

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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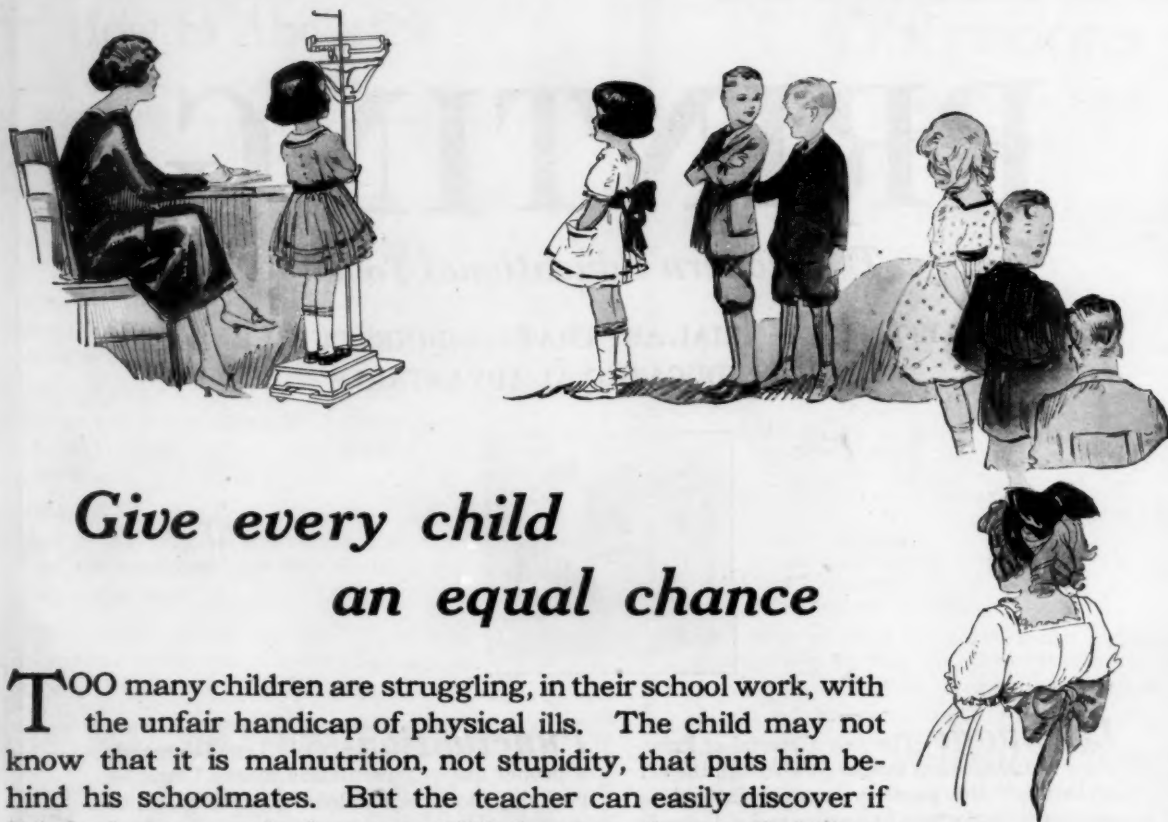
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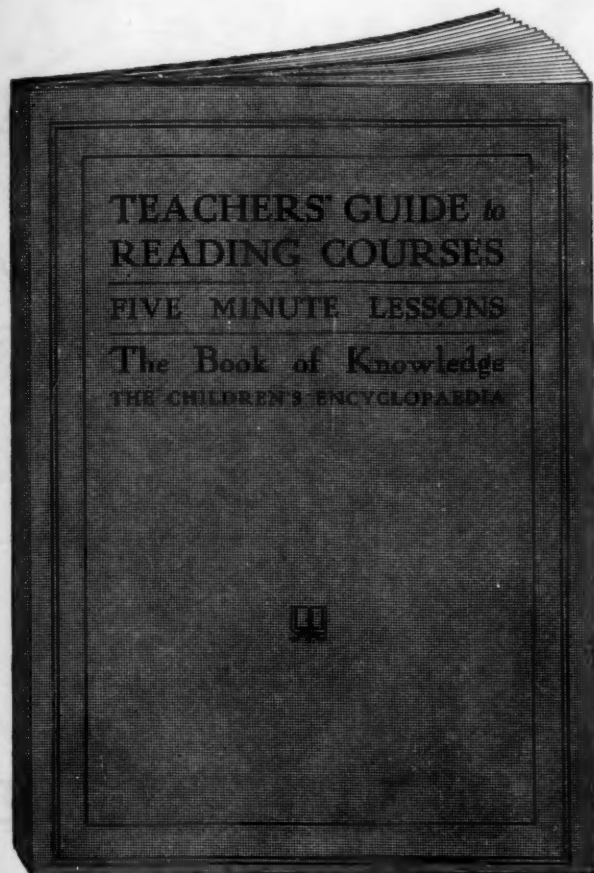
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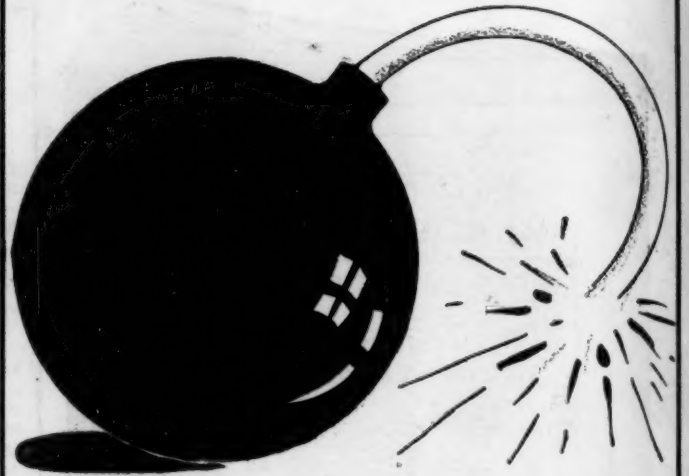
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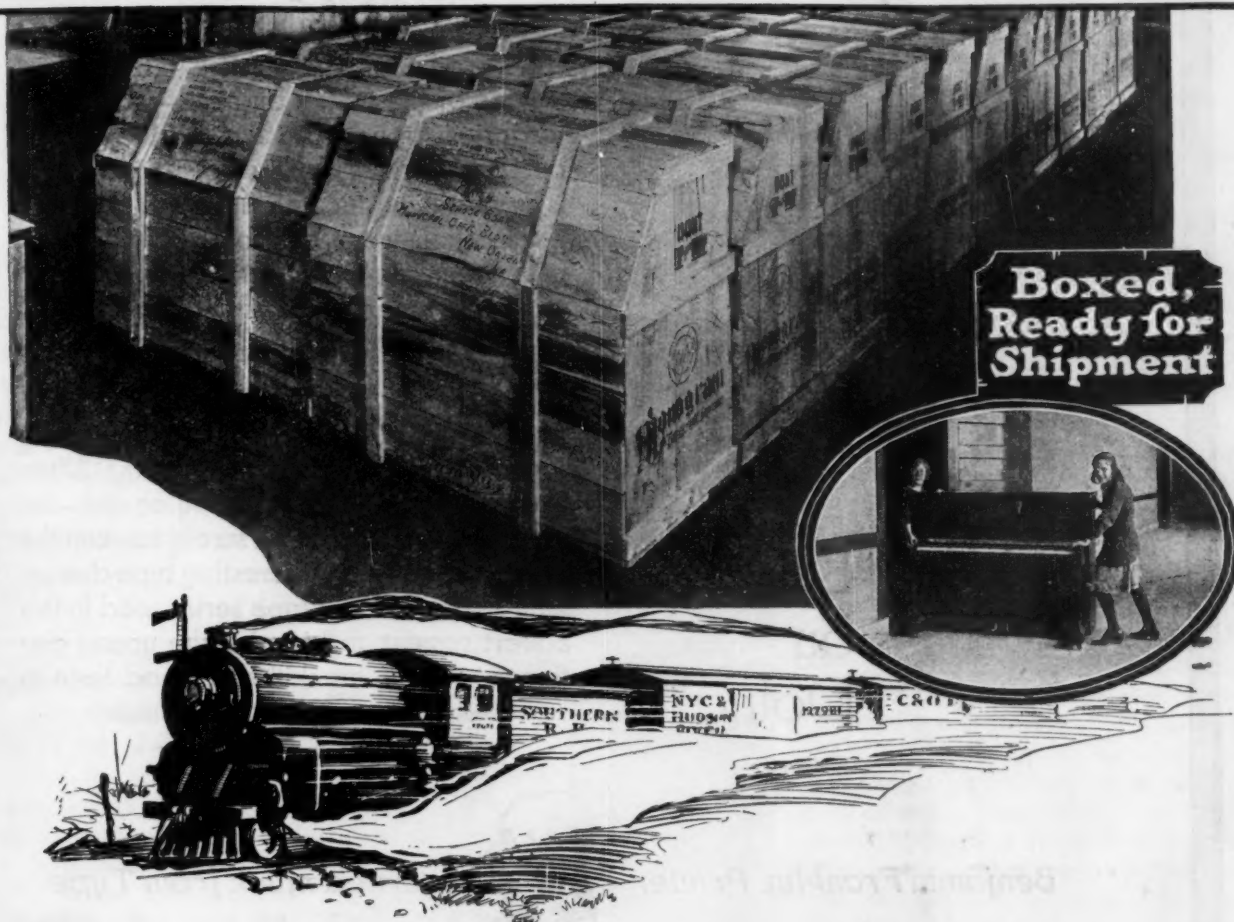
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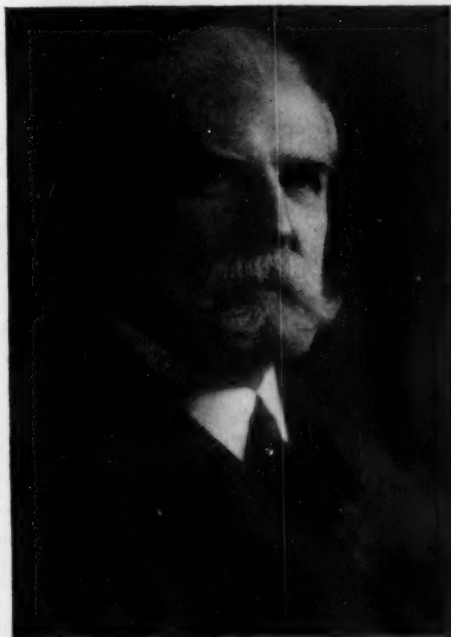
IT IS IDLE for those who are distressed by some of the tendencies of our time to indulge the notion that there will be a diminution of popular control or increase of respect for mere tradition or authority. The will of the people will be expressed and slight hindrances will be interposed to the satisfaction of their desires. As the restraints we believe to be important to our security and progress must be self-imposed, there is no reason why we should entertain the delusion that democracy will confer blessings except in so far as it represents the rule of an intelligent and cultured people.

We cannot fail to be gratified by the evidence on every hand of an increased demand for educational opportunity, and it is most encouraging to observe the extraordinary efforts that are being made, especially in the field of higher education, to provide new facilities. Public funds are available to an unprecedented extent, while the outpourings of private benevolence have gone beyond anything that we have hitherto deemed to be possible. But it is also apparent that there is much confusion with respect to standards and aims and that there will be little gain in considering the mechanism of education until we have reexamined the more fundamental needs.

It is not likely that there will be lack of opportunity for vocational education, for the sort of training which will fit men and women to earn a living. The exigencies of our complex life are too apparent and the rewards too obvious to admit of neglect; and we shall have whatever vocational or technical schools are required. But democracy cannot live on bread alone. It is not enough that one shall be able to earn a living, or a good living. This is the founda-

tion but not the structure. What is needed is to have life more abundantly.

From the standpoint of the individual the exclusively materialistic view is inadmissible, for the individual life should be enriched with the ampler resources of



CHARLES EVANS HUGHES,
who maintains that education must prepare for life more abundantly as well as for earning a living. Both are essential to the high quality of citizenship required in modern democracy. Mr. Hughes believes that education should develop intellectual vigor and endurance.

a wider culture. What is most important, however, in view of our social and civic needs, is that the door of hope should be kept open by maintaining the opportunities and standards of general education, thus giving to those who start amid the direst necessities and with the most slender advantages the chance to rise. This is of especial importance to our working people, who are not to be viewed as mere economic units but as

our co-laborers in the great enterprise of human progress. The American ideal—and it must be maintained if we are to mitigate disappointment and unrest—is the ideal of equal educational opportunity, not merely for the purpose of enabling one to know how to earn a living, and to fit into an economic status more or less fixed, but of giving play to talent and aspiration and to the development of mental and spiritual powers.

It is impossible to provide a system of general education and ignore the need of discipline. The sentimentalists are just as dangerous as the materialists. No one will dispute the importance of making study interesting, of recognizing the individual bent or special gifts. But the primary lesson for the citizens of democracy is self-control, and this is achieved only through self-discipline. As I look back upon my own experience I find that the best lessons of life were the hardest. Even along the line of special aptitude it is the severe mental exercise, the overcoming of real obstacles that counts. My mother's insistence on the daily exercises in mental arithmetic has been worth more to me than all the delightful dallyings with intellectual pleasures I have ever had. Life is not a pastime and democracy is not a holiday excursion. It needs men trained to think, whose mental muscles are hard with toil, who know how to analyze and discriminate, who stand on the firm foundation of conviction which is made possible only by training in the processes of reason. The sentimentalists must not be allowed to ruin us by dissipating the energy that should be harnessed for our varied needs.

When we consider the true object of education, to give the training which will enable one to make the most—that is the best—of oneself, we must realize that the foundation should be laid in a few studies of the highest value, in self-discipline, and that there should be supplied every incentive to attain that mental and spiritual culture which connotes,

¹This message from Secretary Hughes, who was unable to be present, was read to the Association at its meeting on Tuesday evening, July 4, 1922, by Andrew F. West, Dean of the Graduate School, Princeton University, Princeton, N. J.

not merely knowledge and skill, but character. This means self-denial, hard work, the inspiration of teachers with vision, and an appreciation of the privileges and obligations of citizenship in democracy.

In the elementary schools, it means that sort of training which insists, at whatever cost, on the mastery by the student of the subject before him, on accuracy—the lack of which, I regret to say, is now conspicuous in students of all grades—the correct use of our language, and the acquisition of that modicum of information which everyone should possess.

In the secondary schools (our high schools and academies) it means that we should stop scattering. There is at present a bewildering and unsuccessful attempt at comprehensiveness. It fails of its purpose in giving neither adequate information nor discipline. It asks too much of the student, and too little. I believe that we need to have a few fundamental, substantial studies which are thoroughly mastered. I am one of those who believe in the classical and mathematical training, and I do not think that we have found any satisfactory substitute for it. But the important point is the insistence upon concentration and thoroughness. The function of the secondary school is not to teach everything but really to teach something, to lay the basis for the subsequent, and more definitely specialized, intellectual endeavor.

I think, also, that we have done too much to encourage intellectual vagrancy in college. Of course there should be opportunity to select courses having in view definite scholastic aims, but we have gone so far that a "college education," outside of technical schools, may mean little or nothing. It is a time for reconstruction and for the establishment of definite requirements by which there will be secured better mental discipline, more accurate information, and appropriate attention to the things of deepest value which make for the enrichment of the whole life of the student.

We have given too scant attention to the demands of training for citizenship. This implies adequate knowledge of our institutions, of their development and actual working. It means more than this in a world of new intimacies and complexities. It means adequate knowledge of other peoples, and for this purpose there is nothing to take the place of the humanities, of the study of literature and history. When I speak of the

study of history I do not mean a superficial review, but the earnest endeavor to understand the life of peoples, their problems and aspirations. And at this time it is not simply or chiefly the history of a distant past that it is most important to know; it is recent history, with sufficient acquaintance with the past to understand the extraordinary happenings and developments which have taken place in our own time, so that through a just and clear discernment our young men and women may properly relate themselves to the duties and opportunities of their generation.

We must not forget the many schools of experience, in one or more of which every American must take his course, but what we have regarded as the American character, that which we delight to praise as the dominant American opinion because of its clear, practical, and intelligent view of affairs, has resulted from the inter-action of the influences of the colleges and universities on the one hand and of these schools of experience on the other. We cannot afford to do without either. And the most pressing need of our day is attention to the organization of American education.

The New Education¹

W. G. COVE

President of the National Union of Teachers of England and Wales, Rhondda, Wales

IN SPITE OF GRAVE DIFFICULTIES immediately confronting the teaching profession in Britain, the kind invitation extended to me by your President to be present at this conference was readily accepted by me, and enthusiastically agreed to by the Executive of the National Union of Teachers. It was felt, and I believe rightly felt, that the organized bodies of teachers in the various lands have too long been strangers, and that nothing but good would accrue to the profession, education, and international understanding, from a coming together of those who are engaged in the work of education throughout the civilized world. It is my belief, extravagant though it may seem in the present state of national suspicions and antagonisms, that the educators of childhood and youth can be, if they have the vision and the desire, the strongest force for peace and goodwill amongst the democracies. If in our collective and individual capacities we rise to a concept of our world-wide humanist mission, we cannot but be a force greater than any that kings or statesmen can mobilize.

There can be no doubt that the school is an international factor of potent force, and it is within the power of its teachers to use it for the destruction or the healing of the nations. It is a sacred trust, a dynamic concept, and if we are to be faithful to it, we must realize ourselves as world citizens whose task it is to

integrate its moral and spiritual forces. We must banish from the schools a nationalism that does not find its highest expression in service to humanity. We must eradicate national jealousies, prejudices, and hatreds and let the spirit of common childhood, common parenthood permeate and brood over the schools.

To us is given the privilege of seeing a common humanity sanctified and made pure in the child we educate. To us is given the honor of placing at the disposal of growing life the best of the inheritance of the past and the duty of nurturing the promise of things that are to be. The teachers of Britain welcome, therefore, in the spirit of common purpose and high endeavor, your kindly invitation to their President.

I would, Madam President, that I could bring with me a message of hope and recorded progress from my native land. I would, too, that I could confidently state that the war had changed the heart of musty and cynical old Europe. But truth to observation and conviction compels me to state that Europe is still riven with economic antagonisms and national suspicions. The war has not cleared the path to a realization of a brotherhood of the nations. Our Prime Minister stated that an old man greeted him on his return from Genoa, calling it Gehenna. "And," said Mr. Lloyd George, "it was not far from it after all, for I felt there was but a slight partition intervening between us and that evil place. At times I could smell the very fumes arising

¹Address before the National Education Association at Boston, July 2, 1922.

therefrom." And I want to say that I do not believe lasting peace will come to us on the plane of material concessions, political adjustments, and economic hegemony. Many of the chancelleries of Europe are still drunk with materialism, and the democracies crushed by pessimism. The integration that is sought is material and economic, and therefore unstable and transitory. The abiding integration must be sought on a higher plane—the plane of intellectual, moral, and spiritual well-being. It is here that the school can play its great part. It must transform the materialist habit of mind of statesmen and of peoples. It must preserve, in the cross currents of materialism, the kingdom of the ideal. I know that European cynical old age will laugh and mock, but as educators we have faith in childhood and youth, and we draw our inspiration from the future. Through the emotional appeal of the child we must bring about the triumph of reason. As educators we know our dependence upon world culture, and we must not let the dominance of finance capital prevent the children entering into their rightful heritage.

As we look round at the effect of modern industrialism we note that one of its baleful effects has been the mechanizing of life. "Mechanism dominates life and not life mechanism." We have seen human personality dwarfed, stunted, and twisted into ugly shapes by the dominance of a mechanized industry and a mechanized society. Life has become, for millions of men and women, purposeless, stale, and flat. We have thought in terms of material values and not in terms of human values. It is the purpose of the school to restore to us the correct content of value. It is our task to make society see the truest economy in happy childhood, growing life, and creative play and work. I do not bemoan the fact that modern civilization is based upon machine production. I have no regrets about the application of science to the provision of man's material needs. What I do object to is the mechanizing of human life and the material appraisal of human personality. And there is no inevitable need that this should be so, for the school, rightly conceived by society and given its proper place and function in society, is capable of performing the task of preserving and conserving the intellectual, moral, and spiritual legacies of the ages.

The school in modern society is the social unit for the exercise and development of all that we term humanism.

And there is abundant evidence that the schools of Europe and America are realizing their high mission and calling in the preservation of the human in this machine age. No longer do we regard the children as passive recipients of facts. No longer do we emphasize mere knowledge. We recognize variant individualities and unfolding personalities. We treat with reverence and wonder unfolding life. The escape for the child from



PRESIDENT COVE, who in many informal conferences during the Boston meetings, as well as in the address here printed, revealed his clear insight into basic educational needs and his ready adaptability to all kinds of situations.

a mechanized society is found in the spontaneous activities of the school. Not only is this true of our infant and junior schools, but it is increasingly becoming true of our senior departments. Further, if we are to preserve our adolescents from the banal mechanizing of a machine age, we shall have to provide them with creative and recreative purpose in our schools. The logic of the machine is to negate skill for thousands of youths, and it is abundantly clear that the school must provide the educative purpose that industry can no longer provide. I would point out too that moral derelicts are made in the leisure time of youths, in the reaction from the monotony of machinefacture. It is here that the school can provide the stimulus to creative activities, and thus give meaning and purpose to youth.

There can be no doubt that the war ushered in a new era, and it did so by accelerating and intensifying the social tendencies that had already an incipient existence in industry and society since the industrial revolution. We have, the world over, industry integrated and organized upon a vaster scale than ever before; we have combinations of industrial and financial groups unprecedented in their industrial, financial, social, and political power. The world, as never before, is economically one. Yet in spite of the economic unity of the nations, there is no corresponding intellectual, moral, or spiritual appreciation of its implications for human conduct. Intellectually the vast mass of mankind, the democracies of the world, have not perceived the delicate and complex relationships of the modern society, much less have they any appreciation of its moral and spiritual significance. The vastness and complexity of modern society, with its subtle economic reactions, have left them dumb and passive. The material progress of men seems to have outrun the intellectual, moral, and spiritual capacity of democracy. It is the school that must give democracy the power of adjustment to the new conditions. It is the school that must save personality from intellectual, moral, and spiritual passivity. There is nothing more tragic, nothing more dangerous to civilization than the mental stupor and moral inertness of masses of men. The passivity that gives its brains to the sensational press, the intoxication of gambling, and that allows its mental and moral fibre to be weakened by picture shows is a bar to all true progress. The school must save democracy and civilization for progress, by nurturing the constructive impulses of the common man. The greatest safeguard against future wars will be found in the intellectual perception by democracy of the unity of civilization, and the active participation of the common man in the social and political questions of the day. The school must give the knowledge upon which sound citizenship is founded, and the moral fibre which active citizenship demands.

I know that we have in the West political systems which we are pleased to term democracies, whether monarchical or republican. But has the part played by the people in them been an active one? Have not decisions of life and death been taken without reference to them—yes, and even without reference being demanded by them? The dumb-

ness of democracy has been tragic, and its passiveness will be fatal. If we are to have democracy in content as well as in form then this blind and ignorant passivity must give place to virile and enlightened activity. The economic transformation that has come through the forces of industrialism must be paralleled by a moral and intellectual transformation, and in this transformation the schools must play a major part. Industrial society gives no ennobling purpose to our tens of thousands of adolescents, and it cannot until it asks the schools to undertake the task.

And the schools, especially the infants' schools, have already perceived the dangers of urbanized industry with its division of labor and its sectionalization of life and human personality. Human personality has been out of focus, and it is the task of the school to bring the whole personality of the child within the focus of educational purpose. Our work we already perceive is not to pack the human mind but to develop human personality. The passivity that makes of democracy an empty form will be banished in the self activities of the school. We put our faith no longer in receptivity but in purposeful activity. The world-wide over, we cry for the concrete realization of personality in active construction. And this later movement in our schools, this vision of the unity and activeness of individual life, is of fundamental import to democracy and the new world movement. No autocracy can be imposed upon a race that has been trained to work out its own salvation in its schools. Today men need not only the *ability* to understand the problems of industrial, social, and political life, they need the *impulse* to understand, the *desire* to know. The efficiency of democracy depends in the first place upon an enlightened interest in its problems. Its tendency has been to repose an ignorant trust in those whose interests are opposed to democracy and to delegate its powers to those who are unworthy of its trust. No true democracy can persist by inertia. It is the work of the schools, by the quickening variety of their curricula and the stimulating methods of their instruction, to give to the masses the activity that is a basis of democratic government. And the significance to the new world which we have envisaged is that the new activities of the school are being purposely related to the vital and common occupations of men. The degradation of the workman has produced the nonde-

script citizen. The elimination of pride in craftsmanship has its complement in the absence of civic dignity. Your mechanized worker is your amorphous citizen. The common man must shake off his lethargy, must become proud of his workmanship, active in his citizenship, before we can have government of the people, by the people, and for the people. The activities of the school are of vital import in the creation of this activity, pride, and dignity that are necessary for real democracy.

