotiate. No dark, winding, narrow passages to be threaded. Each floor is emptied separately from a convenient, predetermined point. A quick, involuntary slide carries the children to the open air—and safety.

Prevent a horror in your school. Write for complete information today.

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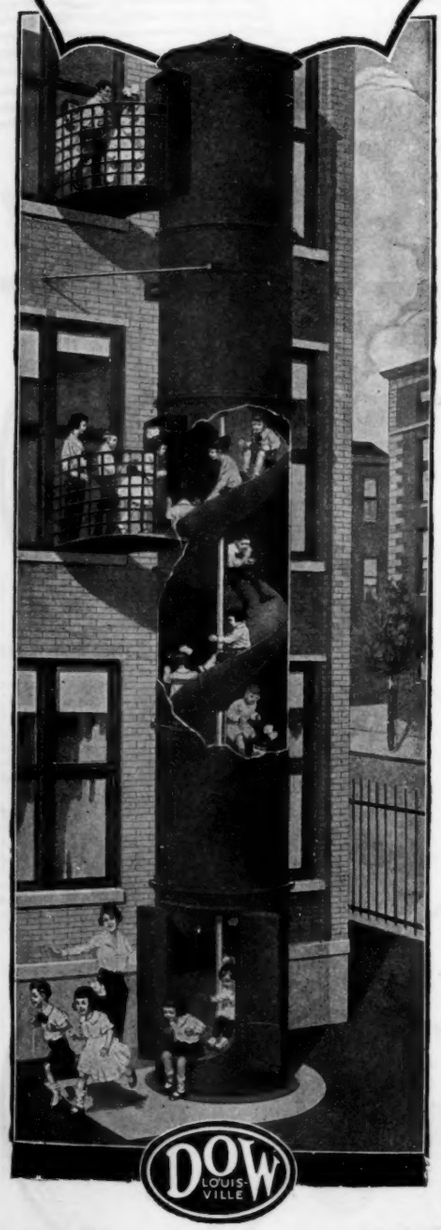
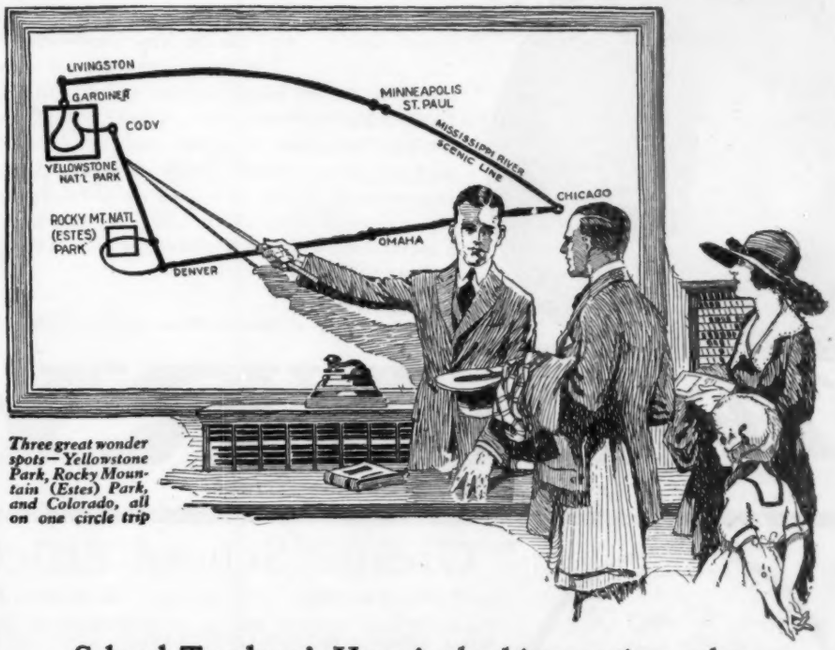


THE route to - Yellowstone Park - in Gardiner - OUT Cody



Three great wonder spots—Yellowstone Park, Rocky Mountain (Estes) Park, and Colorado, all on one circle trip

School Teachers! Here is the big vacation value of 1922! Take the *complete* tour—in historic Gardiner Gateway—out over thrilling Cody Road. Then—enchanting Rocky Mountain (Estes) Park—a short side trip. Go to Denver, the Pike's Peak region, and the famous Colorado playgrounds. All on one trip, on through trains, for the low price of a round trip ticket to Yellowstone alone!

Vacation costs are down

This year, your dollar goes much farther; you can now afford to see the fascinating West.