The great war revealed also the weakness of precepts in the clash of economic interests, and national and racial prejudices. Men cannot be redeemed merely by maxims, neither can universal goodwill be achieved by preaching. Your moral edifice must be slowly and patiently built in the concrete. Your social consciousness must perpetually find its awareness in the actualities of social service. The school provides the social organization for the exercise of a concrete morality and the realization of vitalizing social service. One of the distinctive marks of modern society is the cleavage between private and public morality. The ethics of private conduct are not the ethics of our business and social relationships or of our foreign diplomacies. This dualism, this cynicism of a commercialized morality, has been fraught, as the revelations of pre-war diplomacy revealed with nothing but evil consequence to men. Even now, there are cynical statesmen in Europe whose blighting ethic is that "might is right." The school in and through its social relationships actively practiced in the concrete, by the reaction of theory upon practice and practice upon theory, by the unified development of human personality, will be the strongest force for ridding the world of this pestilential ethic. The perception of unity of the human personality is the first condition for the achievement of the unity of the human race. The modern school has a vision of that unity. It sees in human personality, in the sum of its potentialities and achievements something more than a piece of mechanism, something more than a mere "hand." It sees a living personality, in which body and soul are one, in which there is no divorcement of the inward convictions and outward actions, and in which full growth depends upon the balanced development of all its elements. In the relationships of the school, private and public morality are one. "The school," as one has said, "is the idealized

model of the world and the world must become the realized model of the school." This may seem visionary, but I am convinced that neither leagues nor conferences of nations can secure a permanent orientation of world policy towards peace until we have ceased to sectionalize human personality into man physical and man spiritual; into man private and man public. In the constructive occupations of the schools, in their individual contributions to social tasks within and without the social unit of the schools, we have the training ground for social purpose in the spheres of industry, citizenship, and politics. The school is the microcosm that must realize itself in the macrocosm of the world. In the unification of physical and mental, in the unity of example and precept, in the supreme conception of man as the creature and creator of his environment we shall provide the world with the practical working faith that will give the world what it so badly needs, the dynamic concept of unity.

There can be no doubt that the war has left the schools and universities of the world with a great choice. They have to decide whether or not they will be the instruments of a narrow nationalism, a ruthless and material imperialism, and a cynical chauvinism. The war has not rid the world of its damning philosophies and its vaulting ambitions. We still have statesmen who dominate the politics of Europe saying that "we can only get what we can force," and who are applying in enlarged armies the cynical aphorism that the best preparation for peace is to prepare for war. We have to decide as educators whether we are prepared to teach this philosophy in our schools. There can be no doubt that the schools of the world have been effective organs for the cultivation of national consciousness. They must now become organs of international consciousness, if the efforts towards peace are to be successful. We have to weave in our schools and universities the garment of a common humanity. In spite of the acknowledged international indebtedness in science and humanities; in spite of recognized commercial and economic dependence, we have not yet evolved a world consciousness of this essential dependence and unity. One of the noble tasks of our educational institutions will be to evolve this world consciousness. We cannot do it by teaching an exclusive patriotism in our schools and colleges. We can, and must, aid the forces of peace and goodwill by

evolving a world history and a universal geography. Acquaintanceship begets understanding, and understanding appreciation, and the generous mind of youth will respond to our appeal to a common humanity. We must girdle the world with the imagination of generous youth. We must not only scrap our armaments but also our historical textbooks. May I suggest in this respect that as teachers we can render much aid to the new world movement for solidarity by ourselves working for the unification of our national systems of education from the infants' school to the university, by the solidarity and unification of our profession, nationally and internationally. We have our national councils and executives, why not an international council? Such a council by its efforts to garner and distribute the world fruits of educational endeavor would be a more powerful factor than any "Supreme Council" of statesmen in the cause of world humanism. Democracy needs to see the world in perspective. It is now the willing subject of unbalanced prejudices and sectional interests. The schools and universities of the nations must take upon themselves the task of giving to democracy this sense of world perspective. They must "evolve an objective standard" for the aspirations and the testing of national conduct, and side by side with this as complementary and essential, the schools and universities must become the cultural means for its attainment in the conduct of nations. The reaction of the war has left democracy listless and without clear objectives. The passions of the past have left men dry; it is clear that in Europe, at least, men are merely creatures of blind economic forces. There is an absence of urge—a lack of direction. It is our task in the schools to restore vitality and give direction to the democracies of the world.

Thus our task as educators in the new world of democracy is a supreme and sacred one. In an age that has become mechanically complex, that is dominated by a material conception of what is economic, we have to reassert the vital and the unity and dominance of personality. We must convince a cynical world that the laughter of childhood is truly economic and the free play of the constructive impulse of youth and man is an exercise in the truest form of economy. We must make the world ring with the laughter of childhood and the joy of youth.

The Democratic Awakening and Professional Organization¹

CHARL ORMOND WILLIAMS

*Superintendent of the Shelby County Schools
Memphis, Tennessee*

THE NATIONAL EDUCATION ASSOCIATION is most fortunate in meeting here amid scenes that mean much in our American life. It is a great privilege to meet in this city. We know that hearts and homes are open to us here today. We know that citizens have laid aside their usual work and pleasures to devote themselves to the preparations which make these great meetings successful. Some of us, who have been near these men and women as they have been doing their work, know—as most of you cannot know—how great the effort has been. Recalling the inspiring leadership of Horace Mann and the men and women who have followed him, we had expected great things of Massachusetts, but the reality has exceeded our expectations. Representing this great Association—this magnificent Assembly—I join Mrs. Dorsey in thanking you from our hearts most earnestly for this wonderful reception.

We are entering upon a new era in education. The world is realizing more and more the primary importance of educated leadership and the fundamental necessity of intelligent citizenship. There is no other safe foundation for democracy. This fact places a new responsibility upon teachers everywhere. The individual teacher has an opportunity for larger service than she has enjoyed in years gone by. That opportunity has come in consequence of the development of a new idea in professional organization—the idea of representation.

It took centuries of political experiment to develop the idea of representative government. Nations founded upon conquest came and went. Even the Roman Empire, which granted rights of citizenship to conquered peoples, failed to survive. Lacking the idea of representative government, it was unable to make the individual citizen responsible in the affairs of empire. Not until—in the thirteenth century—the principle of representation had birth in England, not until

in later centuries it was extended and developed in America, did it become possible to build a vast Nation in which the individual citizen had responsible part.

This principle of representation which has had such great consequences in the development of modern democracies is now making itself felt as a powerful force in the professional organization of teachers. It was indeed an inspiration to see gathered at Des Moines a year ago the chosen representatives of the teachers of the Nation. It was a great satisfaction to realize that for the first time in American educational history there had been brought together a body of men and women fully qualified to express the ideals and purposes of a membership of over 50,000 teachers. I am glad to report that growth in membership has continued and that you who sit here today carry the responsibility of acting for more than twice 50,000 teachers. What you say here and what you do here will be carried back to every community in the United States and will be a quickening influence in the lives of your colleagues who are not able to be present during these great days.

Inspiring personal contact between teacher and pupil is the firing-line of education. Without it education cannot produce a great citizenship. Time was when almost the entire attention of educational leaders was fixed upon these contacts within the schoolroom. Education carried much of the idea of cloistered isolation. That day is past. The true teacher of today is great, because he brings into his soul touch with pupils the influence of a life rich in the inspiration and wisdom of the world of affairs. We are coming now to see that if the teacher is to be all that he should be in his relations with pupils, he must himself participate in the responsibilities of citizenship and must share in the improvement of his profession. Inspiration is the soul of great teaching. No one can estimate the inspiration that is generated by the National Education Association with its growing membership of over 100,000 teachers. We are proud of this great

¹ The President's address to the Association at its meeting on Monday evening, July 3, 1922.

growth, but growth in membership is only one of the Association's significant achievements of the past year. I need not describe these achievements in detail. They are fully covered in the report of the Secretary and in the reports of departments of the Headquarters Staff. The development of this staff is itself an achievement of high significance. It is only a brief time since the headquarters were moved to Washington, where Secretary Crabtree and a handful of assistants were housed in rented quarters. Soon the Association added a field secretary and an assistant secretary. The next year it moved into its own home on Sixteenth Street. An Editorial Department was added. Other departments were further developed. During the past year a Research Department has been created. Now, instead of the mere handful of faithful workers of a few years ago, the Association has a well organized staff of from fifty to seventy-five employees. This staff works in offices fully equipped, according to the best practices of administration, to handle the growing work which the Association is called upon to do. Before I became President, I had been proud that the Association had bought its own home in Washington, but I had not realized the vast extent of the work that is being done at Washington. I had not realized how fortunate the Association is in having a body of trained men and women who bring to their work the accumulated experience of continuous service in the field of professional organization. I want to commend to this Representative Assembly the vision and the devotion of the Headquarters Staff.

In making the program for this meeting we have taken counsel not only with the Headquarters Staff and with members of the Executive Committee, but with other men and women from every section of the United States. We have endeavored to make the program represent education as it is today and forecast the needs of education as they will be tomorrow. It is natural and inevitable that the theme of these meetings should be *Education and the Democratic Awakening*. There is definite connection between the democratic awakening that followed the war and the intensified interest in educational endeavor which is sweeping the civilized world.

The democratic awakening is affecting education profoundly. It is influencing the technique of instruction. Socialized recitation, project method, and other devices designed to develop individuality

are being used more widely than in years past. The attitude which parents and teachers have toward children shows larger recognition of the child's point of view. Superintendents are finding ways of utilizing the initiatives and originalities of the teaching force in the improvement of the course of study and school management. People generally are coming to understand that education for political democracy must be followed by education for social and industrial democracy, if the future of civilization is to be secured. The leaders of humanity are facing with new courage the task of reconstructing the world's relationships, so that the interests of the common men and women shall receive larger recognition when world policies are shaped.

These are some of the things that have come in consequence of the democratic awakening. For education they mean a new perspective, new problems, and new hope. The thinking leadership of the civilized world is determined that every citizen must be educated for a place in peaceful society with as much thoroughness as in times of war he is educated for a place in the army. The world is challenging its educational forces to produce an education fundamentally sound in quality and abundant in quantity. Professional organizations have taken up the challenge and are destined to become the policy-determining agencies of the future. They have developed a new educational leadership—a new statesmanship. The significance of this new educational statesmanship is best seen in the light of history. Education in America has developed piecemeal. It is the product of experiments and rivalries—of enthusiastic and partial attempts to meet the educational needs of a democracy that has grown so rapidly in extent and complexity as to leave many educational plans out of date before they had become fairly established. There have been movements for academies and Latin schools and brilliantly led efforts to develop elementary schools both public and private. Secondary education has been the chosen goal of one group of educational leaders, while the enthusiasm of another group has sought all it could get for the development of higher education. Other leaders, with a vision of the importance of maintained intelligence among our entire citizenship, have worked for the establishment of free public libraries. Still other men and women have realized the importance

of professionally trained teachers and have lent their energy to the development of normal schools and teachers' colleges. Too frequently these leaders have worked at cross purposes. They have sometimes feared lest the success of another enterprise might interfere with the development of their own. They have not often enough been able to see that the education of a democracy is a *great single comprehensive task*.

The new leadership is coming to see education in this broader and more fundamental light. It is only a matter of time until every State in the Union will have a program of education sponsored by the leadership of a great association designed to develop a system that will promote every type and kind of education. Educational leaders will have not less enthusiasm for their special work, but more appreciation and more enthusiasm for educational enterprise generally.

It is only a matter of time until education will have larger National recognition and support, just as agriculture has grown in the support which it receives from the Federal Government. The Constitution of the United States gives the control of education to the various States. We could not if we would—and we would not if we could—change this fundamental principle of the American Government, but we must face squarely the fact that no one can be a citizen of the United States without first becoming a citizen of a State. If the United States is to have the kind of citizenship that its place in the family of nations demands, it must share with the States the great responsibility of public education. This responsibility is expressed in the Towner-Sterling Bill. This bill is sound. It is necessary. It represents the best educational statesmanship of our times. Daily it grows in strength with the people. A year ago the ultimate realization of its aims might have been doubted. To doubt it now would be to doubt the very tides.

The leadership of America in the affairs of the world is the greatest opportunity that has come to a nation in all history. It has been the aim of this program to recognize this great opportunity and to discuss the fundamental things needed to develop an educational system that will enable the Nation to meet its growing obligations.

Looking forward to the coming world conference on education, an attempt has been made to present the new world outlook in its relation to our educational

problems. We are proud to have with us the President of our great sister organization overseas. We are proud of the record of that association with over a hundred thousand members. Education everywhere has been benefited by the fight that it made for the Fisher Bill and by its more recent fight for adequate salaries and improved conditions generally.

You heard discussed this morning the problem of the training of teachers in its various aspects. We all have as a result of that meeting a new appreciation of the importance of the trained teacher. Failure in wartime to respond to the call for volunteers casts a stigma upon any community. May the day soon come when failure to send into the teacher-training institutions its proper quota of recruits will likewise be deemed unpatriotic. The teacher is the real maker of history, and no nation can rise above the vision and the character of its teachers.

Rural life and education have been emphasized in this program. It would be folly to contend that our rural life is more important than our industrial and commercial life. The welfare of all is found in the prosperity of all. But our rural life presents peculiar problems, serious problems, which must find solution in education. A survey of the disgraceful conditions in tens of thousands of rural schools is ample evidence of the need for constructive work. The farm boy and the farm girl are entitled to a square deal. The Nation cannot afford not to give them a square deal, for it is from the underlying bed rock of the common people on the farms that the leadership of the Nation is continually recruited.

These are only a few of the problems that we are here to consider. We are here representing every portion of the Nation. We are here to meet together and to work together. We are here to get the inspiration of worthy ideals fostered by common action. We are here, because a country that is worth dying for is worth living intelligently for. We are here in the spirit that sent our fathers to these shores. We are here to forget self and to grow in service to the Republic. We are here representing that system of public education by which the Nation has been great. We are here to dedicate ourselves anew to the further improvement of that system, to the end that education of the people, by the people, and for the people shall make good the glorious promise of democracy.

Resolutions of Boston Meeting

THE PRINCIPLE that the Nation as a Nation has a stake in the development of every child in the land is reiterated in the resolutions drafted under the chairmanship of President Guy E. Maxwell, of the Winona (Minnesota) State Normal College, by a committee representing all the States and territories of the United States and enthusiastically adopted by the Representative Assembly at Boston at its final session on Friday, July 7. The resolutions also commit the Association to permanent tenure, safe retirement systems, and to salaries which will attract the finest ability to the teaching profession. The resolutions follow:

The National Education Association of 116,000 American teachers, in its Sixtieth Annual Convention, declares its profound faith in the principles of our democracy and in the indispensable character of public education as the vital force in that democracy. We here dedicate ourselves anew to the patriotic duty of developing intelligence, honor, and loyalty in the lives of American boys and girls.

For the teachers of the United States to come to New England is not a journey but a pilgrimage. It was here that the American public school was born. It was here that the principle of the free school, tax supported and controlled by the people, had its first clear and substantial expression. It was here that the first public school was established. It was here that Horace Mann lived and labored. To this birthplace of the American public school it is the privilege of our Association to return. From this vantage ground of a splendid tradition, it is fitting that we should proclaim anew our faith in the American public school. Here, in the nursery of American freedom, it is fitting that we should pledge again our unswerving loyalty and devotion to the American ideal of universal public education as the basic safeguard, guarantee, and bulwark of civil and religious liberty. It is especially fitting that we bespeak here, in behalf of twenty million boys and girls who must soon bear the full responsibilities of American citizenship, the continued and increased interest of the American people in the welfare and progress of their most fundamental institution.

It is especially appropriate in this place and at this time to reassert a principle that has been irrevocably established in

our National life—the principle, namely, that public education is more than a matter of local or even State concern; that it is in truth a matter of the deepest National concern; and that the Nation as a Nation has a stake and interest in the welfare and development of every child in the land.

It is appropriate in this place and at this time to reassert this principle because its establishment was due primarily to men from New England. It was Rufus Putnam, of Massachusetts, who secured in the Land Ordinance of 1785 that far-reaching provision which has set aside for "the support and maintenance of public schools" the sixteenth section of every township in every State that has since been carved from the National domain. It was Nathan Bane, of Massachusetts, who drafted the Ordinance of 1787, which placed religion, morality, and education as the foundation of the States formed from the Northwest Territory. It was Manasseh Cutler, of Massachusetts, who stood first and foremost in 1787 for the Federal land grants which made possible the State universities of our Middle West. It was a Senator from Vermont, Justin S. Morrill, who fought through three sessions of Congress for the legislation which, within a decade after its approval by President Lincoln in 1862, secured the establishment in every State of the Union of a College of Agriculture and Mechanic Arts under National support but with complete State control. It was a sun-crowned son of Massachusetts, Charles Sumner, who fathered in the Senate the bill introduced in the House of Representatives by James A. Garfield in 1867, establishing a Federal Department of Education. It was Charles Sumner who said that, if he could have his way, he would place the head of the Department of Education in the President's Cabinet. It was another great Senator from Massachusetts, George F. Hoar, who in session after session urged Congress with cogent force to appropriate for the support of public schools throughout the country the National funds arising from the sale of public lands. It was the venerable and honored Senator, Carroll S. Page, of Vermont, whose name was first connected with the legislation which is known today as the Smith-Lever act, and also with the bill now known as the Smith-Hughes act which, passed with the complete and cordial support of the New

England States, has been the Nation's first great step toward the solution of the problem of vocational education.

Notwithstanding all that has been so nobly wrought, there are unfinished tasks before us. No State today can be educationally self-sufficient. No American citizen, no matter what his color, what his occupation, or what the land of his birth, can, with safety to our social order, be merely "hands and feet to fetch and carry." Human destiny, to an extent never known before, is now in the hands of the great masses of the people. The fundamental problem that now confronts us is to raise the common man, not so much to a greater degree of skill and industrial efficiency as to those higher planes of thinking, feeling, and social action which the complexity and interdependence of life demand.

In full accord with these ideals and teachings, we pledge our support to the following principles and policies and invite good citizens everywhere to join us in making them effective throughout the Nation.

We reaffirm our sincere, devoted, and unqualified support of Federal aid and Federal recognition of public education—without Federal interference in any way with State and local control—as they are embodied in the Towner-Sterling bill now pending in the Sixty-seventh Congress.

The question of adequate school revenues is one of the most pressing and important problems facing the country at this time. The wealth of the Nation is sufficient for all its educational needs. We ask that Congress and the State legislatures recognize the supreme importance of public education and that they set themselves to the task of providing adequate funds for its support. We believe, in order that there may be equality of educational opportunity for all children, that the State should assume a much larger responsibility for the adequate financial support of schools and that at least one half of the school revenues should be derived from State income.

We believe that the best interests of education will be served by a full recognition of the principles that education is a State function; that local boards of education are in this sense officers of the State; and that they should be free to determine and administer their own financial budgets, subject to general State control but unhampered by municipal authorities.

The safety of the Republic rests to a large degree with the teachers of the

Nation. We call upon teachers everywhere to teach respect for law and order and for constituted authority; to impress alike upon young and old the importance of obedience to the Constitution and to all State and National laws and to local ordinances; to teach the children that the laws are made by the majority and may be changed by the majority; but that they must be obeyed by all; and that he who disobeys the Constitution or laws is an enemy of the Republic.

We approve training in American citizenship and urge that the principles of this Government as embodied in the State and National Constitutions be made an integral part of the training of every student in every school. We also urge in the interest of true Americanism that no person unwilling to submit to these principles be employed in the education of youth.

We declare our unqualified approval of permanent tenure for teachers during efficiency and good behavior following a reasonable probationary period; of the establishment of permanent, safe, and adequate teachers' retirement funds; of raising educational standards and attracting the finest ability to the teaching profession by an increase in teachers' salaries; and we stand unalterably opposed to a lowering of salary schedules for competent teachers in any part of the country. To these ends we urge continued activity by the National Education Association to secure the legislation in various States which will bring about these results.

We declare that the fundamental need in public education is an adequate supply of well-trained teachers, and we urge the support of every agency and policy that will increase and improve the facilities for the preparation of teachers. We urge that salaries be based upon professional preparation, the skill attained, and quality of service rendered, irrespective of grade or age of the children to be taught.

We call attention to the failure to provide an adequate program of education for the children living in the rural areas of our country, and we urge that the educational opportunities provided for children in rural America be made equivalent to those offered to children in the most-favored urban communities.

We look to the City of Washington for leadership in matters of school administration, supervision, teaching, business management, and for the development of a sane, well-balanced and progressive educational program in city schools. In a special sense the schools of

the capital city belong to the Nation. In behalf of the Nation we ask Congress to create a board of education for the City of Washington which shall be entirely free from party control, to have direct charge of its own financial budget and with a secure financial income sufficient to make these schools worthy of the capital city of the Nation.

We declare that the exclusion of Hawaii and other territories from benefits of Federal appropriations is unjust and indefensible; and we instruct the Legislative Commission of the National Education Association to urge Congress in all acts providing for Federal aid for education to place these territories on the same basis as the States.

We are unalterably opposed to the Johnson bill now pending in Congress whereby the education of the foreign-born would be placed in charge of the Naturalization Bureau. This work belongs to the Department of Education and should be placed there.

We send fraternal greetings to all national organizations of teachers in foreign lands, expressing our desire and readiness to join them in the leadership which shall promote the cause of truth and of international understanding. To this end we commend the work of the Association's Committee on Foreign Relations in preparing for a world conference on education in 1923.

We rejoice in the reduction of world armaments already accomplished. We believe that international peace and goodwill, brought about by mutual understanding and confidence, will be more speedily realized by education than by any other means. We therefore recommend that revenues released by the reduction of armaments be used in the promotion of education.

We express our sincere appreciation of the fine hospitality which has been shown the members of the Association by the committees, organizations, press, and citizens of Boston and vicinity. There has been evidence everywhere of careful foresight and of untiring effort on the part of scores of volunteer workers who have contributed to the success of the Sixtieth Annual Convention of the Association.

TO TEACH a child to read, and not teach it what to read, is to put a dangerous weapon into its hand.—Charles Dudley Warner.

THE SECRET of success in life is for a man to be ready for his opportunity when it comes.—Disraeli.

The Boston Meeting

Abstracts of Addresses

THE UNUSUAL RICHNESS of the program at Boston was a subject of general comment among those who attended the various meetings. A high quality of thinking characterized the addresses before the meetings of departments and allied organizations as well as the general sessions of the Association. The theme of the general sessions was: *Education and the Democratic Awakening*. Several of the principal addresses appear in this issue. The following abstracts cover other addresses delivered before the general sessions, excepting three or four which are not available at the time of going to press.

No less significant than the excellent addresses were the reports of committees that were presented to the Representative Assembly. The October JOURNAL will publish in full the reports of the Legislative Commission and the Committee on Foreign Relations along with suitable abstracts or summaries of other reports.

THE far-reaching results of the Washington conference—We are not going to engender universal love and goodwill in ten years. We are not going to abolish economic rivalries nor national misunderstandings. We are not going to change human nature nor "bring the millenium." These great spiritual tasks will remain for later generations to work upon. Fortunately for the human race and for our civilization, the abolition of war as a method of settling international disputes is a wholly distinct problem. Private disputes and

murder are not linked in inseparable sequence. No more are the disputes of nations linked with war. It is war that we are attacking. It must be outlawed like the saloon, like



FREDERICK J. LIBBY

slavery. It is in this limited sense that by united effort we can and must abolish it in our time.

We must by every means known to us wage peace among our own generation,

but if our work is to last, we must educate the children to hold what they get or they will be misled by the glamor of war, by the throbbing drums and the tales of heroism, and throw it all away in another world cataclysm worse even than the last. Tell children the truth about war. If you who teach history wage peace instead of war, you will not preach a narrow nationalism, stimulate international hatred, and glorify and exaggerate the wars in our history. You will, in the spirit of the Washington Conference, promote better international understanding, point out great traits in other nations as well as in our own, and go behind the wars to the causes and the ways in which they could have been prevented.—Frederick J. Libby, Executive Secretary of the National Council for Reduction of Armaments, Washington, D. C.

EDUCATIONAL message of 1922

—Every one appreciates that the world is seething with restless human



A. E. WINSHIP

beings, as much in one nation as another, with one race as another. We need to realize that it is as much the mission of gravitation to fly airplanes as to hurl rocks

down the mountain-side. This is the world's most hopeful hour if we will treat our opportunities as responsibilities, if we will use the restlessness for air flights instead of allowing it to hurl us to the depths below.

For the first time the public school is the only hope of the world. It is the only real effort ever made to give the bottom an opportunity to come to the top without giving a guarantee of loyalty to some leadership, to some faction, to some domineering influence. The world's greatest need, as it is America's greatest need, is to clarify aristocracy by an effusion of pure-blood democracy.

The educational message of 1922 is for the public school and for all agencies seeking its promotion, especially the Na-

tional Education Association, to protect it from all insidious and ambitious attempts to domineer it in anything, anywhere, by anybody.—A. E. Winship, Editor of the *Journal of Education*, Boston, Massachusetts.

PROFESSIONAL training for teachers of city schools—A training school that does not send its students out into the schools with a pride in their profession, a belief in teaching as a life career, and a spirit of love and consecration to their work is a failure, and is responsible for the unwillingness of young teachers to do the work of the rank and file—namely, the fundamental job of the elementary teacher.



OLIVE M. JONES

A training school for teachers can get its students into the spirit of their job by raising institutions for training teachers to a level that causes graduation

from a teachers' training school to be regarded with the same pride as a college degree. There have been wonderful steps forward in this respect in the past two years, but still more can be done and it is up to the training schools for teachers in city schools, where the big masses congregate, to carry on the work. It is not yet a lifetime since a degree in civil engineering became a source of intense pride to the young man who held it. Why not similarly a degree in education among teachers in city schools?—Olive M. Jones, Principal, Public School No. 120, New York City.

IMPROVEMENT and preparation of teachers while in service—The educative process is the mental reaction of the pupil to the stimulus of the teacher and classmates. It consists in training boys and girls to live together effectively and happily in a more or less complex civilization. Education for the primitive life of our fathers was relatively simple; education to enable our youth to make their living together as efficient as possible in a complex organization, becomes in itself more difficult.

The rapid advances and the far-reaching changes in professional aims require constant growth and development on the part of teachers, while actually engaged in service. The new points of view in

the older subjects, such as history, mathematics, English, and geography, require a constant readjustment of perspective in order to teach them in accordance with modern thought.

The standing of the profession as a whole is determined by the average individual ethics of its members. The greatest crime in ethics is stagnation. The ruts begin to form when study ceases; crystallization sets in when routine begins, and teaching becomes irksome. Continued growth is a professional obligation.—Peter A. Mortenson, Superintendent of Schools, Chicago, Illinois.



PETER A. MORTENSON

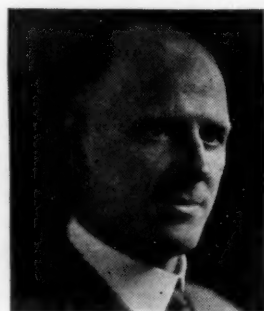
PROFESSIONAL standards for classroom teachers—To give efficient service the teacher must realize the importance of her work and its far-reaching results; she must realize also that much she does will never be paid for except in the satisfaction of well rendered service. We have heard much of the glory of school teaching, of what a great and noble work it is, and sometimes we get tired of hearing about it. We would like to have the public show that it really means what it says. We would like to have it think as much of education as it does of its automobiles, of its tobacco, of its theaters. But what other occupation offers such opportunity for real service in helping to build the kind of citizenry the Nation needs?

In all phases of her work, the teacher should be human. She should have a real human interest in boys and girls as such, not as so many containers to be filled with facts. She should be a real human being in her relations to other people and should not get the idea that intellectuality will make up for everything else. She should avoid the critical attitude that makes people uncomfortable in her presence. She should surround herself with professional books and magazines and command respect for herself and her profession.—Jessie A. Skinner, President of High School Teachers' Association, Jefferson High School, Portland, Oregon.

PRESENT-DAY objectives of American education—It is confusing to some that education should receive a new

definition in each new age and that educators should define it in such a myriad of ways. One element in education is perennial, but the other element is in a constant flux. The human element is unchanging, but the world in which we find ourselves is constantly changing. Hence, in a certain sense, education is always the same, it is always developing the individual; in another sense, it is always changing to adapt man to his shifting environment.

The new world in which we live has added in manifold ways to the objectives of education. Education means today a preparation for living according to the highest standards of this age. It differs from the older education as modern life for which it is a preparation. If education for life in a democracy has essential differences from education for life under older and less liberal forms of government, it is because it reflects a larger participation on the part of the citizen in the affairs of government and a greater political right and responsibility; if education is more complicated and more exacting than formerly it is because



JOHN J. TIGERT

modern life is more complex and its needs correspondingly multiplied and varied and because modern invention has made the world a neighborhood.—John J. Tigert, U. S. Commissioner of Education, Washington, D. C.

MASSACHUSETTS and her present interest in education—We, the representatives of the National Education Association, desire to express our sense of the honor and privilege extended to our organization of meeting in this historic city. With respectful, almost reverent attitude, we approach your confines, because we recognize that New England has been the "teacher of teachers" and that in coming here we are returning to the land of our educational birth. "The Pilgrim Fathers, amid all their privations and dangers, conceived the magnificent idea, not only of a universal, but of a free education for the whole people." It is because Boston has cherished education as the right of every child with the same inflexible purpose with which she has cherished liberty as

the right of every man, that America is the land of free schools, and that the National Education Association is meeting here tonight.

Who can measure the spiritual as well as the educational debt of this Nation to the bards, the philosophers, the seers, the divines, the educators, the historians, the scientists, who have given character and significance to the life of this Nation? May Boston never falter in the sublime task to which her founders set themselves; the service of God through the church and the service of posterity through the public school.—Susan M. Dorsey, Superintendent of Schools, Los Angeles, California.



SUSAN M. DORSEY

DEMOCRACY in the classroom—What service can the classrooms of the public schools of our country render to democracy? The first requisite is a classroom teacher who has a definite idea of the meaning of democracy. It will, of course, be an individual idea, but to be of real service it must be all-inclusive. She must realize that while she is teaching subject matter, she is at the same time living with a group of boys and girls who will strengthen or weaken our National foundation in proportion as they make this living together an art.

Every classroom teacher knows that she must have three great objectives in mind if democracy is to succeed. The first is that of character building. She knows that the individual contributes power to self and to the Nation only as he realizes that individuality and character are synonymous. She knows too, that the development of character is largely due to religious teaching. But she works in a country where liberty and license have been confused in several instances. To bring order out of chaos, she remembers that we are proud to call ourselves a Christian nation and so boldly accepts St. John's definition of deity—God is love—and proceeds to build character in the classroom on the two great commandments.

The second objective of the classroom teacher is the development of civic responsibility, and last but quite as important as these is the development of individual and collective social effectiveness.

Included with love for our fellow man and service to our fellow man must be an appreciation that living itself can and should be an art. When we shall have learned in the classroom, in the home, in our business, civic, social, and National life that we must follow some definite



EFFIE MAC GREGOR

and inclusive rule as a basis for character building—that civic responsibility begins with the individual and that a love of beauty is an essential to living harmoniously—then we shall have demonstrated democracy.—Effie MacGregor, Minneapolis Teachers' League, Minneapolis, Minnesota.

THE new outlook—Three centuries ago a new outlook was given to the world by a group of men in the tiny cabin of a little ship anchored not very far south of this town when they wrote and signed "The Compact," in which all men were treated as equals unlimited by restrictions of wealth, education, or religion. It is fitting that we educators on this historic ground near the "Cradle of Liberty" should seek a new outlook for this troubled world. It is America's gift to light the world to new things.

Do we need a new outlook in education? The whole world needs it! Schoolhouses are either crowded far beyond capacity or empty because of lack of teachers. Two million children in these United States annually repeat their grades, thus learning the lesson of failure in early life.

The scientific gardener knows that you can improve plants only by giving them food, sunshine, air, and room to develop. We must try to realize that we are but a step beyond the plant and that the same things will develop the children—food, sunshine, air, and room for freedom. There is nothing the matter with our children. Daily I marvel at their intelligence, and above all their patience with grown-up ways.

Our work is the most inspiring work in the world yet adherence to tradition renders it drudgery. It is our duty to make the teacher's job the most enviable position in a civilized community. Let us write in our hearts tonight a new Declaration of Independence, the Decla-

ration of Independence for children—the right to life, food, liberty—to learn the things suited to each one's intelligence—and the pursuit of happiness.—Katherine D. Blake, Principal, Public School No. 6, New York City.

THE women of America and the democratic awakening—The enfranchisement of women, if it is to realize its potential usefulness, must really be an awakening to three things, not merely to the one thing of the possession of the vote. There must be an awakening to the real meaning of the new opportunity, to an understanding of the common interests women share with men, and to an intelligent comprehension of women's own special limitations, as well as their special qualifications.

Such an organization as the National Education Association ought especially to rejoice in the enfranchisement of women. We come into political life as a group whose interest in education is deep and whose knowledge of its need is intimate, for it falls to the home, and



MAUD WOOD PARK

always will fall to the home, to lay the foundation on which the school erects its structure. I see in the enfranchisement of women and in the desire of every thinking woman to use her privilege and right of citizenship wisely and well, a more intelligent co-operation between the home and the school, and for the work of formal education a more solid foundation. The common interest of women will always be the child and it is the aim of the schools of citizenship conducted by our League of Women Voters to train women to such use of the franchise as shall make their vote the powerful and devoted ally of all forward-looking plans for education.—Maud Wood Park, President, National League of Women Voters, Washington, D. C.

THE peace-time program of the American Legion—The dream and the heart's desire of the American Legion, of this new legion of soldiers carrying stone for the building of cities, is a vision of a white city with schools, down whose pleasant ways no

child wanders in unwilling ignorance.

The legion of the veterans of America has consecrated itself to the building of this city strong against all disaster in the days to come. This city of ours shall be a city with sentinels, and you of the Army of Education and we of the



ALVIN M. OWSLEY

American Legion shall mount guard along its walls, vigilant alike against ignorance within and aggression from without. This city shall be a city with towers, and you and we

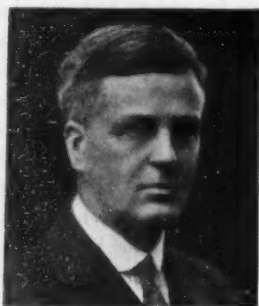
shall build it upward in the sunlight of that peace of which the price is eternal vigilance, till its high skyline traces across the very heavens the story of the greatest renaissance known to history, the American renaissance of art and knowledge under liberty.

This city shall be a city founded on a rock, the rock of service, willingly accorded a free nation by you who teach and by us who strive; by us who quarry the stone and bring it to you, who shape and set it in the walls. We bring you our sympathy and strong hope and the offer of the best in our power. May you say of us in the days to come, more even than men said of those legions of old Rome—*This is the American Legion; it defends cities and it builds them higher and lordlier for the generations yet to come.*—Alvin M. Owsley, Director, National Americanism Commission, The American Legion, Indianapolis, Indiana.

OUTSTANDING needs of country life today—The outstanding needs of country life are fundamentally of an economic nature. The farmer needs an opportunity to carry forward his vocation under conditions as well adapted to farming as the conditions which surround our industrial life are adjusted to its needs. He needs an opportunity to make a living with reasonable hours of labor and without exploitation of his children. The farmer needs a system of credit that shall be as fully adapted to farming as commercial paper is to the credit needs of the business man. He needs to have the way open for coöperative enterprises that are as well adapted to the demands of his vocation as business coöperations are adjusted to the great

enterprises of our urban centers. He needs a tariff, or no tariff, that shall be as fair to his industry as it is to "infant" industries that function through and are responsible for our gigantic business enterprises. Furthermore, he needs to have those not living on farms know that these opportunities are not his under present-day conditions. He knows that it is basic to the country's welfare and he realizes that when he is given equality of opportunity with other business men farming will find its proper place in the Nation's life.

The school system should never be used to hold children in the country because it is their place of birth any more than it should be an instrument for fixing other class distinctions based on occupation or social standing. Men will engage in the farming vocations in adequate numbers when the financial and other rewards that one gets for service in them compare favorably with what his capacity, training, and effort will bring to him in other lines of human endeavor.—George A. Works, Professor of Rural Education, Cornell University, Ithaca, New York.



GEORGE A. WORKS

CONSOLIDATION, supervision, and administration of a county system of schools—The time has come in our great National development for a consideration of the most outstanding educational problem facing our country today—that of the rural school. Involving as it does the education of half the children enrolled in the public schools, the industry in which one third of the people are actively engaged and all are materially concerned, is it too much to say that the future welfare of our democracy depends upon our solution of this problem?

Since the most insistent demand in this period of democratic awakening is for the improvement of rural education, it is of primal importance that modern efficiency standards be inaugurated into the business of the rural school and the position of county superintendent be elevated to its rightful professional standing. Not until this is done can far-reaching results be universally obtained. This means not simply to stop, look, and

listen, but actually to start a program of educational reconstruction adequate to serve the new order of things in a modern rural world.



AGNES SAMUELSON

The industrial and agricultural revolutions have made miraculous changes in farm life; the rural school must keep pace with the times and the call of the age for efficiency.—Agnes Samuelson, Superintendent of Page County Schools, Clarinda, Iowa.

STATE aid for teachers' salaries—The present movement toward centralization in support and direction of public education aims at a better balance between central and local control. Until quite recently education was considered a local function but now it is commonly accepted that education is also a State function, and even of vital National concern.

A critical study of the principle of State support reveals that it has both central and local aspects. The authority to take private wealth for public purposes belongs to centralized government, yet such central authority should seldom if ever provide all the funds needed. It should rather supplement funds. Since it is conceded that the State has the right to prescribe minimum qualifications for teachers, minimum salaries, and a minimum school year, the State must of necessity grant support because of inequalities of local districts in their ability to meet the standards prescribed. If the local machinery breaks down in the education of future citizens, the State must step in and provide the necessary means.



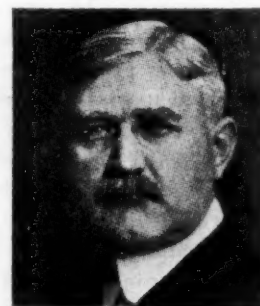
JAMES H. KELLEY

The principle of State support of public education is further justified by the protection it gives society from ignorance, by the protection of leaders it develops, by the protection of children against unconscious injustice which backward districts unwittingly yet disastrously perpetrate.—James Her-

bert Kelley, Executive Secretary, State Education Association, Harrisburg, Pennsylvania.

NATIONAL responsibility for improvement of rural schools—The weakest link in our whole system of American education is the rural school. So weak is it, indeed, that for thousands of children it is practically a broken link barring them forever from their possible opportunities.

Let it not be inferred, however, that rural education is making no progress. Indeed there is undoubtedly no field of education where greater strides have been made. Ever since the Report of the Country Life Commission in 1908 the upward trend in this field has been steadfast and pronounced. Even the gains of the last decade make a creditable showing. In all this, the Nation owes much to the modern pioneers who have fought



THOMAS E. FINEGAN

the good fight and made these gains possible. Most indebted of all is it to that unsung and uncrowned hero, the typical country or rural superintendent who—when any good at all—is the best, most versatile, most courageous, most worthy, and wisest figure on the whole stage of American education.

But with all that has been accomplished much remains to be done. Mountains of prejudice, both urban and rural, must be removed, and long days of labor lavishly expended before country children as a whole may receive the full measure of the birthright due them.—Mabel Carney, Department of Rural Education, Teachers College, Columbia University, New York City.

A NEW type of leadership to carry out the new policies—When the new leadership shows us how to establish the democratic principles through Americanization perhaps it will teach us how to make a classroom a democracy, without the danger that the new freedom shall become an anarchy. But if it is

leadership of the best and truest American citizenship it will be very wary before closing any door to growth and development to the slowest child through the results of any one so-called "intelligence test."

America is opportunity and no intelligence quotient justifies the blotting out of hope from any child of America. The new leadership will see that the results of intelligence tests are not left to the moth and rust of classification but are taken into the daylight of sympathy and justice. Reduce the number of children to the teacher by one half, O wise new Leadership, and see if you will not reduce the number of mentally retarded in the same measure. This is the first step to be taken in equalizing educational opportunity.

While we wait and hope for the light of the new leadership that shall stand as a beacon on our storm-beaten coasts our



MARY MCSKIMMON

spirits sing with joy at the brave, clear shining of ten thousand times ten thousand little candle lights gleaming bravely through the storms of contending factions. They are the glowing hearts of three fourths of a million teachers, to each one of whom some little community group turns for leadership. Amid the confusion of tongues they hear again the voice of the poet, prophet, teacher—Emerson—who has his greatest message for them: "To whatsoever upright mind, to whatsoever beating heart I speak, to you it is committed to educate men."—Mary McSkimmon, President, Massachusetts Teachers' Federation, Brookline, Massachusetts.

THE responsibility of the college and the university—Citizenship in a democracy does not mean mere freedom from interference whether by kings or by other privileged persons. Even the establishment of the rule of the majority is not the fulfilment of the ideal of democracy. Nor is it enough that the road be kept open to talent. The ideal of democracy is that every citizen shall be able to participate in the discussion of questions of common concern, to understand common aims, and to guide his own life in the light of that understanding. Democracy

requires of education more than a mere defense against the evils of illiteracy. It demands the development of positive



HENRY W. HOLMES

loyalty to common ideals that are understood and freely adhered to. They ought to seek rather to equalize opportunity on the economic side while they hold standards high.

If many types of collegiate education can be provided, if the economic bar can be lowered, and if selections can be made without discrimination in favor of those of any particular type of mind or training, higher education in the United States will be meeting the legitimate demands of democracy.—Henry W. Holmes, Dean of the Graduate School of Education, Harvard University, Cambridge, Massachusetts.

IMPROVEMENT of moving pictures—The influence of the motion picture on our National life is, indeed, absolutely limitless—its influence on our taste, on our conduct, on our aspirations, on our youth, and its consequent immeasurable influence on our future. And so its integrity must and shall be protected just as we protect the integrity of our churches, and its quality must and shall be developed just as we develop the quality of our schools. I approach this subject not merely from the viewpoint of the men who have millions of dollars invested in the business, but from the viewpoint of the fathers and mothers who have millions of children invested in the business.

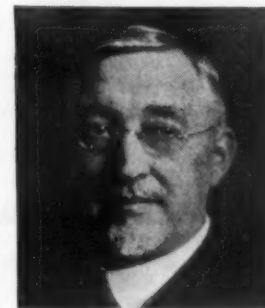


WILL H. HAYS

Too much cannot be expected too soon, either in the raising of the morals and artistic standards or in the development of educational value. There can be no overnight miracle, but preferred attention is being given to the purposes of the

association in the pictures which are now being made. While asking for your aid and cooperation I would like to ask too that you judge us by our actual performances rather than by any promise we may make. We are building this industry for years to come—for generations to come—and though our progress may perhaps be slow at the beginning, the results, we are confident, will be permanent and certain.—Will H. Hays, President of the National Association of Motion Picture Producers and Distributors of America, New York City.

OUR need of an enlightened electorate to represent democracy—The character of our work in the past, even in the public schools, has been formulated according to the needs of those who are going forward to positions of leadership. What are we going to do for those left behind? Is it possible, through school-



JAMES E. RUSSELL

ing, to contribute to the contentment of the masses? My answer is that just because it must be done it can be done, and will be done by the school teachers of America.

A sympathetic understanding of our social and economic problems is unthinkable, so long as half of the world is ignorant of how the other half lives. We need more knowledge of what men do and what they get from their labor, more information on what constitutes values in terms of our own needs. More knowledge of things that count in everyday life is the chief desideratum in that phase of education in which people should be taught to follow expert guidance. Legislation and administration of government under law are necessary functions of society, but unless the letter of procedure conforms to the spirit of progress, there is no assurance of safety to the state.

The need for an intelligent electorate goes far beyond the choice of political leaders. My view is that the right spirit comes from enlightened public opinion that voluntarily chooses to follow expert guidance in every phase of life. Confidence in the integrity and unselfishness of leaders is the first essential in the democratic program of social reform.—James E. Russell, Dean of Teachers College, Columbia University, New York City.

SCHOOL-BUILDING PROGRESS

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

Name of State and County	Name of Town or District	Name and Kind of Building	Seating Capacity	Cost of Building or Amount of Appropriation	Date Authorized	Date Contract let or to be let	Name of School Officer in Charge	Name of Architect
1	2	3	4	5	6	7	8	9
<i>California</i>								
Kern.....	Wasco Union H. S.	Physical Ed.		16,450	1/—/22	1/—/22	P. G. Grundt.....	E. J. Kump
<i>Connecticut</i>								
Hartford.....	Hartford.....	High.....	1500	1,500,000	—/—/—	4/25/22	W. H. Scoville....	F. I. Cooper, Cor.
<i>Kansas</i>								
Graham.....	Hill City.....	Rural High.....	350	135,000	11/ 8/21	—/—/22	E. E. Mullaney....	William Sayler
Jewell.....	Jewell City.....	Rural High.....	350	80,000	1/ 9/22	3/30/22	L. M. Jorgenson....	Man & Gerow
Thomas.....	Menlo.....	High & Grade....	750	50,000	—/—/22	—/—/22	J. S. Mohanna....	Man & Gerow
<i>Kentucky</i>								
Hopkins.....	Madisonville....	High.....	700	75,000	5/24/21	5/11/22	D. Utley.....	C. Shopbell
<i>Maine</i>								
Sagadahoc.....	Richmond.....	Grade.....	300	35,000	3/13/22	4/26/22	C. A. Snow.....	Bunker & Savage
<i>Massachusetts</i>								
Hampden.....	Longmeadow....	Junior High.....	300	175,000	—/—/21	7/26/21	R. Monroe.....	J. G. Roy & Sons
Middlesex.....	Peabody.....	High.....	800	500,000	—/—/21	10/26/21	A. Robinson.....	Cunningham & Sons
Worcester.....	Templeton.....	High.....	300	100,000	5/10/22	—/—/22	A. M. Jones.....	F. I. Cooper, Cor.
<i>Michigan</i>								
Berrien.....	Niles.....	Senior High.....	600	350,000	12/22/19	12 /1/21	O. W. Haisley.....	Perkins, Fellows & Hamilton
<i>Nebraska</i>								
Webster.....	Inavale.....	High & Grade....	200	20,000	8/—/21	5/15/22	L. E. Burwell....	C. W. Way Co.
<i>New Hampshire</i>								
Belknap.....	Laconia.....	High.....	750	225,000	2/27/22	5/12/22	J. S. Gilman.....	P. S. Avery
<i>New York</i>								
Cattaraugus....	Olean.....	Jr. High & Grade.	600	200,000	4/ 6/22	7/—/22	Bd. of Edn.....	W. E. Shoenberg
<i>North Carolina</i>								
Cumberland....	Fayetteville....	High.....	500	100,000	3/ 1/21	5/ 1/22	M. B. Andrews....	Milburn, Heister & Co.
Nash.....	Stanhope Dist....	Grade.....	300	20,000	5/ 1/22	—/—/22	R. D. Gray.....	
Hoke.....	Sundarrach Twp..	Consolidated....	300	15,000	3/ 6/22	6/10/22	J. Gibson.....	J. F. Gause Co.
<i>Oklahoma</i>								
Muskogee.....	Muskogee.....	Six Additions....	1000	137,000	1/23/22	2/10/22	R. M. Fink.....	H. E. Valeur
Tillman.....	Frederick.....	High.....	600	150,000	12/—/21	2/—/22	J. O. Shaw.....	Tonini & Bramblett
<i>Pennsylvania</i>								
Chester.....	Downington....	Elementary.....	500	100,000	11/ 8/21	—/—/22	Ernest Smedley....	J. H. Mowrer
Philadelphia....	24th&Snyder Ave.	Junior High.....	1000	700,000	—/—/21	3/14/22	J. D. Cassell.....	Irwin N. Cathacine
Philadelphia....	54th&Warrington	Junior High.....	2000	783,245	—/—/21	4/11/22	J. D. Cassell.....	Irwin N. Cathacine
Philadelphia....	13th & London...	Junior High.....	2000	766,614	—/—/21	4/11/21	J. D. Cassell.....	Irwin N. Cathacine
Philadelphia....	Marshall Addn....	Elementary.....	120	20,000	—/—/21	1/19/22	J. D. Cassell.....	Irwin N. Cathacine
Philadelphia....	Stetson Addn....	Junior High.....	260	154,045	—/—/21	1/10/22	J. D. Cassell.....	Irwin N. Cathacine
Philadelphia....	Horn Addn.....	Elementary.....	240	61,219	—/—/21	10/11/21	J. D. Cassell.....	Irwin N. Cathacine
Philadelphia....	Hill Addn.....	Elementary.....	320	96,646	—/—/21	11/10/21	J. D. Cassell.....	Irwin N. Cathacine
Philadelphia....	Ferguson.....	Elementary.....	1600	446,334	—/—/21	9/13/21	J. D. Cassell.....	Irwin N. Cathacine
Philadelphia....	Martin Addn....	Elementary.....	480	127,370	—/—/21	9/13/21	J. D. Cassell.....	Irwin N. Cathacine
Philadelphia....	Kearney.....	Elementary.....	1680	421,068	—/—/21	4/12/21	J. D. Cassell.....	Irwin N. Cathacine
Philadelphia....	Tilden Addn....	Junior High.....	240	14,673	—/—/21	1/10/22	J. D. Cassell.....	James Gaw
<i>South Carolina</i>								
Pickens.....	Easley.....	High.....	300	50,000	3/ 7/22	6/ 1/22	J. R. Martin.....	J. L. Henryhill
<i>Tennessee</i>								
Montgomery....	Clarksville....	Grade.....	1200	150,000	4/ 6/22	6/12/22	F. N. Smith.....	R. H. Hunt
<i>Texas</i>								
Anderson.....	Palestine.....	High (negro)....	300	25,000	10/—/21	5/—/22	B. Frizzell.....	T. S. Maffitt
Brazos.....	Bryan.....	Grade.....	120	25,000	3/10/22	5/15/22	H. A. Burger.....	June & La Bache
El Paso.....	El Paso.....	Austin Jr. High ..	1000	130,000	3/ 1/22	3/ 1/22	A. L. Eager.....	Trost & Trost
Jones.....	Stanford.....	High.....	300	100,000	1/ 1/22	4/10/22	N. S. Hallrud....	D. S. Castles
<i>Washington</i>								
King.....	Seattle.....	Roosevelt High ..	1575	1,025,000	6/—/19	5/11/21	Sch. Architect....	F. A. Naramore
King.....	Seattle.....	Garfield High....	1375	725,000	6/—/19	5/ 6/22	Sch. Architect....	F. A. Naramore
King.....	Seattle.....	John Hay Elem....	360	105,000	6/—/19	10/22/21	Sch. Architect....	F. A. Naramore
King.....	Seattle.....	Ravenna Elem....	480	123,000	6/—/19	1/16/22	Sch. Architect....	F. A. Naramore
King.....	Seattle.....	Columbia Elem....	520	141,000	6/—/19	1/ 9/22	Sch. Architect....	F. A. Naramore
King.....	Seattle.....	No. Qn. Anne Elem	320	65,000	6/—/19	8/27/21	Sch. Architect....	F. A. Naramore
King.....	Seattle.....	McDonald Elem....	480	134,000	6/—/19	8/15/21	Sch. Architect....	F. A. Naramore
King.....	Seattle.....	Gatewood Elem....	480	134,000	6/—/19	8/20/21	Sch. Architect....	F. A. Naramore
Thurston.....	Fochester.....	Union High.....	250	35,000	3/21/22	5/19/22	P. C. Brewer.....	N. C. Gaunt
Whitman.....	Endicott.....	High & Grade Add	180	30,000	3/25/22	5/ 1/22	T. D. Logsdon....	G. H. Keith
<i>West Virginia</i>								
Tyler.....	Sistersville....	Junior High.....	320	60,000	6/ 9/22	7/—/22		Holmboe & Pogue
<i>Wisconsin</i>								
Door.....	Sawyer.....	Junior High.....	450	57,000	—/—/—	—/—/22	T. A. Sanderson...	Oppenhamer & Obel
Door.....	Sturgeon Bay...	Senior High.....	600	95,000	—/—/—	—/—/22	T. A. Sanderson...	Oppenhamer & Obel
Kewaunee.....	Rio Creek.....	Grade.....	200	25,000	—/—/—	—/—/22	Ed. Holtz.....	Oppenhamer & Obel
Rusk.....	Hawkins.....	Grade.....	500	70,000	—/—/—	—/—/22	G. O. Vig.....	Oppenhamer & Obel
<i>Wyoming</i>								
Laramie.....	Cheyenne.....	High.....	732	318,000	4/12/21	9/28/21	A. S. Jessup.....	William Dubois

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How Los Angeles Voted \$17,400,000

SUSAN M. DORSEY

Superintendent of Schools, Los Angeles, California

THAT THE PEOPLE appreciate the importance of education and are willing to pay the price when needs are clearly presented is evidenced by the following account, which describes a highly successful campaign for a school bond issue of unusual size. When in a few years the children of the Los Angeles schools have become the leaders in the city's life they will look out over school grounds of from five to twenty acres on which their children play and will have pleasure in the part they took in this significant campaign. Superintendent Dorsey's account of how the campaign was conducted follows:

In response to a request for information as to how the recent school bond campaign in Los Angeles for \$17,400,000 was conducted; how the people responded; when and how the money is to be spent, the following account is submitted, hoping that some other school board and superintendent may profit by a stray suggestion.