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Passenger Traffic Manager
C. B. & Q. R. R., Chicago

A. B. SMITH
Passenger Traffic Manager
Northern Pacific Railway, St. Paul, Minn.

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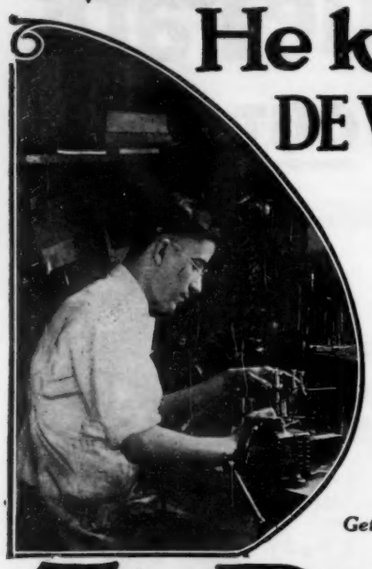

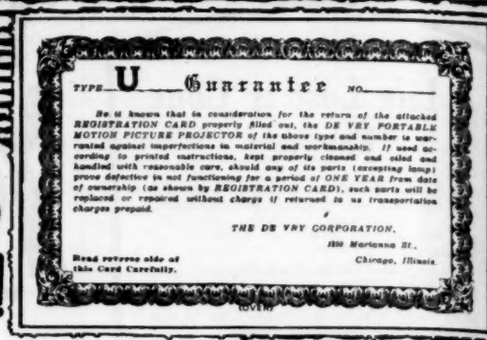
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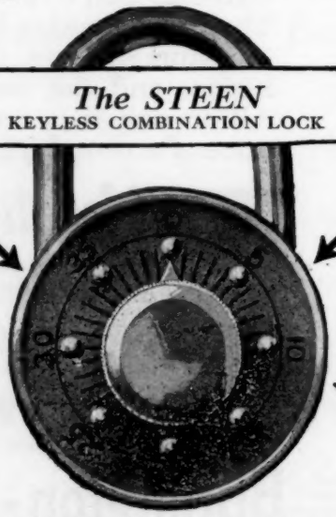

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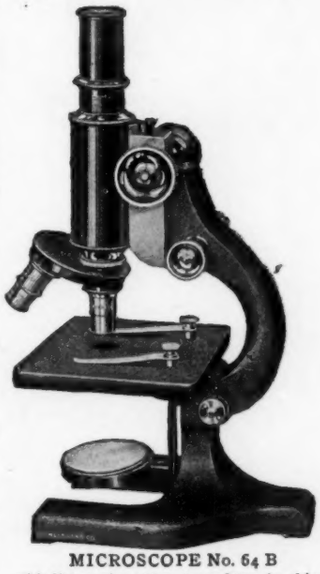

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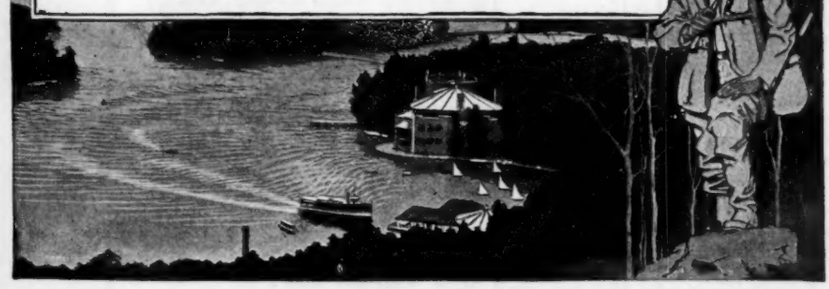

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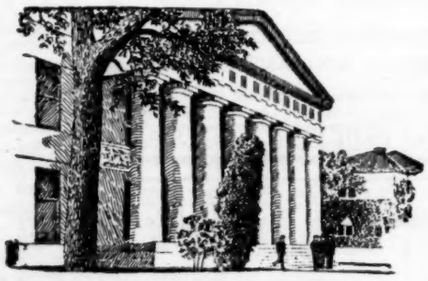

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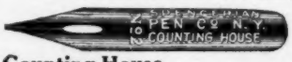

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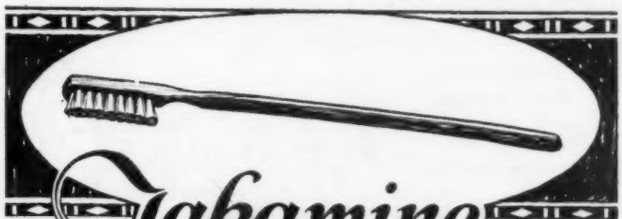

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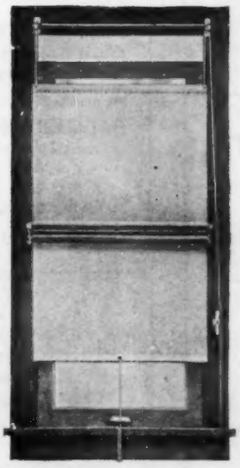

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