How the campaign was conducted was a more thrilling procedure to those who participated than it can possibly be made to appear to the reader of THE JOURNAL. First, through a questionnaire addressed to principals, the needs of the several schools with regard to land, additions to existing buildings, new buildings, and equipment were reported. There were added many new sites for new schools and buildings to meet the needs of constant expansion because of suburban subdivisions and a rapidly increasing population. These data were correlated and standardized as to costs and gathered into a bond budget which served as the basis for the amount of the request in the bond issue and offered one proof of its necessity.

A brief statement of the outstanding facts with reference to increase in school population as evidenced by half-day sessions, crowded classes, and the housing of children in temporary buildings and in many wholly unsuitable and nondescript places, served as a ready reference for citizens interested in the situation and later furnished information for those who addressed public meetings.

Equipped with the bond budget and

the document *Outstanding Facts Setting Forth the Need for a School Bond Issue*, the Chamber of Commerce was approached to secure its support and co-operation. This was given in a generous fashion from the beginning, and to that wonderful group of men we were indebted for many valuable suggestions and for assistance in securing the endorsement of some other organizations, as well as for much practical effort, such as circularizing every industry with the request that the employees be informed of school needs and be given time off on election day to vote for the bonds. Soon invitations began to pour in from clubs, churches, brotherhood organizations, business organizations, and others to send a speaker for a meeting or a luncheon to set forth the facts about the schools. Simultaneously billboards were picturing school conditions under such captions as "Three Children Enrolled to Two Desks," "20,000 Children Out of School Half of Each Day," "22,000 New Students This Year," "60,000 New Students in the Last Three Years."

It is of course understood that the Board of Education cannot use one cent of public money for publicity purposes. Early in the campaign it was necessary to organize a publicity committee of citizens. The schools were fortunate in securing an influential group whose names added greatly to the impetus of the campaign. Letters sent out to citizens, corporations, business firms, and individuals met with a generous response, resulting in a campaign fund of decent proportions through private subscriptions. This enabled the Board of Education to secure much needed publicity. The art lessons in all schools during some portion of the campaign months had for their theme school bond posters. From many original designs the most convincing were chosen and reproduced in numbers to be placed in store windows. Thousands of smaller posters, designed by the younger children, were displayed in the windows of homes. Windshield cards and larger cards for tacking to telephone poles and small billboards and finally enormous street signs painted on cloth announced the event of

the bond election, giving the date.

During the two months prior to June sixth, election day, an evening entertainment was planned by the principal of each school; in this entertainment the children had a part which brought out parents in large numbers. One feature of the evening was always a short, snappy talk on the need of more schools. Prior to the election every child was alert to disseminate the information of the bond election and its date to his elders, and on election day, after school hours, the children busied themselves in seeing that all laggard adults found their way to the polls.

In the last weeks of the campaign the best newspaper publicity man to be had was employed. This brought big returns, as the press was kept constantly informed of the needs of our schools and of the progress of the campaign. As fast as the various civic clubs and organizations endorsed the bond issue this fact was published in the press and served to strengthen the spirits of wavering citizens.

Several hundred thousand pieces of literature in the form of dodgers and small slips designed for enclosing in letters were printed. These were gotten to the people through many channels; the bakers enclosed them in their bread wrappers; the laundries enclosed them in their packages; prominent business firms enclosed them in their monthly statements; the teachers and the parent-teacher associations assisted in distributing this literature to their friends and to the public in general; the Fire Department placed 4000 window cards and distributed 200,000 dodgers; one merchant donated his street-car advertising space and several merchants donated part of their advertising space in the daily papers. The last ten days were intensified into a whirlwind campaign in the newspapers and through every other possible medium, including a twenty-minute motion-picture, entitled *Your Girl and My Boy*, which had been produced under the supervision of the campaign manager, with excellent artists participating.

And how did the people respond? Some of the ways in which they re-

sponded have been recited above. On election day they responded with fifteen votes for bonds to one opposed. A tired and happy group of school people is still rejoicing in a city that has the wisdom and foresight to provide thus for its schools. Los Angeles believes in public education, appreciates the present school opportunities, and is determined to make those opportunities as complete as is necessary for the training of its future citizens. Perhaps in no public event have more citizens taken part with the single exception of the Liberty Bond campaigns and other events connected with war work.

When and how shall we use the funds? The Board of Education, having learned from experience, took great precaution to have every step of the bond work scrutinized by their legal adviser, the County Counsel. It is their hope that by thus guarding against irregularities and mistakes the validation of the bonds may be a matter of only a few weeks instead of many months, as is so often the case. Already the supervisors have been asked to advertise for the sale of bonds, it being the purpose to encumber during the year 1922-23 \$3,540,000 of the elementary bonds and \$3,860,000 of the high-school bonds. Out of the entire issue it is planned to build fifty-two additional elementary buildings on existing sites and twenty-two buildings on new sites; to purchase some thirty-five new sites and to provide additional ground for ninety existing sites. All new sites for elementary schools comprise, when possible, five acres; for junior high schools from six to ten acres are being purchased, and for senior high schools not less than twenty acres. The building program includes three new high schools, five new junior high schools, and several extended additions to existing junior and senior high schools. It is needless to say that so complex a building program cannot be executed in less than three or four years, even though actual needs clamor for speedy completion. Let no one think that the campaign was one continuous triumphal procession. There were days when the sun of hope was quite dimmed by ominous clouds of discouragement and opposition. Only two weeks before election day occurred the very darkest hour of all, when it looked as though a group of business men might not see the needs and might jeopardize the issue. This danger also was averted, and the adequate housing of Los Angeles school children is now an assured thing.

Equal Rights and Equal Opportunities

ONE of the hopeful signs in the educational situation is the growing concern which persons of leadership outside the profession are showing for the educational needs of the Nation. It becomes increasingly evident that the problem of educating all the people is a problem for thinking men and women regardless of occupation. The following plea for equal rights and equal opportunities is an editorial by Dr. H. J. Waters which appeared recently in the *Weekly Kansas City Star*:

"A nation's conscious concern over education measures its interest in its own future.—Slogan of the National Education Association. No part of the Nation's educational system is worthy of so much conscious concern as is the school where its farmers are prepared for their duties and responsibilities. And no part of a nation's education system is so difficult to develop and maintain satisfactorily as its rural schools.

"Educating one considerable part of its children well and another part badly is an unsafe program for any nation, however rich and powerful.

"The principle upon which our Nation was founded—that of equal rights and equal opportunities to all—is being grossly violated in the matter of the education of the country child. Equal opportunity is not even approximated when the children of the city attend school in a comfortable, commodious, sanitary, and well-lighted building; and taught by well trained and carefully supervised teachers; are accurately graded and given every facility that modern progress has provided, while children of the farm are brought together in a poor, one-room schoolhouse, where one teacher, a poorly trained, inexperienced, underpaid girl, teaches all grades and that without modern help and with almost no supervision. To the inexperienced country teacher is given the most difficult task in education—that of teaching the entire range of elementary subjects to small and unclassified groups.

"Eight million farm children in the United States must be satisfied with an education costing twenty-four dollars a year each, while approximately an equal number of city children have spent upon their education forty dollars a year. The country child's school year is thirty-eight days shorter than the city child's

school year. The country child gets only six years of elementary schooling, as compared with eight years given the city child. Country children lose by absence on the average twenty-eight per cent of a seven months' school year and the children of a town school lose but twenty-one per cent of a nine months' school year.

"Half of the rural teachers of the United States have never finished a four-year high school course; ten per cent have never studied beyond the grade they teach; and only two in a hundred have graduated from a normal school or college. In only twelve States is provision made for a professionally prepared supervisor for rural schools. Every town of the United States has a well trained supervisor for its schools. In more than half the States county superintendents of education—those in charge of rural schools—are chosen on the basis of their political affiliations. No other school supervisor is so chosen.

"No wonder the country child's interest in school lags; no wonder the attendance record in country schools is low; no wonder progress in education among country children is unsatisfactory. The fault lies not with country children, but with country schools.

"While we have made marvelous progress in the last quarter of a century in our professional schools, colleges, universities, high schools, and city graded schools, yet the old type of rural school remains almost unchanged. The facilities of this school are in the main about as crude as they were half a century ago.

"But merely talking about the deficiencies of country schools accomplishes nothing. If we hope to equalize the educational opportunities of the country and the city child we must take radical steps with the country school. We must make the county the school unit and replace the isolated, weak, one-room school with a well supervised and well equipped consolidated institution.

"If country people as a whole realized the extent to which their children are denied the privileges of other children in the matter of an education, there would be nothing short of an open revolt. The fathers and mothers of these cheated children would say: 'We must have better schools for our children at any cost. If the burden is greater than we can bear, the cities must help carry the load.'

"As good schools in the country as in the city is the only safe course for any nation."

Alexander Graham Bell

DR. BELL simply *will* insist upon running away from the grown-ups to talk and play with the children," once remarked a hostess who was finding that leading a genius to guests was far from making him talk. This casual remark furnishes a key to a chief characteristic of the late Dr. Alexander Graham Bell, who died at Baddeck, Nova Scotia, August 2, 1922—a key that also explains his life-long interest in education. He loved children.

Dr. Bell himself was a teacher—a teacher of speech to the deaf, as were his father and his grandfather. It is of peculiar interest to teachers that the invention of the telephone was a direct outgrowth of Dr. Bell's teaching experience and experiments. In searching for ways to correct the deafness of individuals he finally overcame the deafness of space.

His outstanding service to mankind in the invention of the telephone has almost overshadowed Dr. Bell's other remarkable achievements. In Chicago stands a large, modern school building, in the rock of which is cut the name *Alexander Graham Bell School*. In 1884 Dr. Bell laid before the Chicago Board of Education the principle that every effort should be made in the training of deaf children to have them associate with the hearing children. He furthermore suggested that a feasible plan would be to provide a separate room and special teachers for the deaf children in the same building with hearing children. "Too visionary" was the verdict of 1884; in 1916 the school was built and has since served as a model for the idea it embodies.

The practice of international exchange of professors originated in an invitation to the president of Boston University to allow its Professor, Alexander Graham Bell, to deliver at Oxford a series of lectures on the mechanism of speech.

Honored by universities, learned societies, and even by governments all over the world, Dr. Bell was also often asked to speak before assemblages of scientists and upon notable public occasions. He declined most of these on the plea of being "too busy," but at every opportunity he accepted invitations to speak to boys and girls. An evening in February, 1917, found this great and kindly scientist telling a group of graduates of the

McKinley Manual Training School, in Washington, D. C.—not platitudes and the usual pleasant and stimulating generalities—but how he set about being an inventor; telling it so plainly that they were held fascinated and telling it so profoundly that his address was reprinted under the title *Prizes for the Inventor* and has been called one of the great examples of inductive reasoning.

Dr. Bell's story of his own efforts to condense the water vapor in the human

excellent, such as music, botany, and natural history, formed no part of the school curriculum," he remarks in his last published article.

"I am inclined to think that my early passion for music had a good deal to do in preparing me for the scientific study of sound," he continues.

"As a child, I took a great deal of interest in flowers and plants and formed a large herbarium, arranged according to the Linnean system of botany.

"My father encouraged me in making collections of all sorts and in arranging the specimens in accordance with my own ideas rather than in conformity with the ideas of others. I am inclined to think that the making of these collections formed an important part of my education."

Twice, in three paragraphs, Dr. Bell employs the phrase "I am inclined to think," which points to a second personal characteristic as notable as his love for children; that is, his modesty, his intense dislike of dogmatism. Files of leading scientific publications of the seventies contain many erudite reasons why it would never be possible to "speak over a wire," and a little later many authorities explained why the telephone could never be more than a mere toy.

From Dr. Bell's keen interest in the sort of education in realities which he had to seize in off-hand hours, and out of his firm belief that scientific facts are explicable in non-technical terms, was born what he regarded as his greatest single contribution to popular education—the National Geographic Society. The Society was founded originally as a body with membership limited strictly to technical geographers, most of whom lived in Washington. At Dr. Bell's suggestion the Society was made truly National, and at the same time truly American, by recognizing the eligibility to membership of all persons, anywhere, with an interest in geographic study. To reach the membership under the new conditions an official organ was founded, *The National Geographic Magazine*.

Today Dr. Bell's vision of communication lines of that most inclusive of sciences, geography, reaching to all persons having an intelligent interest in the subject, is realized in 700,000 homes to which *The National Geographic Magazine* goes. No group of a hundred or



ALEXANDER GRAHAM BELL
and three of his grandchildren. Dr. Bell was a great and genuine lover of children as well as a famous inventor.

breath and how he went from that to condensing drinking water from the fog; of how he defied a warm Washington summer by evolving a system of keeping his Connecticut Avenue home cool, which system later was installed in the White House during President Taft's administration; and of how he and his brother made a dog talk during their studies of vocal apparatus—all these and many more such stories seem especially interesting in a day when the problem and project method is being widely discussed, and especially so when it is recalled that in his own school days Dr. Bell had to follow his natural bent for nature study and scientific experimentation outside school hours. "The subjects in which I really

more persons in the United States does not contain at least one member of The Society; and its official organ carries a message of world knowledge, understanding, and permanent peace into every nation where there is a postal system and to places where that greatest of all ties that bind men together, the telephone of Dr. Bell's invention, has not yet penetrated.

Dr. Bell's curiosity about every sort of phenomenon and his constant experimentation continued until the time of his death. He held that this sort of activity was the secret of keeping young mentally. He said he had worked out a simple "Rule of Three" for his own self-education. His rule was: "Observe! Remember! Compare!"

The extent of Dr. Bell's interests and achievements is amazing. He devised a telephone probe to detect the position of bullets in the body. More than forty years ago, in Washington, he transmitted speech by "wireless," employing a beam of sunlight as the medium. In 1882 he demonstrated, on the Potomac River, the practicability of communication between vessels at sea, using the water as a medium to transmit electric signals. He aided in the invention of the graphophone and the improved form of phonograph. He encouraged the art of aviation in its inception and again he was remonstrated with for holding "the silly belief" that men could fly. He was the first to suggest the use of X-rays and radium in the treatment of cancer. He made many improvements in the lifeboats, which ideas were utilized during the World War. One of his more recent interests was his high-speed boat of the submerged hydroplane type which made seventy miles an hour, and practically until the time of his death he might be seen among the hills of Nova Scotia with his tetrahedral kites.

Brilliant editors of big city dailies wrote editorials about Dr. Bell when he passed away. The country newspaper is the little red schoolhouse of journalism. From a country editor came this brief sentence of compact wisdom—*The Alexander Bells are greater than the Alexanders and Napoleons of conquest and war.* For one thing, the Alexander Bells never have to sigh for more worlds to conquer. "What a glorious thing it is to be young and have a future before you," Dr. Bell remarked not long before his death, because, he said, so many new fields are opening up to the young in which there is so much fascinating work to do.

Notes on the Boston Meeting

YOU HAVE here a remarkable interest in fundamental educational problems as distinct from the things that concern only teachers," commented President W. G. Cove, of the British Association, who had crossed the Atlantic to be present at the Boston meeting. This interest has its foundation in the Association's definition of its place in the Nation, and in its method of promoting the cause of education to which it is committed by a special charter from Congress. What might be called the personal interests of teachers as distinguished from their professional concerns have always been subordinated to the task of improving education and of helping the public to realize its basic significance in democracy in full confidence that when education is given its proper place justice to teachers will have been won.

Education and the Democratic Awakening, which was the central theme of the main program, gave to the general meetings and even to the meetings of departments and allied organizations a remarkable unity. There was stirring emphasis on the necessity of educating the masses of the people in preparation for their part in democratic citizenship. Attention was centered on definite problems involved in universal education and equalized educational opportunities. The importance of professionally trained teachers was fully presented. The part which early American ideals have played in the development of education was outlined. The past neglect of rural education and its primary importance to National welfare were discussed by able leaders. Citizenship as the purpose of education and the importance of trained leadership received consideration in several careful addresses.

Throughout the general sessions interest focused upon the Towner-Sterling bill as embodying the program of the National Education Association and upon international education as the basis of world goodwill and coöperation.

The presence of President W. G. Cove, of the British Association, and the hearings of the Committee on Foreign Relations in preparation for the World Conference on Education in 1923 centered a large measure of interest in the international aspects of education.

The program was carried out essentially as printed in the June number of THE JOURNAL. This number, with its reports and abstracts of addresses, lists of

officers elected, minutes, and the list of members of the Representative Assembly, serves as a report of the general meetings. *The Journal of Education* (Boston) for July 20 contains observations on the meeting by Dr. A. E. Winship, who attended his first meeting of the Association fifty-three years ago. *School and Society* for July 15 contains an account of the meeting by Dr. W. Carson Ryan, Jr., a newspaper writer of broad experience as well as a teacher of education. Accounts of the meeting also appear in many other educational journals.

Meetings of the National Education Association have come to be congresses of education which represent in addition to the interests of the Association the activities of numerous departments and allied associations whose programs are printed in the Official Program—a document which at Boston required eighty well-filled pages to present the many activities centered there during the week of July 2-8. There were nearly 500 formal addresses and many informal ones. There were meetings of twenty departments of the National Education Association and of twenty allied associations, including the American Classical League, The American School Citizenship League, The American Home Economics Association, The National Vocational Guidance Association, and the School Garden Association of America. Informal meetings and breakfasts, luncheons, and dinners were held by the score. Referring to its wealth of activities and competing attractions, a newspaper man characterized the series of meetings as a thirty-ring circus. From the standpoint of hospitality and local arrangements, the meeting was all that could be desired. Provision had been made for housing an attendance of thirty thousand, which might easily have come to Boston had not the railway strike influenced thousands to remain at home. Careful estimates of attendance place the figure at 12,000, and persons who have been at many meetings described the attendance at Boston as being unusually representative of all educational groups and of all sections of the country.

At the time of registration each delegate was given an envelope containing the official program and Bacon's *Guide Book to Boston*, which was generously provided by Messrs. Ginn and Company. The local hospitality and entertainment committees arranged for ample activities

to interest visitors who had time for them. Highly satisfactory arrangements were made for meeting places for the exceptionally large number of gatherings. The music was of an unusually high order. The commercial exhibits, being located near the meetings in Me-

chanics Hall, were attended by large crowds. Educational exhibits revealed careful planning. Newspaper accounts of meetings were unusually satisfactory. *The Christian Science Monitor* gave reports of the numerous activities with remarkable accuracy and completeness.

Mobilizing Educational Facts

THE BATTLE for better schools and working conditions for children and teachers will be continued during 1922-23 by professional organizations, local, State, and National. Scores of research workers will be engaged in the mobilization of educational facts in this great battle for democracy.

The Research Department of the National Education Association will lead in this work and will aim to bring about a better coordination of the educational research agencies of the country so as to avoid unnecessary duplication of effort in collecting educational facts. Second, it will supply information to members of the Association when it is needed by them in meeting practical problems in the field.

Two types of information will be in greatest demand. First, that relating to public school finance. Problems dealing with the distribution of school funds and sources of school revenues are of chief importance in this field. There will be a great need of facts for the use of those interested in the development of a better qualified and better compensated teaching profession. The information available through the Research Department will be focused on the three outstanding opportunities of the year.

The first of these is American Education Week. War gave the friends of public education a new ally. Millions of patriotic young men, through the American Legion, have taken up the task of acquainting the laymen of the country with what is going on in the schools as a step toward making the schools the producers of better American citizens. The Legion has devoted itself to American Education Week with this specific purpose in mind. The aim of the Legion was well stated by Mr. Henry J. Ryan, Director of that organization's Americanism Commission when he said, "The American Legion has no more sincere desire than that of dedicating itself to the welfare of the teacher, student, and school. The school is the foundation of the Nation. If the American school fails, America will fail."

The success of the first American Education Week, observed in December, 1921, is well known to all school people. President Harding in issuing a proclamation for the observance of this week stated that "public education is the basis of citizenship and is of primary importance to the welfare of the Nation," and he urged the citizens in every State "to give special and thoughtful attention to the needs and aims of the public schools." The Governors of twenty States issued proclamations calling upon their people to visit the schools and to study the question of education with the hope of better informing themselves as to educational needs. Some 8000 Mayors also joined in issuing similar statements. Fifteen thousand newspapers and magazines carried special articles and editorials setting forth the advantage of American Education Week. Hundreds of commercial, religious, and educational institutions joined in the campaign. It is estimated that the work of the Legion during this week resulted in the cooperation of over 200,000 merchants, 20,000 moving picture theaters, 9000 Legion Posts, 15,000 newspapers, as well as many other similar organizations and agencies.

These results were accomplished in spite of the fact that the time of preparation for the campaign was brief and, therefore, hurried. Plans are already being formulated by the Legion, in cooperation with the National Education Association and the United States Bureau of Education, whereby the second American Education Week will be observed even more widely. The first week of December has been set aside for this purpose.

Here is an unusual opportunity to place before the people of the Nation the strength as well as the weakness of our public schools. The Association through its Research Department will issue data setting forth some of the facts that the citizens of the Nation should know about our educational system. Many cities and local communities are

planning to issue documents dealing with their local educational conditions.

Another opportunity is offered the teaching profession in the legislatures of forty-three States which will meet in regular session before July, 1923. In most of these States the legislatures will not again convene until 1925. Committees are already at work preparing measures to be proposed for adoption by 1923 legislatures. The National Education Association hopes to make facts available for the use of these committees. It also plans to keep the various State committees informed of the progress of educational legislation in other States. With this objective in mind the Association asks all such committees to keep it informed of the progress of their legislative programs.

Encouragement is given to those in charge of legislative programs by the successful legislation that was obtained in several States during the past year. A comparatively small number of the legislatures met during 1922. Several of these sessions resulted in the enactment of progressive educational legislation. Maryland may be quoted as an example. In 1922 the following legislative gains were made in Maryland: (1) An equalization fund was established whereby the fifteen counties poorest in wealth are given special financial assistance. (2) A new minimum salary schedule was established guaranteeing substantial increases to the poorer paid teachers of the State, and also guaranteeing increases for the trained teaching and supervisory staff. (3) There was an increase of fifty per cent in State aid provided for public high schools. (4) The minimum number of days required for colored schools was increased from 140 to 160. (5) The State guarantees provision of a County Attendance officer for the enforcement of the compulsory attendance law by providing \$1200 toward the salary of such an officer in each county.

The third opportunity for educational advance will be offered in the spring when the local educational authorities fix their school budgets and employ teachers for the coming year. Problems of educational finance with their local bearings, and questions of salary, tenure, and the professional status of teachers will then occupy the center of the stage. Committees of the Association, in cooperation with the Research Department, will collect data for use in these local situations.

The Teachers' Tenure¹

AS SPRING comes near and nearer with its balmy breezes and its touch of the spring beauty, it usually brings a chill to the average teacher whenever she thinks of her position for the coming year. She may realize that she has been on the whole satisfactory, that the children like her, that the community wants to retain her services for the next school year, yet she realizes that the contract is not in her hand, and she is never sure until it is. This condition will continue to dominate school affairs until sound principles of tenure are developed.

The rapid growth for tenure had its foundation in the growing appreciation and the successful application of the principle of civil service. This sentiment has been moulding and growing until it is one of the great questions before educators today.

A report was presented to the Representative Assembly of the National Education Association at Des Moines in July, 1921, based on a rapid and, of course, imperfect investigation carried on in 528 cities ranging from 5000 to 30,000 in population. In these cities it was found that 4.5 per cent of the teachers who applied were not elected. This does not include the large number who did not apply because of some indirect suggestion that they would be defeated. In other words, 4.5 per cent were dropped without warning and possibly with no cause other than the calm remark, "The board did not reelect you."

Stability is the basis of any profession. A permanent contract with a "dismissed-only-for-cause" clause will do away with minor matters and local prejudice that react against the success of any teacher. Minor and insignificant gossip, possibly unknown to the teacher herself, has caused many a board to say, "Well, it may be as well to change at the end of the year." Whereas, these insignificant things, if they had to be presented in writing and before a public hearing would lapse into silence. No one would care to try to prove anything on "John-told-her-brother-who-told-me-that" evidence.

It should be a principle of teaching as in other professions that when a teacher has finished her apprenticeship, the burden of her removal rests with the em-

ployer. Under a single tenure law the teaching profession rests upon a secure foundation because the teacher is able to demand rights and assist in doing things that have been always accredited to other professions. She becomes a social and economic power in any community and not a parasite to be tolerated for a time.

The probationary period—The period during which the teacher is being tested should be sufficiently long to justify an efficient test, but no longer. It must bring out not only the preparation of the candidate, but also his natural aptitude for the work. Skill in classroom management, coöperation, forcefulness, enthusiasm, initiative, industry, health, and morals—all these must be carefully considered during the probationary period.

Cities that have a tenure law do not agree on the length of time of the trial period. Some say one year; others, two; and others, as long as six years. Massachusetts, New York, and New Jersey have a three-year requirement. This is surely not too long to determine the many things necessary for the successful career. If one shortens the period, it would in all probability lessen the protection afforded the teacher in question. It would be better to lengthen the probation period and make the protection for the teacher greater.

The teacher's protection—The protection afforded, of course, is the inability of the school board to dismiss a teacher without cause. The causes that should be specifically stated are: immorality, inefficiency, neglect of duty, unprofessional conduct, insubordination, professional stagnation, and ill health. In short, the things that revoke a certificate will also revoke a contract. The law might read that a teacher may hold her contract "during good behavior and competent service."

Since the board employs, the board must also dismiss. However, the right to dismiss should not carry with it the curtailment of the right of any teacher to be heard. To do this would be to ignore the fundamental principle of American democracy. The disinterested body before whom this appeal may be made should be engaged in educational work, yet disinterested in the particular case. The State superintendent might do this, or a small committee from his office might have as one of its duties the hearing of such cases.

The district's protection—One of the gravest difficulties in any tenure law is to protect the district from professional

"dead wood" that may accumulate if the teachers employed feel their security. "How can we secure coöperation, prevent insubordination, produce professional progress, and prevent stagnation if we remove the 'big stick' that boards and superintendents hold over the heads of the teachers at least once a year?" is a question that should be considered seriously. Is it not possible that a teacher may play to the pupils or the public in such a way that no board or superintendent could prove anything irregular, and still she might be a liability to any community?

As a partial answer to these questions it may be said that no law should make tenure permanent; that any teacher may be removed for cause at any time during the school year; and that force or power is never the correct method of dealing with teachers. We have long discarded this method with the pupils. Why retain it with the teachers?

It may be said that many teachers are now teaching whom the superintendents do not care to take the trouble or incur the displeasure of dismissing. The tenure law will not change human nature or completely right the wrong done by incompetency, but it will make the spirit of helpfulness and coöperation prevail in any school system rather than the spirit of force and submission. Humanity rebels at arrogance and refuses to see virtue in abject submission.

A good tenure law will call into service real leaders as superintendents, those who can stimulate growth and progress in a school system. Such men and women will see merit and reward it, will guide sympathetically and wisely the weaker and inexperienced teacher.

The grosser defects—Such defects as incompetence, immorality, and indifference should not be tolerated in any school. The schools are for the children. Any law that would not dismiss a teacher charged with these grosser defects should never be considered.

Standards required—It would appear that in case an adequate tenure law be passed, it would be necessary to require a more adequate preparation on the part of those benefited thereby. For instance, no teacher in the elementary school should be affected by the tenure law unless she is a graduate of a two-year normal school; no teacher in the secondary schools should be affected who is not a graduate of an accredited college or university. It seems only right and just that with the security of position, there should come elevation of standards.

¹ By E. J. Klemme, of the State Normal School, Bellingham, Washington, in the *Washington Education Journal*.

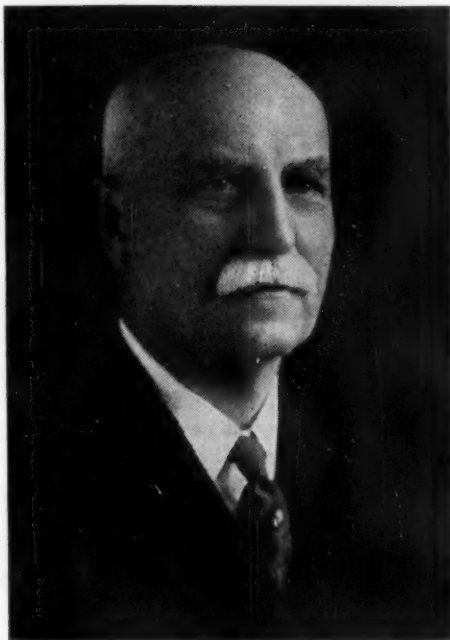
Lorenzo Dow Harvey

FIFTY-SIX YEARS of educational service to locality, State, and Nation is the record of Dr. Lorenzo Dow Harvey, President of the National Education Association 1908-09, who died at his home in Menomonie, Wisconsin, on June 1, 1922. Dr. Harvey's long life of service was characterized by hard work, broad interests, and large capacity for friendship and leadership. He was born in Dover, New Hampshire, on November 23, 1848. His parents moved to Wisconsin when he was only two years of age and settled on a farm in Rock County, where he lived and attended district schools during boyhood. He later taught in district schools as a means of earning money for additional schooling, and in 1872 was graduated from Milton College, which at later periods honored him with the degrees of master of arts and doctor of philosophy.

Immediately after graduating from Milton College Dr. Harvey became principal of the Mazomanie High School, a position which he held until he became superintendent of schools in Sheboygan, where, in connection with his duties as superintendent, he engaged in the practice of law from 1875-85. His success as superintendent of schools led to his selection as professor of political economy and institute instructor in the State Normal School at Oshkosh, Wisconsin. He continued in this work until 1892 when he became principal of the State Normal School at Milwaukee to remain until 1898. In 1898 he was nominated and elected State superintendent of schools, which position he held until 1902. While State superintendent he was made a member of a Legislative Committee on Rural Schools, and developed the idea of county training schools for teachers and county agricultural schools. In 1903 Dr. Harvey was placed in charge of the Menomonie Public School System and in 1908 became president of Stout Institute, which had been the outgrowth of Senator Stout's interest in manual training and which in 1911, shortly after the death of Senator Stout, was taken over by the State.

To Dr. Harvey's wonderful power of organization, coupled with his profound knowledge of modern educational needs and the great influence of his rare personality, is due in great degree the progress that has been made by the institute.

Dr. Harvey's interest in industrial education found expression not only in legislative activities during his term as State superintendent and in efficient administration as the president of a pioneer school but also as a leader in the movement for industrial education throughout the Nation. His address as President of the National Education Association at its Denver meeting in 1910 dealt comprehensively with the need, scope,



***LORENZO DOW HARVEY**, President of the National Education Association 1908-09, who died at his home in Menomonie, Wisconsin, on June 1, 1922.*

and character of industrial education in the public-school system. In this address, after outlining what he conceived to be the scope and character of industrial education, Dr. Harvey closed with the statement: "It will be many years before this scheme in its entirety can be realized, but I believe the American people will be satisfied with nothing less." The rapid growth of the movement for vocational education since Dr. Harvey's presidency indicates that his vision was well founded.

In the National Education Association Dr. Harvey held several positions of responsibility to which he gave his great talents freely. He became a member in 1884; was president of the Library Department in 1897-98, and of the Depart-

ment of Superintendence in 1900-01. He was chairman of the Committee of the National Council of Education which reported on Industrial Education in Rural Communities in 1905 and in 1907. The file of the Association's Proceedings contains addresses and reports which are a monument to Dr. Harvey's pioneer spirit and far-seeing leadership.

Through his assistance there was formed during the war a Local Service Council, one of the first county councils of defense formed in Wisconsin. His services as a speaker were in great demand throughout Dunn and neighboring counties, and he led one of the most successful Red Cross drives conducted in the State.

A capacity for friendship and sympathetic understanding of the interests and problems of others became apparent early in Dr. Harvey's career. His rare gift of companionship made a friend of almost every acquaintance. His constructive help was a powerful factor in the lives of thousands of students and associates who came to know him intimately. Dr. Harvey is survived by his widow and two daughters, Mrs. Lynn A. Williams, of Evanston, Illinois, and Miss Gladys, of Menomonie, who has been associated with her father in his work as chairman of the Publicity Committee of the Wisconsin State Teachers' Association, which for more than two years has been conducting a campaign for better educational conditions in Wisconsin. It was the vision, the resourcefulness, the energy shown in this last undertaking that won for him such remarkable success throughout his professional career. In every position which he filled he revealed his constructive ability, a quality entitling him to the admiration of all educators.

WE THANK Thee for this place in which we dwell; for the love that unites us; for the peace accorded us this day; for the hope with which we expect the morrow; for the health, the work, the food, and the bright skies that make our lives delightful; for our friends in all parts of the earth, and our friendly helpers in this foreign isle. Give us courage and gaiety and the quiet mind. Spare to us our friends, soften to us our enemies. Bless us, if it may be, in all our innocent endeavors.—Robert Louis Stevenson.

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The Boston Meeting

THE BOSTON MEETING will long be memorable in the annals of the National Education Association. The sessions of the Representative Assembly fully justified the recent reorganization of the Association on the delegate basis; the general program was one of unusual merit; and Miss Williams presided over both the general and the business sessions with a charm, a dignity, and an effectiveness that won the highest praise of the delegates and the visitors.

It would be futile to deny that no small factor in the success of the meeting was the pronounced and bitter antagonism of two of the Boston newspapers toward the Towner-Sterling bill. This antagonism was interpreted at once as a challenge, and the Association lost no time in picking up the gauntlet. The *Boston Herald* in its issue of July 27, printed an editorial containing the following warning:

"Should the National Education Association for any reason either adopt resolutions favoring the Towner-Sterling educational bill, or send out from Boston its members poisoned with the virus of socialism and bureaucracy emanating from that bill, it will have done a wrong to the cause of real education from which perhaps there will never be a recovery. More than that, it will have stirred into virulent activity the sectarian animosities which follow invariably upon attempts

to control by government the character of teaching in American schools."

On the evening of July 3, an address of "welcome" by a representative of the Mayor of Boston was made the vehicle of a bitter attack upon the Association's National program. The *Boston Herald* continued its editorial attacks throughout the week, and on the closing day of the convention the *Transcript*, the news reports in which had been most commendable, printed a long editorial entitled "A Bill to Europeanize Our Public Schools," of which the following excerpts are typical:

"What is the Towner-Sterling bill?

It is a bill to Europeanize the educational system of the United States, to scrap the free school system of the several States, and substitute in its place a Federal system of education, subsidized from Washington, regulated from Washington, and all in imitation of the imperialistic methods of the Old World.

"... Already steps have been taken looking to the 'internationalizing' of the Association. If that is accomplished and this organization gains control of a Federal department of education, we shall soon see Federal control of our public-school system give way to international meddling with a super-department of education as an adjunct of the super-government provided for in the covenant of the League of Nations. Every teacher in the land . . . could then be mobilized in support of a drive to force the United States into full membership in 'the evil thing with a holy name,' as the late Senator Knox rightly called the League of Nations."

The Association's answer to the challenge will be found in the report of the Legislative Commission, which included an unqualified reindorsement of the Towner-Sterling bill and which was adopted by the Representative Assembly with an outburst of enthusiasm unprecedented in the Association's history. The resolutions adopted by an overwhelming vote on the closing day of the convention reiterated this endorsement. If the *Boston Herald*, the Mayor's representative, and the *Transcript* had set out deliberately to inspire the members of the Association with a new faith in the great cause to which the friends of the public schools are so thoroughly committed, they could not have succeeded better than by putting forth this grotesque propaganda.

Standing in sharp contrast with the gross misrepresentations indulged in by the *Boston Herald* and the *Transcript*

was the generous treatment accorded to the meeting and the loyal support given to the Association's far-reaching proposals by the *Christian Science Monitor*. Never in the past have the daily proceedings been covered so thoroughly and so accurately by a daily paper. Gratifying, too, were the reports of the sessions printed in the other Boston papers. Nor should it be inferred that the hostile attitude mentioned above was characteristic of the Boston people as a whole. The delegates were most hospitably entertained, and if they returned to their homes with the conviction that certain elements in the leadership of New England had departed radically from the great principles of their predecessors, there was a compensating conviction that these elements are after all in the minority, and that the ideals of Horace Mann, Charles Sumner, and George F. Hoar still have more than a fighting chance on Beacon Hill.

Hugh S. Magill

MR. MAGILL, who has been Field Secretary of the National Education Association since January, 1919, severed his official connection with the Association on September 1, 1922, to become General Secretary of the newly-formed International Sunday School Council of Religious Education. The new organization is a merger of the International Sunday School Association and the Sunday School Council of Evangelical Denominations. It represents the combined forces of practically all the Protestant Christian churches of North America in support of an enlarged, co-operative program of religious education.

While Mr. Magill's host of friends recognize the vast opportunities for service which await him as recognized leader in this new field, nevertheless they deeply regret his loss to the Association, to which he has rendered such distinguished service. This thought was repeatedly expressed at the Boston meeting, and was incorporated in a resolution adopted unanimously by a rising vote of the Representative Assembly.

Those who have been intimately associated with Mr. Magill at the headquarters appreciate him most, but it is impossible to express that appreciation in words. He has written his own eulogy in the record of his service to the cause of education, and to the teachers of the Nation. His whole-hearted belief in the free public school, and his enthusiasm for the elevation and advancement of the

teaching profession, are an inseparable part of his thought and life. Wherever he goes and whatever his work, he will continue to be an earnest champion of the principles for which our Association stands.

The teachers of the country wish for Mr. Magill the highest success in his new field of service, and they congratulate the members of the new organization who have called him to be their leader.

Teaching as a Career

WOULD YOU advise your best friend to follow teaching as a career?" Many members of the Association have asked themselves this question. Some of them undoubtedly have had it put to them by their pupils and students. A young man casting about for a profession has sent us the following letter:

"DEAR SIR: I am looking for facts and I believe that you can be of help to me, which will be sincerely appreciated. My sister receives your JOURNAL, and this is the reason I took it upon myself to ask you these few questions:

"Would you advise your best friend to follow . . . teaching . . . if one has the ability? In your opinion are students in normal schools and other schools of higher branches turning to the teaching profession? Does not the choice of professions in our universities give us more convincing evidence of this overstrained materialistic age? Are there hopes that the teaching profession will receive more recognition in the future throughout the United States? If teachers receive more due recognition will this mean increased remuneration?

"I am intending entering school next fall, and I am undecided just what to choose for preparing myself for some profession. I am sincerely, H—E—."

Our "overstrained materialistic age," it is true, gives its most sought-for sanctions to material success. This would not be so unfortunate were it not for the correlative fact that low material rewards tend inevitably to brand an individual as a "failure" and an occupation as unworthy of serious pursuit. We agree with those who deny that money is the sole measure of worth in American life. It is not. It is only the basic standard—which is just as bad, if not worse.

The American people have a real affection, we believe, for Henry Ford. This

affection is based in part upon the clear evidences of his public spirit, his honesty of purpose, and his simple democracy; but there is a background of substantial respect for the fact that he has done something that nearly all of our fellow-citizens would like to do: he has accumulated a huge fortune.

A large segment of our population holds Charlie Chaplin as one of its great heroes. Undoubtedly Mr. Chaplin is an artist of outstanding ability; but the adulation of the public is more than



HUGH S. MAGILL, who on September 1, closed four years of effective service as Field Secretary of the National Education Association to become General Secretary of the newly-formed International Sunday School Council of Religious Education.

tinged by a profound respect for the success with which he transmutes his artistry into enviable measures of cold cash.

Marked success in medicine, engineering, law, authorship, journalism, invention, and other occupations brings not only distinction but a relatively large share of material prosperity. This is something relatively new in human history. The time was, and not so very long ago, when highly successful writers, artists, and musicians were likely to be penniless, when keen lawyers wore shabby clothes, and when good physicians had about the same social and financial status as flunkys. But all this has been changed. Even successful preaching may now make a man a millionaire,

as Mr. Sunday's career so spectacularly proves.

It would be idle to deny that, among all of the so-called professions, teaching is now least well adjusted to a situation which its own efforts have been largely instrumental in bringing about. Without a public that had been laboriously taught to read, authors would still address a very limited audience; newspapers and magazines would not appeal to the advertiser who furnishes the money with which editors and writers are paid; communities and corporations would not have the stimulus to undertake the vast enterprises that require the services of the engineer; the demand for inventions would be about as keen as it was in the Dark Ages; the highly trained physician would have to compete with magic and the black arts; the fame of the movie stars would no longer penetrate to the remotest hamlets; and Mr. Sunday's financial rewards would very likely be equivalent to those of Peter the Hermit.

Nor is universal training in the art of reading the only achievement that stands to the credit of the teaching profession. The schools have not only actually created demands that have made many men rich, they have also trained most of these men to meet these new demands. Education, both going and coming, then, has contributed to that significant asset of modern civilization, material prosperity.

How seriously the teaching profession has been handicapped by its failure to participate in the prosperity that it has brought about is clearly evidenced by the questions which our young correspondent asks.

What is the answer? Is it not clear that a professional duty is here involved? Is it not clear that teachers as a group not only are justified in seeking to establish a higher level of financial compensation for their services, but are further charged with a distinct obligation to work steadfastly and aggressively toward this end? Is it not the duty of every professional group which serves a great cause to battle valiantly for recognitions and rewards which will attract to its ranks the type of young manhood and young womanhood that is best qualified to do its important work?

The National Education Association is openly and frankly committed to this policy. It urges young men and young women to make for the work of teaching as thoroughgoing a preparation as they would make if they were to enter

any other profession. It cannot as yet promise rewards and recognitions comparable with those attainable in many other fields. It can, however, offer to ambitious youth the opportunity to join with the teachers who are now taking their profession seriously in the effort to place the work of teaching on the plane of public recognition that its past achievements have so clearly earned—on the plane that its far-reaching significance not only justifies but demands.

It should be said, too, that the situation is far better today than it has ever been in the past. Those who have gone before have not toiled and suffered in vain. Unsatisfactory though it still may be, the status of the teacher is commanding a respect and a recognition that is most hopeful and encouraging. It is now chiefly a question of organizing the supreme effort that will carry the profession "over the top."

The Basis of International Friendship

THE EXCHANGE of greetings between the National Education Association and the associations of other countries, which took place at Boston, serves to emphasize the importance of such courtesies in the movement to unite the teachers of the world by common bonds of fellowship and service. If the atmosphere with which teachers surround children in the schools can breathe the spirit of universal brotherhood the time when the world will be able to regulate its affairs on the basis of mutual helpfulness will be brought much nearer.

Through President Cove of the British Association greetings were exchanged with the teachers of Belgium.

The following message of greeting from Mr. Harry Charlesworth, President of the Canadian Teachers Federation, Victoria, British Columbia, was read at the general session on the evening of July 4:

"On this, your National birthday, I beg to extend fraternal greetings to the National Education Association from the Canadian Teachers Association, with best wishes for a successful gathering. May we hope for closest mutual coöperation to the end that educators in both countries may do all possible to make education safe as a means of promoting and fostering international goodwill, that the present friendly relations existing between the United States of America and Canada may be preserved for all time. This is doubtless the earnest hope

of all teachers in our respective countries, and it is within the powers of our schools to maintain such a desired consummation. By our teaching, we can inculcate the highest patriotism and loyalty to our land and still make possible a more sympathetic and kindly understanding of the peoples of other lands. Canadian teachers will readily join with you in any movement for preservation of international peace and goodwill."

By unanimous vote of the Representative Assembly the following message of greeting was sent the Canadian teachers:

"It is with the keenest pleasure and gratification that the National Education Association of the United States has received the greetings and the good wishes so cordially extended by the teachers of Canada. It is a privilege and an honor for us to send to the Canadian Teachers Federation a like message. It is good to know that the bonds which unite us

all in the service of a great cause are not broken at our international boundaries. It is our conviction that in the future far more than in the past the educational forces of all the democratic nations must work together for the preservation of our common heritage and the progressive development of our common civilization. We know that you share this conviction. For a hundred years the line between our two countries has been essentially an unfortified frontier. This is the type and pattern of the mutual trust, the mutual respect, and the mutual goodwill that some day will characterize the relationships one to another of all truly civilized nations. May we not make this the symbol of that educational co-operation which will do more than anything else to speed that day?

"Fraternal greetings and heartiest good wishes to our fellow-workers of the great Dominion."

THE TEACHER'S PRAYER

[Tune—Drink to Me Only with Thine Eyes]

Julia H. Doyle

Public School 11, Manhattan, New York

Give me but childhood's steps to guide
Along the paths of Truth;
Let me but place her shining torch
Within the hands of youth;
Go, Fame and Fortune, where you will,
I'll hold you ever kind,
If to my lot it fall to train
Sweet childhood's heart and mind.

Give me to make my daily task
A song of love and praise;
Let me inspire the soul of youth
To follow Wisdom's ways;
Be mine a strong and cheerful heart,
A purpose undefiled,
That I may ever worthy be
To teach a little child.

Give me to sow the seeds of peace,
That fruitful years may grow;
Let me enkindle hearts of fire,
To face and quell the foe;
I shall not ask my way to be
The paths that heroes trod,
If daily I can youth prepare
For country and for God.

ENROLMENT and AFFILIATION

Completed Enrolments

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

- ACUSHNET, MASS., *Parting Ways School*.
- AMESBURY, MASS., *Bartlett School*, M. Elizabeth Haskell, Principal; *Davis School*, Gertrude Mansfield, Principal; *Horace Mann School*, Grace L. Hallier, Principal; *Junior High School*, Mabel E. Lunt, Principal; *Ordway School*, Nellie F. Sargent, Principal; *Prospect School*, Florence M. George, Principal; *Washington Irving School*, Pauline Prime, Principal.
- ARLINGTON, MASS., *Parmenter School*, Elizabeth L. Geer, Principal.
- BIRMINGHAM, ALA., *Central Park School*, D. Robinson, Principal.
- BLUNT, MASS., *Blunt Public Schools*, Wendell E. Dunn, Superintendent.
- BOSTON, MASS., *John A. Andrew School*, Edgar L. Raub, Principal; *Benjamin Pope School*, Josephine A. Powers, Principal; *Boston Clerical School*, G. L. Hoffacker, Head Instructor; *Boston Grade School*, William C. Crawford, Master; *Brighton High School*, Frederic A. Tupper, Head Master; *Girls' High School*, Myron W. Richardson, Head Master; *Ulysses S. Grant School*, Chester H. Wilbar, Master; *Thomas N. Hart School*, Robert S. Atkins, Principal; *Horace Mann School for the Deaf*, Mabel E. Adams, Principal; *Jefferson School*, Henry C. Parker, Master; *John Marshall School*, Gertrude Dudley, Principal; *O. H. Perry School*, John W. Lillis, Principal; *Prince Elementary School*, F. H. Ripley, Master; *Quincy School*, Frederick W. Swan, Principal; *Trade School for Girls*, Florence E. Leadbetter, Master; *West Roxbury High School*, Maurice J. Lacey, Principal; *William Lloyd Garrison School District*, Mary E. Keys, Master.
- BOWLDER, COLO., *Lincoln School*, Mary Ricketts, Principal; *University Hill School*, F. A. Boggess, Principal; *Washington School*, Viola Lichtenwalter.
- BRIDGEWATER, MASS., *Blackstone School*, Louise H. Buckley, Principal; *Bridgewater Grammar School*; *Bridgewater Primary School*; *Dyer School*, Sarah Keith, Principal; *Flagg School*, Margaret McFarlin, Principal; *William H. McElwain School*, Ella S. Knight, Principal; *Pratt School*, Mary E. Nottingham, Principal; *Prospect School*, Mary E. Callahan, Principal; *Training School*, Martha M. Burnell, Principal.
- BROCKTON, MASS., *Junior High School*, Ruby B. Sampson, Assistant Principal.
- BROOKLINE, MASS., *Brookline High School*, Marjorie L. Henry, Principal; *Damon School*; *Hemenway School*; *Henry Grew District*, William E. Perry, Principal.
- BROOKLYN, N. Y., *Public School 108*, Frederic W. Mar, Principal; *Public School 180*, Rosa V. Marshall, Teacher in Charge.
- BRUNSWICK, MAINE, *Grammar School*, Georgia E. Strout, Principal.
- CAMBRIDGE, MASS., *Felton School*, C. Florence Smith, Principal; *Gannett School*, Mary A. Rady, Principal; *Gore School*, Mary Elizabeth Mulloney, Principal; *Harvard School*, W. L. Macgregor, Principal; *Lowell School*, Margaret Kidd, Principal; *Merrill School*, Louise Harris, Principal; *Parker School*, Mary A. Knowles, Principal; *Shepard School*, Anna E. Welch, Principal; *Wellington School*, Mary I. Vinton, Supervisor.
- CHAPMAN, MAINE, *Public Schools of Chapman*, Elmer H. Webber, Superintendent.
- CHICAGO, ILL., *Pullman School*, Daniel R. Martin, Principal.
- DANVERS, MASS., *East Danvers School*, Mildred F. Williams, Principal.
- DECATUR, ILL., *H. B. Durfee School*, G. A. Holmes, Principal; *Mary W. French School*, Flora B. Smith, Principal; *Jasper Street School*, Alice Mead, Principal; *Pugh School*, Mabel Mythersbaugh, Principal.
- DENVER, COLO., *Denver City Schools*, Jesse H. Newlon, Superintendent; *Alameda School*, Elizabeth Cordingly, Principal; *Albion School*, Eugene C. Stevens, Principal; *Ashland School*, Ralph W. Strong, Principal; *Beach Court School*, Mary E. Morris, Principal; *Broadway Junior High School*, Alwyn C. Smith, Principal; *Bromwell School*, Belle McMichael, Principal; *Bryant School*, Louise Klein, Principal; *Wm. N. Byers Junior High School*, Louise A. Merrill, Principal; *Central School*, Adelia McClure, Principal; *Colfax School*, Helen R. Gumlick, Principal; *Columbian School*, Susanne E. Morrison, Principal; *Crittendon School*; *Ebert School*, Cornelia S. Miles, Principal; *Edison School*, Maude L. Craig, Principal; *Elmwood School*, James W. Ellison, Principal; *Elyria School*, Nell Romick, Principal; *Emerson School*, Carlotta G. Abbott, Principal; *Evans Junior High School*, Lydia Runyon, Principal; *Fairmont School*, Richard Parsons, Principal; *Fairview School*, Clara F. Gard, Principal; *Franklin School*, James B. Ragan, Principal; *Garden Place School*, Roscoe K. Stockton, Principal; *Garfield School*, Flora I. Doble, Principal; *Gilpin School*, Mary G. Carson, Principal; *Globeville School*; *Aaron Gove Junior High School*, Homer S. Phillips, Principal; *Grant Junior High School*, R. H. Palmer, Principal; *Hyde Park School*, George W. Wyatt, Principal; *Ironton School*, Lina Wisebart, Principal; *Lincoln School*, Anna L. Force, Principal; *Logan Junior High School*, Eliza L. McGrew, Principal; *Milton School*, J. H. Dodds, Principal; *Montclair School*, Charlotte J. Godsmen, Principal; *Morey Junior High School*, Jessie M. Hamilton, Principal; *Park Hill School*; *Perry School*, Genevieve Simpson, Principal; *Dora E. Reynolds School*, Lillie E. Watts, Principal; *Sheridan School*, L. A. Stueland, Principal; *Sherman School*, Josephine G. Moore, Principal; *Smedley School*, M. Allien Lander, Principal; *Stedman School*, Elizabeth Ellis, Principal; *Robert W. Steele School*, Julia M. White, Principal; *Stevens School*; *Swansea School*, Nell Romick, Principal; *Henry M. Teller School*, Elizabeth S. Felner, Principal; *Thatcher School*; *University Park School*, Ethlyn Rogers, Principal; *Valverde School*, A. J. Fynn, Principal; *Vassar School*, Hattie E. Richardson, Principal; *Villa Park School*, W. H. Eagleton, Principal; *Washington School*, Monta J. Boyer, Principal; *Webster School*, Lillian Noce, Principal; *Whittier School*, H. W. Zirkle, Principal; *Wyman School*, F. M. Montgomery, Principal.
- DORCHESTER CENTER, MASS., *John Marshall School*, E. Gertrude Dudley, Principal.
- DRIGGS, IDAHO, *School District Number 23*, F. W. Morgan, Trustee.
- DULUTH, MINN., *The Franklin School*, H. G. House, Principal.
- EAST HARTFORD, CONN., *Hillstown School*, Everett C. Richardson, Principal.
- EAST ST. LOUIS, ILL., *Hawthorne School*, J. E. Wesley, Supervising Principal; *Jefferson School*, John E. Miller, Principal; *Charles L. Manner School*, J. E. Wesley, Supervising Principal; *Rosemont School*, J. E. Wesley, Supervising Principal.
- ELKINS, W. VA., *Elkins Teachers' Club*, A. J. Gibson, President.
- EVERETT, MASS., *Adams School*, Bessie F. Dodge, Principal; *Devens School*, Lillian A. Morris, Assistant Principal; *Franklin School*, Katherine E. Burns, Principal; *Glendale School*, Melissa E. Elder, Principal; *E. E. Hale School*, Melissa E. Elder, Principal; *Hamilton School*, J. Henry Clagg, Principal; *Hancock School*, Emma P. Harding, Principal; *Lafayette School*, Elsie Mason, Principal; *Lewis School*, Margaret E. Given, Principal; *Horace Mann School*, Melville A. Arnold, Principal; *Mt. Washington School*, J. Henry Clagg, Principal; *Nichols School*, Mary S. Fellows, Principal; *Parlin School*, Carl D. Lytle, Principal; *Warren School*, Katherine E. Burns, Principal; *Webster School*, Edith M. Stewart, Principal; *Winslow School*, Margaret E. Given, Principal; *Winthrop School*, Grace Haskell, Principal.
- FAIRFAX, VT., *Bellows Free Academy*, L. H. Burns, Principal.
- FAIRHAVEN, MASS., *Edmund Anthony School*, Katherine B. MacCarron, Principal; *Fairhaven High School*, George C. Dickey, Principal; *Oxford School*, Myra D. Crowell, Principal; *Rogers School*, C. Harold Striley, Principal; *J. C. Tutt School*, Pearl E. Levangie, Principal; *Washington Street School*, Mary A. S. Sale, Principal.
- FORT FAIRFIELD, MAINE, *Fessenden School*.
- FRESNO, CALIF., *Winchell School*, Nellie G. Borden, Principal.
- GLENDALE, CALIF., *Central Avenue School*, Annie L. McIntyre, Principal; *Columbus Avenue School*, Lorain Mitchell, Principal; *Magnolia School*, Emma Saxton, Principal; *Pacific Avenue School*, Fannie O. Stone, Principal.
- GLOUCESTER, MASS., *Point Grammar School*, Rhoda A. Montgomery, Principal; *Sawyer School*, Stanley Burnham, Principal.
- GREENVILLE, PA., *Columbia Building*, Emily A. Couse, Treasurer.
- HILO, HAWAII, *Glenwood School*; *Haaheq School*; *Hakalau School*; *Happy Home School*; *Hilo High School*, Elmer A. Brown, Principal; *Kaiwiki School*; *Kalapana School*; *Kapehu School*; *Kapoho School*; *Kauaea School*; *Keakealani School*; *Kuristown School*; *Mountain View School*; *Ninole School*; *Ookala School*; *Pahoa School*; *Piihonua School*; *Piopia School*; *Waiakeakai School*; *Waiakeawana School*.
- HOLBROOK, MASS., *Franklin School*, S. Emma Dean, Principal.
- HOLDEN, MASS., *Holden City Schools*, J. R. Childs, Superintendent.
- JAMAICA, N. Y., *Public School 50*, Margaret Scott, Principal.
- KANSAS CITY, KANS., *Lewis School*, L. W. Robbins, Principal.
- KANSAS CITY, MO., *Garrison School*, R. T. Cole, Principal; *Hyde Park School*, A. R. Curry, Principal; *Sanford B. Ladd School*; *George B. Longan School*, Eurania C. Mil-

- legan, Principal; *Troost Avenue School*, Clara Younkin, Principal; *E. C. White School*, Inez L. Mack, Principal; *Woodland School*, C. E. Marston, Principal.
- KELLEY, WYO., *School District Number 21*, L. A. Kafferlin, Trustee.
- KENNEBUNKPORT, MAINE, *Kennebunkport High School*, Granville A. Prock, Principal.
- KITTERY, MAINE, *Shapleigh School*.
- LA CROSSE, WISC., *Washburn School*, William C. Greenwalt, Principal.
- LA JUNTA, COLO., *La Junta Public Schools*, Robert M. Tirey, Superintendent.
- LOCKPORT, N. Y., *Arnold School*, Maud M. Simpson, Principal; *Chestnut Street School*, Fannie M. Wright, Principal; *Clinton Street School*, Margaret M. Moran, Principal; *Hawley Street School*, E. Ellen Holbrook, Principal; *High Street School*, J. McCarthy, Principal; *Intermediate School*, Earl Rickard, Principal; *Lockport High School*, Edmund M. Evans, Principal; *Part Time Continuation School*, Edward A. Johnson, Director; *Walnut Street School*, Fannie L. Shearston, Principal; *West Avenue School*, Jessie C. Gardner, Principal; *William Street School*, M. Elizabeth Samson, Principal.
- LOS ANGELES, CALIF., *Gahuenga School*, Janet M. Henderson, Principal; *Crafton School*, Alice Sterling, Principal; *Elysian Heights School*, Grace B. Colestock, Principal; *Frank School*, Irene McKenzie, Principal; *Ivaphoe School*, Mrs. Maude M. Owings, Principal; *Latona Avenue School*, Mary I. Nagle, Principal; *Loreto Street School*, Jessie M. Gearhardt, Principal; *Utah Street School*, Alice J. Cushing, Principal; *Wadsworth Street Development School*, Bertha T. Crawford, Principal.
- LOUISVILLE, KY., *Louisville Girls' High School*, H. B. Moore, Principal.
- MALDEN, MASS., *Centre School*, R. W. Nutter, Principal; *Everett Teachers' Club*, Esther F. Tuckwell, Secretary.
- MANKATO, MINN., *Franklin School*, Minnie Bangerter, Principal.
- MARION, MASS., *Marion City Schools*.
- MARYVILLE, TENN., *Blount County Teachers' Association*, Agnes L. Nuchols.
- MEDFORD, MASS., *Everett School*, I. L. Hartsborn, Principal; *James School*, Nellie M. Baker, Principal.
- MESA, ARIZ., *Franklin School*, O. P. Greer, Principal; *Irving School*, Vivian Standage, Principal; *Lincoln School*, Elsa Hillerich, Principal; *Mesa Union High School*, H. E. Handrix, Principal; *Washington School*, Helen Vance, Principal; *Webster School*, Luella Maier, Principal.
- MILTON, MASS., *Milton Public School Teachers' Association*, S. R. Ramsdell, President.
- MILWAUKEE, WISC., *Fifth Street School*, S. C. Horton, Principal; *Walnut Street School*, Lillian G. Thies, Principal.
- MOLINE, ILL., *Central Grammar School*, Emma L. Cooper, Principal; *Garfield School*, Alice H. Wheelock, Principal; *Logan School*, Mabel E. Tuhrman, Principal; *Washington School*, Grace Putnam, Principal; *Willard School*.
- NEEDHAM, MASS., *Carter School*, Thomas H. Peters, Principal.
- NEW BEDFORD, MASS., *Cedar Street School*, Carrie W. Bliss, Principal.
- NEWTON, MASS., *Emerson School*, F. R. Hodge, Principal.
- NEW YORK CITY, N. Y., *Junior High School Number 96*, Jessie B. Colburn, Principal.
- OAKFIELD, MAINE, *Village School*, Marj A. Callaghan, Principal.
- OMAHA, NEBR., *Bancroft School*, Mary N. Austin, Principal; *Benson High School*, Mary McNamara, Principal; *Benson West School*, June Slocum, Principal; *Brown Park School*, Anna M. Bratton, Principal;
- Gorrigan School*, Julia Carney, Principal; *Field School*, Jessie S. Flynt, Principal; *Florence School*, Bertha Thoelecke, Principal; *Hawthorne School*, Edna Reap, Principal; *Long School*, Martha Powell, Principal; *Miller Park School*, Alice Orr, Principal; *Rosehill School*, Bess Bedill, Principal; *Saunders School*, Lulu Mathews, Principal; *South Lincoln School*, Ida Blackmore, Principal; *West Side School*, Jessie A. Stitt, Principal.
- PEABODY, MASS., *Thomas Carroll School*, Herbert A. Larrabee, Principal.
- POCATELLO, IDAHO, *Jefferson School*, Martha E. Evans, Supervising Principal; *Lincoln School*, Martha E. Evans, Supervising Principal; *Washington School*, Alice S. Corgrove, Principal; *Whittier School*, Clara M. Rector, Principal.
- PORTLAND, MAINE, *Peaks Island School*, Ethel M. Frost, Principal.
- PRESQUE ISLE, MAINE, *Gouldville School*, Mrs. Dorcas Whitney, Principal.
- QUINCY, MASS., *Adams School*, Mr. Prairio, Principal; *Atherton Hough School*, Charles S. Perkins, Principal; *Coddington School*, Charles S. Perkins, Principal; *Gridley Bryant School*, Mr. Fiske, Principal; *John Hancock School*, Leroy Wilson, Principal; *Homemaking School*, Miss Douglas, Principal; *Montclair School*, James S. Collins, Principal; *Quincy School*, Charles Sampson, Principal; *Quincy High School*, Ernest L. Collins, Principal; *Squantum School*, Charles Sampson, Principal; *Wollaston School*, David H. Goodspeed, Principal.
- REDLANDS, CALIF., *Lincoln School*, M. Freda Marti, Principal.
- ROXBURY, MASS., *Dillaway School*, Emma S. Gulliver, Master.
- SAN BERNARDINO, CALIF., *Base Line School*, H. A. Wierwille, Principal.
- SEATTLE, WASH., *Harrison School*, Eunice D. Copeland, Principal; *Interbay School*, L. Maxine Kelly, Principal; *University Heights School*, Charles Metsker, Principal.
- SIoux CITY, IOWA, *Hopkins School*, Jasper E. Fitzgerald, Principal; *Webster School*, Gertrude F. Eaton, Principal.
- SOUTH BOSTON, MASS., *Bigelow School District*, Joseph F. Gould, Master; *Gaston School*, F. W. Lincoln School, Theobald A. Lynch, Principal.
- SPRINGFIELD, MASS., *Alden Street School*; *Charles Street School*, Alice E. Childs, Principal; *Continuation School*, Carroll W. Robinson, Principal; *Eastern Avenue School*, Georgiana A. Hodskins, Principal; *East Springfield School*; *East Union Street School*; *Homer Street School*, Elizabeth F. Wassum, Principal; *Hooker Street School*, Thomas H. Kenworthy, Principal; *Jefferson Avenue School*; *Liberty School*, M. A. Wilson, Principal; *Rushville School*; *School Street School*, Helen R. Davidson, Principal; *Sumner Avenue School*, Josephine C. Foster, Principal; *Washington School*, Mary E. Daboll, Principal; *White Street School*.
- STOCKTON, CALIF., *Lafayette School*, Bradley Grover, Principal; *Lottie Grunsky School*, Albert W. Lynde, Principal.
- SWAMPSCOTT, MASS., *Hadley Elementary and Junior High School*, Alice L. Shaw, Principal; *Machon School*, Alice I. Quinn, Principal.
- WABASH, IND., *Wabash City Schools*, Owen J. Neighbours, Superintendent; *Century School*, Fannie McCarty, Principal; *East Ward School*, Clara Torrence, Principal; *Miami School*, Hattie Waite, Principal; *South Side School*, Rose Coate, Principal; *West Ward Schools*, Ertha Aukerman, Principal.
- WESTBROOK, MAINE, *Bridge Street Grammar School*, Guy V. Sinclair, Principal.
- WESTFIELD, MASS., *State Normal School*, Clarence A. Brodeur, Principal.
- WEST QUINCY, MASS., *Willard School*, H. F. Fisk, Principal.
- WILMINGTON, DEL., *Public School Number 2*, Mathilda P. Graham, Principal.
- WILSON, WYO., *School District Number 22*, R. C. Lundy, Jr., Trustee.
- WINCHESTER, CONN., *Mystic School*, V. R. Dodge, Principal.
- WINTHROP, MASS., *Edward B. Newton School*, Addie S. Willard, Assistant Principal.
- WOODSVILLE, N. H., *Woodsville High School*, G. H. McGaw, Headmaster.
- YORK, MAINE, *Cape Neddick School*, Edith Currier, Principal.

Affiliated Local Associations

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

- ALVA, OKLA., *Northwestern Oklahoma Education Association*, Edna E. Tash, Secretary.
- ATTLEBORO, MASS., *Stoughton-Easton Union Teachers' Club*, Lucy A. Money, Corresponding Secretary.
- BAY CITY, MICH., *Bay City Teachers' Club*, Jennie B. Logan, Secretary.
- BEARDSTOWN, ILL., *South Central Division of Illinois State Teachers' Association*, Idaho H. Ortwien, Secretary.
- BEAUMONT, TEXAS, *Jefferson County Teachers' Association*, Mary Campbell, Secretary.
- BINGHAMTON, N. Y., *Binghamton Teachers' Association*, Elizabeth Singleton, Secretary.
- BLUEFIELD, W. VA., *Bluefield Teachers' Association*, S. T. Tustin, Secretary.
- BROOKLYN, N. Y., *Association of Public Schools*, 1, 7, 8, 9, 15, Geraldine Sullivan, Secretary; *Association of Public Schools 3 and 44, District 29*, Mrs. E. O. Wilde, Secretary; *Association of Public Schools*, 28, 84B, and 113, Ida Badish, Secretary; *Association of Districts 33 and 35*, John K. Bolen, Secretary; *Association of Public Schools 62 and 108*, Mabel F. Dodge, Secretary; *Association of Public Schools 64 and 171*, Lyman A. Best, Secretary; *Association of Public Schools 85*, Minnie Swain, Secretary; *Association of Public Schools 148 and 55*, Rufus A. Vance, Secretary; *Association of Public Schools 174 and 182*, Anne Griffin, Secretary; *Bensonhurst Teachers' Association*, Frances Rathgeber, Secretary; *Evening High School Teachers' Association*, Benjamin Fromberg, Secretary; *Manual Erasmus High School Association*, Sara H. Fahey, Secretary; *Professional Study Club of Model Teachers of the Maxwell Training School for Teachers*, Jeannette Brinckerhoff, President.
- CARPENTER, MISS., *Copiah County Teachers' Association*, Nora B. Hood, Secretary.
- CHARLES CITY, IOWA, *The County Superintendent's Section of the Iowa State Teachers' Association*, Mary D. Korinke, Secretary.
- CHICAGO, ILL., *Head Assistants' Association*, Felicitas J. Binna, Secretary.
- COLUMBIA, MO., *National Academy of Visual Instruction*, O. V. Aukenev, Secretary.
- COLUMBUS, OHIO, *Columbus Teachers' Federation*, O. C. Montgomery, Secretary.
- DALTON, MASS., *Dalton Teachers' Association*, Mrs. Ruth Knickerbocker, Secretary.
- DECATUR, ILL., *Decatur Teachers' Association*, Marie Goodman, Secretary.
- DEEP RIVER, CONN., *Deep River Teachers' Association*, Elma M. Tyler, Secretary.
- DENVER, COLO., *Aurora Teachers' Association*, Mrs. Marie Young, Secretary.

(The rest of this list will appear in the October JOURNAL.)

Minutes of the Boston Meeting¹

FIRST BUSINESS SESSION—The First Business Session of the Boston meeting was called to order by the Secretary, Wednesday morning, July 5, 1922, at Mechanics Hall at 9 o'clock, and after making a few announcements he requested the audience to remain at ease until a larger number of delegates had arrived. A few minutes later the President, Miss Charl Ormond Williams, on being assured that a quorum was present, took charge of the meeting and announced that the first order of business would be a report of the Committee on Credentials, and called on Miss Middleton, of Arkansas, chairman of the sub-committee, to make the report.

Miss Middleton reported as follows:

We, the sub-committee on credentials, beg leave to report that we have examined the list of names as filed in the Secretary's office and find that there are 806 properly accredited delegates, and we recommend that they be seated in the Assembly. We further recommend that those delegates who have not yet submitted credentials be accepted and seated on presentation of the delegate's credential card furnished by the Secretary and endorsed by the committee. We further recommend that the Credentials Committee be continued in office until its successor is elected at the next regular meeting of the Association.

A motion was passed to adopt the report of the Committee.

The President stated that she desired to appoint a Committee on Rules if there were no objections, and hearing no objections she appointed the following on the Committee: Dr. Owen, Illinois, Chairman; Mr. Beach, Washington; Mr. Doudna, Wisconsin; Miss McSkimmon, Massachusetts; and Miss France, Tennessee.

The Chairman of the Committee, Dr. Owen, was then recognized and moved that the Rules of Procedure of this Representative Assembly be the same as those of the Des Moines meeting until a new report of rules should be submitted by the Committee and adopted by the Assembly. The motion was seconded. On request of the President, Dr. Owen then read the rules for the information of the Assembly. The rules are as follows:

1. *Seating and organization of delegates:* The delegates from the several States, Territories, and Districts shall be seated in a body. Each State delegation shall elect a chairman of the delegation to serve through the annual meeting.

2. *Delegates and alternates:* In the absence of a delegate from any meeting of the Representative Assembly the alternate shall have the right to vote in his stead. In the absence of a delegate and his alternate no other person shall be authorized to vote in their stead. Where a State or local affiliated association is represented by more than one delegate or alternate, in the absence of any delegate from the meeting of the Representative Assembly, the delegates from that State or local affiliated association shall select the alternate to act.

3. *Debates:* In debate on any motion each speaker shall be limited to five minutes unless his time be extended either (1) by unanimous consent or (2) by vote of the Representative Assembly.

4. *Voting:* No person may cast more than one vote in the proceedings of the Representative Assembly. In taking of a roll call the roll call shall be called by States; the chairman of each

State delegation shall announce the ayes and noes on the question.

5. *Parliamentary Procedure:* Roberts' Rules of Order is adopted as the authority on parliamentary procedure.

The motion was unanimously carried.

The President stated that the next order of business would be the presentation of the report of the Committee on Salaries, Tenure, and Pensions, and that Miss Snow, of Washington, acting Chairman of the Committee would make the report.

Miss Snow stated that at a meeting of the Committee it was decided that the chairman



WILLIAM BISHOP OWEN,
President of the National Education Association for 1922-23. Dr. Owen has been president of the Chicago Normal College since 1909, having come to that position after fifteen years of service in various connections in the University of Chicago. Dr. Owen has been a leader in professional organization, local, State, and National, and was chairman of the committee on reorganization which led in the movement for representative professional organization.

of each sub-committee should present a report. She called upon Mr. Carlson, of Minnesota, chairman of the sub-committee on pensions, who reported as follows:

Madam President, you have heard that the Committee on Salaries, Tenure, and Pensions met yesterday morning and unanimously adopted the following resolution which we submit to the Representative Assembly for its endorsement. We believe that no subject coming before the Association at this time is more vital to the progress and advancement of American education and the legitimate professional interest of the teachers than the establishment of satisfactory permanent teachers' retirement funds where such funds do not now exist. We urge the membership of the National Education Association in each State to take

such steps as will secure the enactment of legislation providing such funds where they do not now exist. Every year of delay increases the burden of superannuation and the resultant inefficiency in our public schools, and causes privation to hundreds and anxiety to thousands of teachers.

We believe that satisfactory results can be secured with the greatest expedition and certainty if the Association continues the work which it has begun and authorizes and directs the appropriate committee to hear all persons interested in the problem and directs the committee to prepare and complete its report with conclusions and recommendations sufficiently in advance of the next annual meeting to permit it to be printed in THE JOURNAL at least one month before the annual meeting, and that such report be submitted to the Representative Assembly in such manner as the Representative Assembly shall decide. Dated at Boston, Mass., July 4, 1922, and submitted to the Representative Assembly July 5, 1922, for its endorsement.

Madam President, I wish as chairman of the pensions division of that committee to speak to that report.

After giving a history of the pension movement and giving reasons why the Association should give special attention to this important question, Mr. Carlson moved the acceptance and adoption of the recommendations of the committee. The motion was seconded and carried.

Miss Sally Hill was then called upon to present the report of the sub-committee on tenure and in the absence of the chairman, Dr. Updegraff, reported as follows:

Madam President, and members of the Delegate Body: The committee on pensions has very little to report. What there is has been printed and is in your hands, but the following resolution was adopted by the committee as a whole for your endorsement to be handed to the Resolutions Committee, and this is the resolution as drawn up by the Committee on Salaries, Tenure, and Pensions:

Whereas, the tenure situation in most States is deplorable, the Boards of Education having absolute right to dismiss or decline to reemploy teachers for any reason or no reason whatever; and whereas, certain boards have used this arbitrary power to the detriment of the schools;

Be it therefore resolved: That the Representative Assembly of the National Education Association go on record opposing this practice and urge its membership in each State to take such steps as will secure the enactment of legislation by their respective State legislatures that will guarantee permanency of tenure during efficiency and good behavior following a reasonable probationary period.

Miss Hill said that she did not think it necessary for any one to speak on the need of a tenure bill and moved the approval of the report to be presented as a part of the resolutions.

It was announced by the Chair that the convention endorsed the report and that it would be reported to the Resolutions Committee to become a part of the report on resolutions.

Miss Snow, chairman of the sub-division on salaries, then called attention to the report on salaries which was in the hands of delegates in printed form. After pointing out important items in the report Miss Snow stated that at a meeting of the full committee on Salaries, Tenure, and Pensions yesterday, the following recommendation was adopted to be submitted for the consideration of the Representative Assembly:

That the Committee on Salaries, Tenure, and Pensions as a standing committee of the National Education Association be discontinued, and that three committees, one on Salaries, one on Tenure, and one on Pensions be established by the delegate assembly.

She moved the adoption of the report and recommendations. The motion was seconded.

¹This is a brief statement of the proceedings of the three business sessions of the Representative Assembly at the sixteenth annual meeting of the National Education Association held in Boston July 5, 6, and 7, 1922, prepared by the Secretary. The complete copy of the notes taken by the reporter is in the Secretary's office.



THIS is a photograph of the stage in Mechanics Hall (Boston) immediately following the presentation of membership banners on Wednesday morning, July 5. Wyoming ranked first in percentage of its teachers who were members of the State Association; Hawaii ranked first among territories in percentage of members in the National Education Association, and Utah ranked first among the States in the percentage of its teachers who were members of the National Association. President Williams, who presented the banners, may be seen in the foreground and Secretary Crabtree standing just behind the Secretary's desk.

Miss Haley, of Chicago, spoke against separating the committee into three distinct parts and criticised the work of the Committee on Salaries, Tenure, and Pensions since the time of the Salt Lake City meeting.

Miss Snow again spoke in support of her motion.

Mr. Marshall, of West Virginia, moved to table the motion. The motion to table was seconded and lost.

The motion made by Miss Snow was then put and carried.

Miss Williams, the President, then called on Dr. Driver, of Pennsylvania, Chairman of the Committee on County Superintendents' Problems, to present the report for his committee. He presented an able report which will appear in full in the Volume of Proceedings. A motion was passed to receive the report.

The presiding officer, at this point in the program, announced the winners of the banners, one banner having been offered to the State having the greatest percentage of its teachers as members of the State Association, and one banner to the State having the greatest percentage of its teachers as members in the National Education Association. It was announced that Utah had secured the largest percentage of teachers for membership in the National Education Association and that Wyoming had secured the largest percentage of teachers for membership in the State Association. It was explained that the enrolment of members in the National Association from the Hawaiian Islands, was on a par with that of the highest States, and hence the Executive Committee had decided to award a special banner to the Hawaiian Islands. On the request of the President the delegates from Utah, Wyoming, and the Hawaiian Islands came to the platform and received their banners. There was great ap-

plause as the delegates stood beside their respective banners on the platform singing *For He's A Jolly Good Fellow*. Mr. Hoopii, of Hawaii, sang a song in the Hawaiian language, receiving an ovation from the audience.

The President announced that the next order of business would be the report of the Rural School Committee, and called on Mr. John F. Sims, of Wisconsin, Chairman of the Committee, to make the report. (This report is published in the Volume of Proceedings.)

At this point Miss Williams called Dr. Homer H. Seerley, of Iowa, to the chair.

On motion the report of the Rural Committee was received as read by Mr. Sims.

The Chairman then called on Mr. Henry J. Ryan, Chairman of the Committee on Education of the American Legion to make the report for the Joint Committee of the American Legion and the National Education Association. This report, which is published in the Volume of Proceedings, was enthusiastically received by the audience, and on motion was unanimously accepted and adopted by the Representative Assembly. The Chairman announced that the report was accepted stating, "Now let us go out and see that the thing that we have adopted during Education Week be given such harmonious co-operation as to bring about the most marvelous success."

He then announced that the first business session of the Assembly was adjourned.

Thursday Forenoon, July 6, 1922

SECOND BUSINESS SESSION—The second business session of the Representative Assembly was held in Mechanics Building, Thursday forenoon, July 6, 1922, being called to order at 9 o'clock by Dr. William B. Owen, of

Illinois, who announced that a quorum not being present the audience would be at ease until a larger number of delegates had arrived. A few minutes later Miss Williams, President of the Association, asked all delegates to be seated as quickly as possible, announcing that a quorum was present, and that the first order of business would be the report of the Commission on Research Agencies by Mr. Jesse H. Newlon, of Colorado, Chairman of the Committee. Mr. Newlon then gave the report of the Committee. (This report is published in the Volume of Proceedings.) On motion the report was received by the Representative Assembly.

The President announced as the next order of business the report of the Committee on Foreign Relations, and called on Dr. A. O. Thomas, of Maine, Chairman of the Committee, to present the report.

After presenting the report Dr. Thomas moved that it be accepted. The motion was seconded and carried by unanimous vote. (The report will be published in full in the October number of THE JOURNAL and in the Volume of Proceedings.)

After announcements by the Secretary the President announced as the next order of business the report of the Committee on Sources of Revenue by Dr. William B. Owen, of Illinois, Chairman of the Committee.

After presenting the report which will be published in full in THE JOURNAL and the Volume of Proceedings, Dr. Owen moved that it be accepted. His motion was seconded and carried.

The Chairman announced the next order of business to be the report of the Committee on Health Problems by Dr. Thomas D. Wood, of New York, Chairman of the Committee, in whose absence Miss Ada Van Stone Harris was called upon to present the report. After the report was read by Miss Harris a motion was made to accept the report but on the suggestion of Miss Haley the word "receive" was substituted for the word "accept." The motion was then seconded and carried to receive the report of the committee.

A motion was then made by Miss Haley, of Chicago, that it be the sense of this body that the copyright of any publication relating to that report be held in the name of the National Education Association and that no individual or association has any right to any royalties from it. The motion was seconded.

After discussion it was suggested that the matter be referred to the Executive Committee, and with the permission of Miss Haley a motion was made to refer the question to the Executive Committee for report. This motion was carried by unanimous vote.

The next order of business as announced by the President was the report of the Legislative Commission by its Chairman, Dr. George D. Strayer, of New York. The report was enthusiastically received by the Representative Assembly, and after the Chairman had finished reading it Dr. Payson Smith, of Massachusetts, made the following motion: "I want to move that this really great report be accepted and that it be referred to the Executive Committee with the recommendation from this Assembly that the report be printed for wide-spread distribution." The motion was seconded. A delegate inquired whether the acceptance of

this report meant the endorsement of the Towner-Sterling bill, and was informed by the President that it did. Then this delegate announced that she was opposed to the Towner-Sterling bill. At this point Dr. Owen, of Chicago, was called to the chair. He stated that the motion was before the house and open for discussion. There being no discussion he called for all in favor of the motion to say aye. (There were many ayes.) He then called for those opposed to say no. There was one no.

The Chairman then announced that the motion was carried, and, after making a number of announcements, stated that the morning session was adjourned.

Friday Forenoon, July 7, 1922

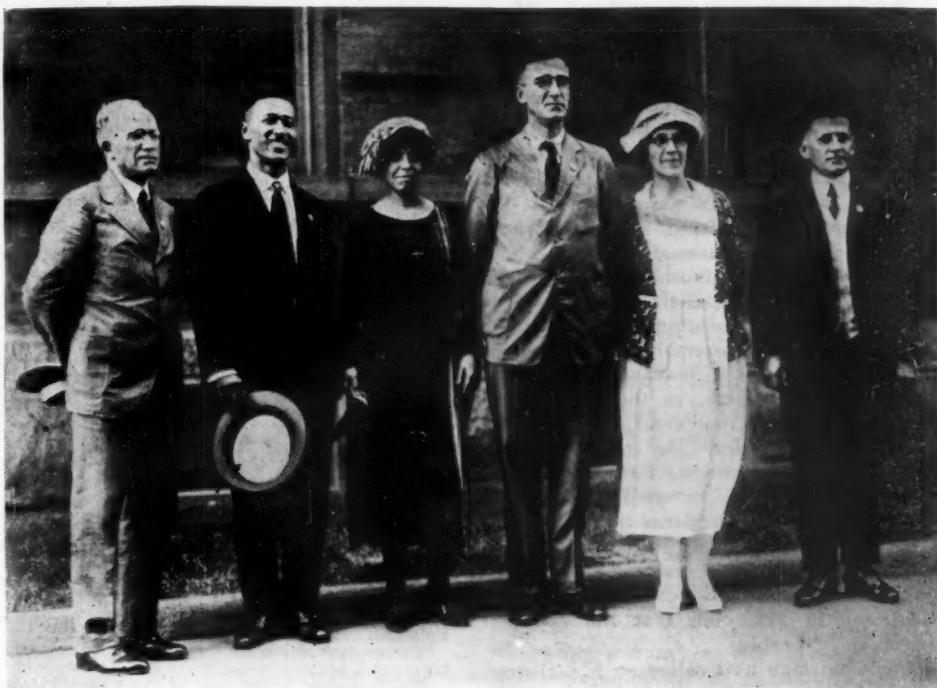
THIRD BUSINESS SESSION—The third business session of the Representative Assembly was held in Loew's State Theatre, Boston, on July 7, 1922, Friday forenoon, beginning at 9 o'clock. The meeting was called to order by the President, Miss Charl O. Williams. She said that she would wait a few moments before taking up the business of the day. A few minutes later she called on the Secretary to read the minutes of the Des Moines meeting.

The Secretary explained that the minutes of the Des Moines meeting had been printed in *THE JOURNAL* and also in a pamphlet which had been placed in the hands of every delegate, containing the Charter, By-laws, and the minutes of the Des Moines meeting. He asked whether, under the circumstances, the Association wanted to hear the reading of the minutes.

A motion was made, seconded, and carried that the minutes of the Des Moines meeting be adopted as presented in the report to the delegates.

The President stated that the next order of business would be the presentation of the Treasurer's report by Miss Cornelia S. Adair, of Virginia, Treasurer of the Association. Miss Adair called attention to the growth of the Association and the increase in income from membership dues, and also the increased income from advertising and from commercial exhibits. She believed that the idea of having a budget plan for the payment of dues had commended itself to members, and urged that affiliated associations and schools give further attention to the plan during the coming year. She recommended that an effort be made to secure a number of life memberships. She then called attention to the printed report which was in the hands of the delegates and moved that the Treasurer's Report be adopted. The motion was seconded, put, and unanimously carried. The financial statement of the Treasurer is printed under the general heading, Complete Report of the Auditor, following the minutes of the business sessions in the Volume of Proceedings.

The President then called on the Secretary to present his annual report. The Secretary called attention to the fact that the report was in printed form and in the hands of the delegates. He called attention to the reports of the heads of departments of the central office as well as to the part of the report which had been prepared by the Secretary. He then moved that the report be received. The motion was seconded and carried.



NO STATE has taken greater interest in the improvement of education than the territory of Hawaii. The Hawaiian delegation to the Boston meeting is here shown. Reading from left to right, the delegates are H. M. Wells, Supervising Principal, County of Maui, chairman of the delegation; William K. Hoopii, Principal of the Spreckelsville School, Kahului, Maui; Elsie Wilcox, School Commissioner, County of Kauai; F. A. Clowes, Supervisor of Industrial Education, County of Hawaii; Sara E. Mathews, teacher in the McKinley High School, Honolulu; and J. A. Wilson, Principal of the Liliuokalani School, Honolulu.

(This report is printed in full in the Volume of Proceedings.)

Mr. Springer at this point made the suggestion that in making charts showing the growth in membership that the associate members should be counted during the years when there were both active and associate members. The Chairman expressed approval and referred the matter to the Secretary.

The President announced that the next order of business would be the report of the Board of Trustees by the Chairman, Mr. Pearse, of Wisconsin.

In presenting the report of the Board of Trustees Chairman Pearse explained the main items in the printed report, and called attention to the excellent condition of the funds of the Association. He said that although \$98,000 represented the purchase price of the headquarters' property, it could be sold at the present time for more than \$135,000. He then moved that the report be received and approved. The motion was seconded and carried.

The report as approved by the auditor is printed in the Proceedings under the heading The Complete Report of the Auditor, following the minutes of the business sessions.

The Secretary explained that he had the complete minutes at hand for all meetings of the Association for a period of five years. He stated that Miss Chase was present with the original credentials of all delegates of the Representative Assembly.

The Secretary then read the report of the Auditing Committee which was signed by M. C. Lefler, A. J. Matthews, and F. L. Schlagle, which is as follows:

Your Auditing Committee begs leave to state that it has examined the report of the Board of Trustees and the report of the Treasurer of the National Education Association, together with the report of the Secretary's office showing the cash receipts and disbursements for the year ending May 31, 1922, as prepared and audited by Marwick, Mitchell & Company, New York, N. Y., certified accountants and auditors, and found them in order, and to the best knowledge and belief of the Committee, true and correct.

It was then moved, seconded, and carried that the report be received.

After calling on the Secretary for announcements the Chairman called for a report of the Committee on Necrology and asked Mr. Green, of Missouri, Chairman of the Committee, to make the report. The following is the report which was presented by Mr. Green:

Ladies and Gentlemen of this Association: It is apparent that the Committee on Necrology in the past, because of its dealing with the dead, has been considered a dead committee. However, thirteen States met at the appointed time and place, as indicated in this program, and appointed a sub-committee and empowered the members to act to provide some sort of report to make at this time. Last evening after the evening's program was over we had a short session, hearing from this sub-committee.

The report in substance is simply this: They have divided up the country, geographically speaking, into three parts, each of the three members of this sub-committee having in charge this geographical division. They are therefore to communicate with the Directors recently elected for their respective States to secure from them and through them any notices of deaths within their boundaries of members of this Association, and these in turn will be reported to Secretary Crab-

tree, who will very likely report them through the columns of THE JOURNAL.

That is all the report we have to make, and I trust that it is a movement in the right direction to have more attention given to our distinguished members who have passed to the Great Beyond.

The President then stated that if there were no objections she would consider that the report had been received and that its recommendations were to be followed. Hearing no objections she announced that that would be considered as the action of the Representative Assembly.

At this point Mr. Nusbaum, of Pennsylvania, addressed the chair and was given the privilege of presenting an invitation to the Representative Assembly for holding the annual meeting of the Association four years hence in Philadelphia, at the time of the Sesqui-Centennial Anniversary of the Independence of America. He stated that this event would be celebrated by a great international exposition in Philadelphia. He read a number of statements from organizations in Philadelphia.

Miss Williams, the President, gave assurance that the invitation would have consideration in 1925 and that she hoped it might be favorable.

The Chairman next called on Mr. Hunter, of California, Vice-President, to present the report of the Executive Committee. After speaking briefly, Mr. Hunter presented the following report:

The Executive Committee submits for your consideration the following report and recommendations:

I. General Budget—The Executive Committee recommends the following general budget for the year 1922-23. This budget is based on the expenditures for the past year, a careful estimate of the receipts from all sources for the ensuing year and a thorough survey of the program and needs of the Association.

EXPENDITURES FOR 1921-22 AND ESTIMATED EXPENDITURES FOR 1922-23

	Paid out, 1921-22	Estimated expense for 1922-23
Board of Trustees.....	\$1,111.79	\$1,000
Executive Committee.....	4,186.03	4,000
General Secretary's office..	53,853.00	76,100
Express and freight.....	1,120.33	1,500
Printing	111,310.54	150,900
Appropriations for committees	7,827.02	16,600
Auditing accounts.....	592.35	600
Unclassified expenses.....	461.16	500
Office fixtures and furniture.	844.50	3,000
Annual convention.....	5,439.99	6,000
Departments	8,366.62	17,500
Other expenses.....		8,000
To meet deficit.....	10,877.69	
Total	\$205,991.02	\$285,700
Surplus and Revolving Fund	27,877.67	24,300
Grand Total.....	\$233,868.69	\$310,000

II. Expenses of the general offices—The estimates for the expenses of the general offices of the Association as contained in the budget recommended above is \$76,100. Upon recommendation of the Executive Secretary, the following itemization of this expenditure is approved by the Executive Committee. We recommend its adoption as the budget for the executive officers for 1922-23.

	Paid out, 1921-22	Estimated expense for 1922-23
Salary, Secretary.....	\$7,125.00	\$7,500
Postage	5,110.58	5,500
Telegraph and telephone..	1,290.35	1,500
Express and freight.....	300.50	300
Clerical services.....	11,535.22	15,900
Rent, light, heat, power, janitor	6,471.89	8,000
Stationery and office supplies	1,145.84	1,500
Traveling	1,393.56	1,500
Miscellaneous expense.....	738.23	500
Field Secretary's Department	13,727.56	15,000
Research Department.....	4,138.76	18,000
Insurance	125.40	200
Surety bonds.....	180.00	100
Interest and discount.....	570.11	600
Total	\$53,853.00	\$76,100

III. Budget for special committees—Much work of the Association is done through the operation of the special committees appointed by the Association and its departments and affiliated bodies. In fact the accomplishment of the program to which the National Education Association has pledged itself is to be brought about by the success of the work thus delegated to these special bodies. The Executive Committee recommends appropriations for the work of these committees as follows:

	Appropriation 1921-23	Appropriation 1922-23
Legislative Commission.....	\$1,000	\$2,500
Rural Education.....	600	800
Health Education.....	1,000	1,000
Salaries, Tenure, Pensions (to be divided into three committees)	1,000	2,000
Foreign Relations.....	100	500
Reorganization of Elementary Education.....	1,200	1,250 ²
Visual Education.....	100	200
Coordination of Research Agencies	2,500	2,500
Character and Citizenship..	250	250
Thrift Education.....	250	1,000
Illiteracy	2,000	1,800
Financing of Delegates.....		700 ³
Standardization of School- house Planning and Con- struction		100
Total	\$10,900	\$16,600

¹For publication of series of Health Curriculum Bulletins.

²For reorganized committee as recommended below.

³Not to exceed \$1800 may be spent on not more than three illiteracy conferences, and \$700 may be spent on printing the report of the committee.

IV. Appropriations for departments of the Association—The activity of some of the larger departments of the Association has been a prime factor in achieving the present accomplishments of the reorganized Association. Many of these departments have had entailed upon them, on account of the necessity for this activity, a considerable amount of necessary expense. To meet the expenses of these important activities as carried on by these departments, the Executive Committee recommends the following appropriations:

Superintendence (appropriation amounting to one half the net profit from commercial exhibits held at Department meeting).	\$5,000
Elementary Principals.....	2,500
Classroom Teachers.....	5,000 ¹

¹Appropriation to pay expenses for regional conferences held by this department and expenses of executive officer assigned from executive office to this work.

V. Appropriations for work of State Directors—The great increase in the membership of the Association occurring during the past year has been due, in no small part, to the splendid campaigns carried on under the leadership of the State Directors of the Association in their respective States. The small appropriation heretofore allowed by the Association for the work of the directors has in no wise met this expense. The committee believes that a policy of meeting the expenses of these directors within a limit to be determined by the Executive Committee is one of the best investments which the Association can possibly make. We, therefore, recommend that the following appropriation be set aside to defray the necessary expenses of the respective State Directors in conducting their membership campaigns and other necessary work of the office:

SUMMARY OF SPECIAL APPROPRIATIONS	
Special Committees.....	\$16,600
Departments of the Association.....	12,500
State Directorships.....	2,500
Total	\$31,600

VI. Committees for the ensuing year—The Executive Committee recommends the continuance of the following as active committees of the Association for the year 1922-23:

Legislative Commission; Charter and Citizenship; Foreign Relations; Salaries, Tenure, and Pensions (to be reorganized into three committees—action of Representative Assembly); Expenses of Delegates; Coordination of Research Agencies; Reorganization of Elementary Education (to be reorganized as shown in statement IX); Illiteracy; Health Problems; Thrift Education; Racial Well-Being; Rural Education; High School Libraries; Schoolhouse Planning and Construction; Cooperation with American Legion; Cooperation with Federation of Women's Clubs; Cooperation with American School Citizenship League; Cooperation with Conference on Limitation of Armaments; County Superintendents' Problems; Editorial Council; Visual Education; and Sources of Revenue.

VII. Secretarial help for Departments, Committees, State Directors—The Executive Committee recommends that the policy outlined by the Executive Secretary to render much-needed assistance to departments and special committees carrying a heavy burden of work as a part of the program of the Association be the recognized policy of the Association and that the Secretary be authorized to render such assistance as he and the Executive Committee deem necessary and to make such special assignments of heads of executive departments or special secretaries of the Headquarters staff for this purpose as the work may, in his judgment, demand.

VIII. Recommendations for cooperation with the American Legion—The Executive Committee recommends that the Americanism and Education program of the American Legion in cooperation with the Association be approved.

IX. Reorganization of Committee on Elementary Education—The Executive Committee recommends as follows:

1. That the completed reports of the Commission on the Reorganization of Elementary Education be accepted and published immediately.
2. That the present committee be discontinued.
3. That instead of one commission, four separate committees with clearly defined fields of work be constituted, the President to indicate the scope of the work of each at the time of appointment.
4. That these separate committees be as follows: (a) A committee to coordinate and supervise reports in fields of special education already completed and ready to be issued; (b) A committee on course of study in English in the elementary schools; (c) A committee on course of study in arithmetic in the elementary schools; and (d) A committee on the social studies in the elementary schools, including geography, history, and civics.
5. That the budget of \$1250 recommended above for this reorganization committee be itemized as follows: (a) \$500; (b) \$250; (c) \$250; (d) \$250.

X. Changing date of annual meeting—The Committee was instructed to report on the question of changing the date of the annual meeting. It has not however been able to reach a decision on the question and therefore requests an extension of time.

Mr. Hunter then moved the adoption of the report of the Executive Committee. The motion was seconded and the Chairman stated that it was open for general discussion. In the discussion which followed, and which was participated in by Miss Buchanan, Mr. McKenny, Mr. Hunter, and others, there seemed to be the feeling that further attention should be given to the matter of financing delegates to the convention, but no definite action was taken and the report was adopted by a unanimous vote.

The President next called on Miss Cornelia S. Adair, Chairman of the Committee on the Financing of Delegates for the Representative Assembly, to present the report of the Committee. She discussed briefly the printed report which was in the hands of the delegates and then moved its adoption. (The report is printed in the Volume of Proceedings.)

Miss Buchanan moved that it was the sense of this body that \$25,000 be appropriated for the purpose of paying the expenses of delegates on a percentage of mileage basis, to be used as far as it will go. The motion was seconded. A point of order was raised to the effect that there was already a motion before the house. The Chairman therefore ruled Miss Buchanan's motion out of order but announced that she would recognize Miss Buchanan at a later time. Miss Buchanan changed her motion to the form of an amendment, and the question was discussed from that standpoint. A motion was then made to table the amendment. It was seconded and carried.

The question of receiving the report of the Committee was then voted upon and the report adopted.

Mr. T. Marcellus Marshall, of West Virginia, was recognized by the Chairman, and

stepping to the platform made the following statement:

* If you have in your hands the *Charter, By-laws, Officers, Committees, etc.*, that was given to you, and will turn to page 3 you will have before you the basis I wish to speak upon.

The second Act of Incorporation of this body was by a special act of Congress passing a bill that a committee from this body prepared, and in that bill and act there were named the officers, the life directors, the annual directors, etc., of this body. I was to present this at the close of the committee's report on Obituary, and in the rush of business it was passed over.

In looking at that you will see that a large number of those names are preceded by a star, showing that they are dead. Except for Mr. Thomas W. Bicknell, who I believe now resides in Connecticut, I don't remember that there remains a single one of the old guard with whom I used to meet year after year in this Association.

My attention was called to this about two days ago when I went over this report. I think out of the list thirty-six are starred, whereas fifty-nine are probably not alive, though the Secretary, Mr. Crabtree, tells me that a number have died since this report was written.

My purpose in appearing here is this: You have a very great organization in which you rejoice, and of which you are proud, and in which you believe you have great force for making educational progress, and these pioneers are responsible for having brought you to this great estate of influence and wealth. Why, when I first belonged to this body we didn't have money enough to print a copy of our annual report without having to raise a special fund for it. You don't know the struggles through which we came to bring you to your estate today; and I think it would be well, Madam President, if we should all stand for a minute in honor of our pioneers who have brought us to where we are today.

Miss Williams, the President, spoke as follows:

This National Association of more than 114,000 members will always remember with affection and reverence the vision and the courage of those pioneers who started the educational progress of this country. It is most fitting to stand for one minute in their memory. Will you not stand?

The entire assembly stood as directed. It was an impressive scene.

The Chairman then made the following announcement:

In accordance with Article 5, Section 4 of the By-laws, the Chair will order a meeting of the Classroom section this afternoon at 2 o'clock at the Boston Trades School, and all classroom teachers, whether delegates or not are entitled to attend that meeting and are urged to do so. The Chair will read Section 4: "The object of the meetings of the departments shall be the discussion of questions pertaining to their respective fields of educational work. The programs of these meetings shall be prepared by the respective presidents in conference with and under the general direction of the President of the Association. Each department shall be limited to two sessions, with formal programs, unless otherwise ordered by the President of the Association, except that a third session of business or informal round-table conference may be held at the discretion of the department officers."

A meeting was held by that section of the classroom teachers and they adjourned without the election of officers. At the request of many members of that department, the Chair is ordering this meeting for 2 o'clock at the Boston Trades School at which the incoming President will preside and all classroom teachers are urged to be present.

Miss Buchanan, of Washington, spoke as follows:

Madam President, would it not be possible to have that meeting at another time? The National League of Teachers' Associations has its meeting at that time, and there are so many classroom teachers who are affiliated with the National League of Teachers that it would certainly make a great interference. Could we not have that at some other time—at the close of this meeting, for instance?

Miss Haley, of Chicago, in rising to a point of order, spoke as follows:

I wish to state that such an order is out of order at this time, for the reason that the classroom teachers department at its session yesterday had before it a motion properly moved and seconded that when they adjourned it was to an adjourned session, the time and place being made, and that motion was voted down. A second motion was made to adjourn and another time and place named, and that motion was voted down.

A third motion was made to adjourn without any qualification for fixing the time or the place, which means a *sine die* adjournment for this session of the N. E. A., and that motion was carried.

Now I submit, Madam President, that under the By-laws when a body on its own vote closes a session that this section of the By-laws prevails,—that officers elected at the last formal session of the Association shall serve one year and until their successors are elected. I submit that the President, Vice-President, and Secretary of the Association elected according to those By-laws at the last formal session, in 1921, at Des Moines, hold over until their successors are elected and qualified; and I am doing this simply for the record, Madam President. I want the record to show that I have made this point of order, that a meeting called by the President at this time will not have the authority under this Constitution and By-laws to conduct the meeting, to conduct the election, and to place properly qualified officers in command. And I submit that no meeting in that department that will cause this kind of confusion should be held at this time without legally electing officers. It has legally elected officers now and I submit, Madam President, to you further that the wording of the Constitution under which you are making this call is as follows: "Each department shall be limited to two sessions, with formal programs, unless otherwise ordered by the President of the Association." Now, I submit that that does not give the President of this Association the power to call a meeting. It gives the President power to order a meeting; and if the President of this Association is acting under the authority conferred by this By-law in issuing a call, I submit, Madam President, you are exceeding your authority and that a call for this meeting cannot be made at this time in this way. If the President of this Association wishes to exercise her prerogative and order a meeting she may, and then the call must issue to the members of this Association. And I submit the members of this Association are not necessarily members of this body. This is a delegate body and they are all the members of the N. E. A. Many classroom teachers who attended that meeting yesterday went away from that meeting knowing that two motions to adjourn to a certain time and place were voted down. I submit that you are taking from those members rights which they have, and if officers are elected they will be elected illegally.

I want to submit further that I don't believe the President of this Association would go over the heads of the Department of Superintendence if they had adjourned in the way that body adjourned yesterday after voting down twice a motion to hold an adjourned session.

A point of order was raised to the effect that Miss Haley had spoken five minutes. The point of order was sustained, and the President said that Miss Haley's protest would be recorded in the minutes of this meeting, and that the Chair, in accordance with the wording of Section 4 of Article 5 would order a meeting of that department immediately at the close of this session, and that all classroom teachers whether delegates or not, were invited to remain for the meeting.

The President then announced the next order of business to be the consideration of amendments proposed at last year's meeting. The Secretary was asked to read the amendments. He called attention to the fact that these amendments were printed in the pamphlets in the hands of the delegates, and called attention to the pages on which they would be found. He mentioned the nature of each amendment and stated that any delegate could call up any amendment that he desired to have considered. Mr. Shaw, of Pennsylvania, moved that consideration of the first amendment (See THE JOURNAL for November, 1921, page 174) be postponed for one year. The motion was seconded and carried.

Mr. Stanton, of Ohio, moved the adoption of the amendment found at the bottom of page 66 of the pamphlet containing the amendments. (See THE JOURNAL for November, 1921, page 175, Amendment No. 3.)

The Secretary was called upon to read the amendment.

The Chairman then recognized Mr. Stanton, maker of the motion, who argued in favor of the amendment. Mr. Engleman, of Illinois, Mr. Newlon, of Colorado, and Mr. Moore, of Illinois, spoke against it.

Mr. Rosier, of West Virginia, spoke in favor of the principle of the amendment but thought it did not go far enough. He moved that the whole matter be laid on the table. The motion was seconded and carried.

The following amendment was at this time proposed by Mr. Springer, of Michigan, for consideration at the next annual meeting:

Madam Chairman, it is proposed to amend Section 3 of Article 6 to read: "It shall also nominate one person for Trustee and one person for Member of the Executive Committee, and shall report said nominations to the new Board of Directors at the first meeting held after said nominations are made."

Mr. Stapleton, of Minnesota, proposed the following amendment:

To amend Article 2, Section 8 by adding the words, "For determining the apportionment of delegates, an active member may be counted in two affiliated associations, and no more; and that one of these shall be the State Association."

Miss Blake, of New York, made the following suggestion which the Chairman said would serve as notice for an amendment:

I would like at this moment, while we are discussing the nominations, to make a suggestion. I would like to suggest to the consideration of this body a change. At present the President automatically becomes the first Vice-President. In other words, the President is put into the Executive Committee without an apprenticeship and serves the apprenticeship after the office is taken. I would like to suggest that in any reconsideration of the By-laws the arrangement be reversed, and that the first Vice-President we elect should automatically become President after having served as Vice-President and become acquainted with the duties of the organization. It is really a suggestion. If the delegates choose to do so they can amend when they have unanimous consent.

The Secretary read the following proposed amendments which had been handed to him:

Article 2, Section 7 to be amended to read as follows: Each affiliated local association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association, up to five hundred such active members and thereafter one delegate and one alternate for each five hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated Local Delegates.

There is another proposed amendment establishing a new department of Visual Instruction. This request contains the required number of signatures, and will come up for consideration another year.

At this point Dr. Chandler, President of the College of William and Mary, of Virginia, presented the following suggestion for the consideration of the Association:

I am very much interested in Vocational Education, and as I am interested that all the societies interested in Vocational Education be brought together, I desire to offer this motion: That the Executive Committee be requested to confer with the National Society for Vocational Education and the Vocational Education Association, and other vocational associations, and if practicable to invite them to become a department of this Association. The Executive Committee is hereby given full power to act. I ask for the adoption of that motion.

His motion was seconded and unanimously carried.

Miss Haley called attention to certain amendments which had been proposed and had not been presented by the Secretary. The Chairman, however, ruled that these amendments had been presented properly by the Secretary but she indicated a willingness for them to be further considered, if desirable.

The Secretary read the amendment to which Miss Haley referred in the three forms which it had been presented. A motion was then made by Mr. Hunter that the amendment be indefinitely postponed. It was seconded and carried. Separate action was taken on each of the three forms that have been read. A motion was then made to postpone indefinitely proposed amendment 8 which reads as follows:

Article XI. These By-laws may be altered or amended at the annual meeting of the Representative Assembly by unanimous consent, or by a two thirds vote of the Representative Assembly if the alteration or amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken, and due announcement of the proposed action shall have been made in the official publication of the Association.

The motion was seconded and carried, and the Chairman announced that the amendment had been indefinitely postponed.

Miss Haley took the floor in order to enter a protest against the way in which amendments were handled. The Chairman stated that her protest would be entered in the minutes. Miss Haley's statement was as follows:

Now, Madam President, I shall simply ask that my protest be recorded, and this is my protest: On the question of the interpretation of this section of the By-laws, the President of this Association made a ruling—Mr. Hunter, last year, at the close of the session in a discussion on that ruling the President admitted that his ruling was wrong; but he ruled that way because he thought that was the way Illinois wanted it. Now, Illinois wants no wrong rulings, and we have an amendment to this By-law that makes it impossible for this body to vote for any amendment to amend its By-laws except by unanimous consent, and the President of this Association at the close of the session made that admission. That is not the way it was ruled on the floor, and I submitted then, Madam President, and I submit now that this Assembly should not be left in this situation. It was confusion then and there is confusion now, and I submit, Madam President, that opportunity should have been given here today for a ruling as to what this amendment means—whether it means that if you want to bring an amendment to the By-laws before this house that you must get unanimous consent to bring the amendment if no notice has been given, or whether you must have a unanimous vote to adopt the By-law; and I submit, Madam President, that with confusion and no ruling on that question and uncertainty about it, this body is not in a position to do business intelligently. That is my protest, and I—

Miss Haley stated further that she wished to give notice that she would re-submit the amendment that was submitted last year on the point of amending the By-laws. The Chairman stated that the amendment would be re-submitted at the next meeting.

Mr. Stapleton gave notice that he would re-submit amendments 6 and 7 as found in the pamphlet to be voted upon next year. (See THE JOURNAL for November, 1921, page 175.)

Mr. Pearse, of Wisconsin, then called attention to amendment 4 submitted by Miss Haley last year and moved that it be adopted.

The proposed amendment was as follows:

To amend Article II, Section 1 by striking out the word "consent" and inserting, in lieu thereof, the word "vote."

The motion to adopt the amendment was seconded and carried.

Miss Blake, of New York, made the following suggestion:

Madam President, I was deputed by the Editorial Council to bring a certain matter before this body. I think you all heard what Dr. Bagley said the other day about the wonderful work done by Mr. Morgan, the editor. I have been deputed to voice the feeling of the Editorial Council and of Mr. Morgan as to the wonderful work done by Dr. Bagley, and to offer as a suggestion to the incoming President that we will be happy—for the Council I believe goes out of existence

each year—if the incoming President would consider Dr. Bagley again as Chairman of the Council. We are moved to ask that by the extremely helpful work Dr. Bagley has done and by the modesty with which it has been done. His work has been of a character that words cannot be too strong to speak of.

I offer this suggestion, Madam President, at the request of the Editorial Council. I don't like to hamper the incoming President, but I would like to report that it was the sense of the Editorial Council that we would be very happy if Dr. Bagley would be continued as Chairman of that Council.

A motion was made and seconded to adopt this suggestion as the action of the Representative Assembly. The Chair asked all to stand who were in favor of the motion, and then announced that the suggestion was adopted unanimously and that the incoming President would govern himself accordingly.

Dr. Bagley then moved that the following message of greeting, confidence, and goodwill be sent to the Belgian teachers through Mr. Cove:

The National Education Association of the United States to the Teachers of Belgium, Greeting: Through the courtesy of Mr. W. G. Cove, President of the National Union of Teachers of England and Wales, it is the great privilege of the National Education Association of the United States to send to the teachers of Belgium a message of fraternal affection and regard. While nothing that we could say would be commensurate with the supreme honor in which a democratic world will always hold the Belgian people, we wish to tell you that the American teachers are proud that it is their responsibility to pass on to the children of our Republic that great lesson of heroic sacrifice for a great ideal with which the name of Belgium is forever linked. To the Belgian schools and the Belgian teachers, we are confident, a large share of the credit must be given for the development of the superb spirit and morale which made that lesson possible. It is our hope and prayer that peace and prosperity may always rest upon you and your people as a partial reward for the matchless service that you have rendered to humanity.

We ask Mr. Cove to convey to you our cordial greetings and our heartiest good wishes.

This motion was seconded and carried unanimously.

The President then called on Prof. Balys Zygelis, of Lithuania, who expressed the good wishes of his country to the National Education Association. He gave assurance that his country would join in making the World Conference on Education a success in 1923.

The Secretary here called attention to the message of greeting from the Canadian teachers which was read at the general session on the evening of July 5 and to the response which by vote of the members present was sent to the Canadian Teachers' Federation.

Mr. Carlson, of Minneapolis, called attention to the excellent reports of the convention by the *Minneapolis Journal*. Other delegates called attention to the excellent reports in the New York papers, the *Globe*, the *Evening Mail*, the *Evening Post*, and others called attention to the complete reports of still other papers. Mention was also made of the full and accurate reports of the Boston papers.

The President then put the question to the audience, asking all in favor of giving an expression of appreciation and thanks to these papers to say "aye." The action taken was unanimous.

Mr. Jose M. Galvez, of the University of Chile, was then called upon and expressed to the Association the best wishes of the educators and public officials of Chile. He presented suggestions concerning the World Conference on Education. The Chairman expressed appreciation and stated that the

Committee on Foreign Relations would have power to act upon the suggestions.

The Chairman then called upon Mr. Maxwell, of Minnesota, Chairman of the Committee on Resolutions, who presented the report. (It is printed in THE JOURNAL and in the Volume of Proceedings.)

Mr. Maxwell then moved the adoption of the report. The motion was seconded, and those in favor were asked to stand. Almost all of the delegates stood. The President then called on those who were opposed to the adoption of the resolutions to stand. She stated that there were only three or four standing in opposition to the motion and that it had been almost unanimously carried.

The President requested all seated with delegates who did not hold credentials to take seats in other parts of the hall. She stated that only delegates could vote and that it might become necessary in voting to poll delegations.

The President next recognized Miss Snow, of Washington, who presented the following resolution:

Be it resolved, that the National Education Association establish a committee which shall make a thorough and scientific study of rating systems, with their possibilities or their inadequacy, and shall report to this Association at its next assembly the result of such study with any recommendations such committee may see fit to make. The findings and recommendations of such committee shall be in the hands of the Association at least one month prior to the date of the annual meeting.

It was then moved, seconded, and carried that this resolution be adopted.

The President announced that the next order of business would be the election of officers, and called upon the Nominating Committee to report, but at that moment Dr. Finegan asked for the floor and made the following statement and motion:

Before this convention adjourns I think we should express our appreciation of the eminent service which has been rendered it for several years through the Field Secretary who will soon retire. I, therefore, move that this Association extend a rising vote of thanks to Dr. Magill in appreciation of the service he has rendered the Association and public education in America.

The motion was seconded and, the entire audience voting on the affirmative, was declared carried by the Chairman.

Mr. Pearse, of Wisconsin, gained recognition to make the following statement and motion. His motion was seconded and carried by unanimous vote.

It seems to me this is a good time to make a beginning on something the Association may from time to time be called upon to do. There has been a report freely circulated that in the city of Elgin a number of teachers were dismissed from service, the reason assigned being that they were affiliated with an organization other than their own local teachers' organization, and as a matter of fact the organization to which objection was made is the National Education Association.

I wish to move that the Field Secretary and our Director of Research be authorized to inquire into the facts in this particular case and report to the Executive Committee, and that if the Executive Committee think wise the report be printed in the Association's JOURNAL.

The Chairman again called for the report of the Nominating Committee to be presented by the Chairman, Dr. Chandler, of Virginia. He presented the report of the committee. (The list of officers is printed in THE JOURNAL and in the Volume of Proceedings.)

After presenting the report Dr. Chandler moved that the Secretary be authorized to cast the ballot of the Association for these officers. The motion was seconded and unanimously carried. The Secretary said, "I hereby cast the ballot for each of the persons

named in the report." The Chairman announced that each of those nominated by the committee were duly elected.

The Chairman, Miss Williams, spoke as follows:

We have about three minutes more that we may remain in this hall and so, since the incoming President is already on the stage, we shall not have to appoint a committee to bring him here.

I want to express my personal appreciation to every single member of the National Education Association for the wholehearted support and co-operation you have given me in the past twelve months. It has in every sense of the word been a successful year. It has been a rare privilege to serve you. I can only pledge my support to the incoming President, and try to measure up to the splendid support which was given to me, as promised by the then outgoing President—Mr. Hunter, of California—on that platform at Des Moines last year. If I can be as good a first Vice-President as Mr. Hunter has been I shall be very happy at the close of the next convention.

Now, I cannot use this gavel as a gift to the incoming President, because nothing would induce me to part with it; but I will use it as a symbol of authority in passing over to this member of the Association, who has been longer identified with the Association than I have been, the office I have held for the past year. He needs no introduction to this body of educators.

It gives me very great pleasure to present to this house of delegates and the active members gathered here this morning the incoming President of our Association, Dr. Owen. I wish for him the same spirit of service and co-operation which you have shown to me.

Dr. Owen, coming to the platform, was given an ovation and spoke as follows:

Madam President, Members of the Representative Assembly, and of the National Education Association:

I should like first to recognize the very gracious introduction of the retiring President and to say to her that I shall utilize her services to the limit.

I should like to say a word or two more. It certainly would be ungracious of me if I did not say a personal word about the satisfaction that I feel in having been elected President of the National Education Association. The fact is that by a peculiar set of circumstances I have been called the President of the National Education Association for the last two or three days so many times that I almost feel as if I were closing my year of service instead of beginning it. But, seriously, I would rather be President of the National Education Association than to hold any other position in public education in America.

I believe in this Association and its power to do good. I think it is our business to recognize the good that we can do, and I want to say to you that officially I will do all I can, with this thought in mind to build up the organization as such. I hope we shall not go out from this meeting under-estimating the significance of what has happened here. It is easy to come together and get a week's review of certain things and then overlook the fact that the power of this Association continues and abides through the year. I hope that every one of us goes away from this meeting with this thought—that if there is any weakness here we will make up our minds to try to remedy it instead of making capital out of it against the Association. We have not begun to find out what this Association could do if it made up its mind to it. I hope we recognize that unless this Association leads in the National recognition of the American public school there is no other existing agency to do so. I think the hope of the American public schools, not the only hope but the most fundamental hope, is a national organization of the teachers of America. The teachers are not above the law; they are the servants of the law. But they cannot act very effectively individually. It is a challenge to us to see whether we have the intelligence and the patriotism and the self-sacrifice to learn how to act effectively collectively.

I want to ask just one more thing—that you will forget the idea of a National Education Association being something different from the State and local Associations, and that you will think of the National Association, all of you, as being just yourselves all acting together. That means that every State Association ought to feel that that association is a tremendous factor in building up this great National Association.

I want to say one other word and I will stop. I am in favor of the Towner-Sterling bill, in its fundamental policies, in all that it embodies of the program of the National Education Association. I am for anybody that is for it. I want to assure you that if I can do anything this year to help put as good a man in to lead the fight for the bill as we have just lost I shall consider myself a very happy man. I am in favor of all the policies of the National Education Association as we have

embodied them in our program. I want to close with the hearty request, the urgent demand, and an invitation to all of you that you help me make my year a success, because without you I cannot make it a success. I don't believe in the National Education Association coming to consciousness once a year for a week's meeting in some section of the country. We ought to be self-conscious all the time. That is one of the things that we can accomplish. We should be alive, militant, and aggressive through all our elected officers and agencies throughout the year and throughout the country.

I thank you for the opportunity you have given me to serve you. I don't attempt to assess my ability as being equal to that of those great predecessors of mine who have gone before in this office; but I am not going to yield to anybody in my devotion to and my belief in the possibilities of this great Association.

Miss Hall, of Massachusetts, asked whether the Association stood for salaries regardless of sex, and was answered by the President that the platform of the National Education Association stands squarely for equal pay for equal service without regard to sex.

Dr. Owen was then recognized and made the following statement:

I would like the authority of the Association that the Executive Committee of the Association may have the approval of the Association in making such response to the offer made by Mr. Hays last night as the Executive Committee will find desirable. I mean by that simply that you put it into the hands of the Committee.

A motion was made, seconded, and carried to put the matter in the hands of the Executive Committee for action in accordance with Dr. Owen's suggestion.

The President then announced that the Sixtieth Annual Session of the National Education Association had come to a close and declared the meeting adjourned.

J. W. CRABTREE,

Secretary.

CHARL ORMOND WILLIAMS,

President.

The Second Representative Assembly

Delegates who attended the Sixtieth Annual Meeting of the National Education Association, in Boston, Massachusetts, July 2-8, 1922

Alabama

BOWMAN, C. P., *Birmingham Teachers' Association*, 1714 Pike Avenue, Ensley.
CROSS, JOHNNIE MAE, *Birmingham Teachers' Association*, 1330 North 30th Street, Birmingham.
GLENN, C. B., *Birmingham Teachers' Association*, Superintendent of Schools, 2030 Park Avenue, Birmingham.
THOMAS, BROOKIE, *Birmingham Teachers' Association*, 4809 Second Avenue, North, Birmingham.
GREENHILL, N. F., *Alabama Education Association*, Guntersville.
ABERCROMBIE, JOHN W. (*Ex officio*), *State Superintendent of Public Instruction*, Montgomery.
HODGES, P. W. (*Ex officio*), *State Director, Secretary of Certification and Placement*, State Department of Education, Montgomery.

Alaska

HENDERSON, LESTER D. (*Ex officio*), *Commissioner of Education*, Juneau.
LANG, JOHN E., *Alaska Association, Public Schools*, Juneau.

Arizona

NASH, LUCY, *Arizona State Teachers' Association*, Public Schools, Globe.
FROMHEITZ, ROZALEE, *Arizona State Teachers' Association*, P. O. Box 785, Miami.
BROWN, CLAUDE S., *Arizona State Teachers' Association*, Public Schools, Tempe.
LYND, LOUISE B., *Arizona State Teachers' Association*, State Normal School, Tempe.
MATTHEWS, A. J., *Arizona State Teachers' Association*, President of the Tempe Normal School of Arizona, Tempe.
BROWN, HELEN L., *Arizona State Teachers' Association*, Public Schools, Tombstone.

Arkansas

MCUISTON, FRED, *Arkansas Education Association*, County Superintendent of Schools, Hamburg.
EVANS, BESSIE (*Alternate*), *Women Teachers' Association*, 1004 McGowan Street, Little Rock.
GRIFFEY, G. ANNIE (*Ex officio*), *State Director, Supervisor of Primary Grades*, 2110 Battery Street, Little Rock.
HULL, MRS. CATHARINE (*Alternate*), *Arkansas Educational Association*, 1310 Cumberland, Little Rock.
MELTON, MINNIE (*Alternate*), *Arkansas Educational Association*, 108 Prospect Avenue, Little Rock.
MIDDLETON, OPAL, *Women Teachers' Association*, 1615 West 23rd Street, Little Rock.
SMITH, IRENE (*Alternate*), *Women's Teacher's Association*, 119 East 25th Street, Little Rock.
VINSON, RUTH, *Women Teachers' Association*, 1710 Spring Street, Little Rock.

WENNIGER, MISS (*Alternate*), *Women Teachers' Association*, 1617 Scott Street, Little Rock.
WHITCOMB, EMMA, *Women Teachers' Association*, 420 East Ninth Street, Little Rock.
ATKINSON, J. H., *Arkansas Educational Association*, Public Schools, Wilmot.

California

HUNT, ALICE O., *Alameda County Teachers' Association*, 2166 Clinton Street, Alameda.
SANCHEZ, MRS. LUCY E., *Berkeley Teachers' Association*, 1600 Shattuck Avenue, Berkeley.
WADE, MAY C., *Berkeley Teachers' Association*, 2400 Durant Avenue, Berkeley.
BORDEN, NELLIE GRAY, *Fresno Teachers' Association*, 1623 J Street, Fresno.
HAWKINS, LILLIAN M., *Fresno Council of Education*, 2247 Stanislaus Street, Fresno.
ORR, MARY C., *Fresno Council of Education*, Public Schools, Fresno.
NOBLE, CARRIE M., *Glendale City Teachers' Club*, Public Schools, Glendale.
BREED, LILLIAN V., *Long Beach City Teachers' Club*, 320 Junipero Avenue, Long Beach.
MCCUTCCHAN, H. H., *Long Beach City Teachers' Club*, 517 West Ninth Street, Long Beach.
BAGLEY, LAURA B., *Los Angeles City Teachers' Club*, 456 East Thirtieth Street, Los Angeles.
BATTY, KATE S., *Los Angeles City Teachers' Club*, 323½ West Avenue, 53, Los Angeles.
IVERSON, IDA CHRISTINE, *Los Angeles Association*, Hotel Trinity, Los Angeles.
JOOS, MRS. VIOLA M., *Los Angeles High School Teachers*, 362 West 54th Street, Los Angeles.
SMITH, LAURA GROVER, *Los Angeles High School Teachers' Association*, 753 South Bonnie Brae, Los Angeles.
SMITH, MARGARET H., *Principals' Association (Victoria)*, Los Angeles.
THOMAS, EDYTH, *Los Angeles City Teachers' Club*, 1109 Ingraham Street, Los Angeles.
BAXTER, BERNICE, *Oakland Teachers' Association*, 2558 Pleasant Street, Oakland.
BRASEFIELD, H. D., *Oakland Teachers' Association*, 460 Hanover Avenue, Oakland.
CLELAND, LUCILE, *Oakland Teachers' Association*, 1515 Webster Street, Oakland.
HUNTER, FRED M., (*Ex officio*), *Vice-President, Superintendent of City Schools*, City Hall, Oakland.
JOHNSON, HENRIETTA, *California Teachers' Association*, 731 Henry Street, Oakland.
LODNER, JOYCE E., *Oakland School Women's Club*, 3915 Greenwood Street, Oakland.
KOTTINGER, E. W., *Oakland Principals' Club*, Principal, 1526 Webster Street, Oakland.
MILLER, EDGAR E., *Oakland Teachers' Association*, 3909 Linwood Avenue, Oakland.
MCGUIRE, MARGARET T., *School Women's Club*, Hotel Athens, Oakland.
SHELTON, LULU, *Oakland School Women's Club*, 574 61st Street, Oakland.

VINEYARD, MARGUERITE, *Oakland School Women's Club*, Public Schools, Oakland.
 HARTMAN, BEULAH, *San Bernardino Teachers' Club*, 223 17th Street, San Bernardino.
 SHAFER, INA, *San Diego Teachers' Association*, 3954 8th Street, San Diego.
 ARLETT, ELIZABETH, *California Teachers' Association*, 24 Linda Avenue, San Francisco.
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THE PUBLIC GARDEN was one of the beauty spots that attracted visitors to Boston at the July meeting. Its twenty-four acres are bounded by Charles, Beacon, Arlington, and Boylston streets; it lies adjacent to historic Boston Common. An artificial pond, so irregularly shaped as to appear extensive, covers about four acres. The iron bridge over the pond has been dubbed "The Bridge of Size," from its ponderous piers. Along the winding paths are rare shrubs and trees.

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'T IS THIS TO TEACH

A. F. Harman

County Superintendent of Education, Montgomery, Alabama

To take a child in gentle hands
 And lead him into mystic lands,
 Where veils no longer shroud the past
 And each new hope o'erglows the last—
 'T is this to teach.

To light new fires where old have burned,
 With brave, good hearts, as roads are turned,
 To find new stars where darkness sways,
 Whose light one day shall mark the ways—
 'T is this to teach.

To fill the child world brim with joy,
 To charm and hold some errant boy
 With stern ambition, or some song
 Of right triumphant over wrong—
 'T is this to teach.

To move dread mountains dark with fear,
 By faith of young hearts drawing near
 The paths the fathers long have trod,
 The narrow paths that lead to God—
 'T is this to teach.

GUIDE TO NEW BOOKS

Select List

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

BURROUGHS, JOHN. *My boyhood; with a conclusion by his son, Julian Burroughs.* Garden City, N. Y., Doubleday, 1922. 247p. illus. \$2.50.

The first part of the book is a delightful record of the simple, almost pioneer life of rural New York nearly a century ago, told by the country boy who luckily had an eager curiosity and a gift of expression which differentiated him from his brothers. The second part is an affectionate tribute from his son, giving a pleasant picture of John Burroughs' later years.

DEWEY, JOHN. *Human nature and conduct.* N. Y., Holt, 1922. 336p. \$2.25.

Interesting and very clearly written; "sets forth a belief that an understanding of habit and of different types of habit is the key to social psychology, while the operation of impulse and intelligence gives the key to individualized mental activity."—*Preface*. Expanded from three lectures delivered at Leland Stanford Jr. University in 1918 with an introduction and conclusion added.

DOUGHTON, ISAAC. *Preparing for the world's work.* N. Y., Scribner, 1922. 223p. illus. \$1.

"Intended as an introduction to the study and choice of vocations."—*Preface*. Aims to show the interdependence of society and the dignity of work, describes the different types of occupation, urges the importance of the best possible preparation for work and the danger of "blind alley" jobs. List of topics for discussion at the end of each chapter. Bibliography.

HURT, HUBER WILLIAM. *Self-help in teaching.* N. Y., Macmillan, 1921. 98p. \$1.

"A study of the teacher-learner partnership for all who teach in Home, School, Sunday School, Boy Scout, Campfire, Girl Scout and other recreational groups, in Business and in Industry."—*Subtitle*. Very useful for untrained workers.

LORD, ISABEL ELY. *Getting your money's worth.* N. Y., Harcourt, 1922. 210p. \$1.50.

Practical advice on the making of a budget and keeping account of expenditures; sensible and easy to understand. The author was, for ten years, Director, School of Household Science and Arts, Pratt Institute.

MCALL, WILLIAM ANDERSON. *How to measure in education.* N. Y., Macmillan, 1922. 416p. \$3.25.

"The final aim of this book is to bring together in one convenient volume most of the techniques needed by those engaged in mental measurement."—*Preface*. Sums up what has been done, including such a work as outlined in Terman, *The measurement of intelligence* (Booklist, 13:286, Ap. 17) and Pintner, *The mental survey* (Booklist, 15:46, N 18) and brings the art of measurement up to date. Charts, tables, bibliographies, and index. Author is professor of education, Teachers College, New York.

MEADOWCROFT, WILLIAM HENRY. *The boy's life of Edison.* N. Y., Harper, 1921. 366p. illus. \$1.75.

In a new edition of this much used biography the author has brought the story up to date by adding two chapters which deal especially with Mr. Edison's war work for the government.

POUND, ARTHUR. *The iron man in industry.* Bost. Atl. Monthly Press, 1922. 230p. \$1.75.

A thoughtful and constructive study of the results in industry and society of the invention of automatic machinery, "the iron man," with its consequents of large scale production, demand for increased markets, leading ultimately to wars, lowered standard of intelligence demanded of the worker, and shortened working day. Stress is laid on the necessity of training the children, who so soon become workers, to a wise use of their increased wages and extended leisure, and a plea is made for re-discovery and application of spiritual values in industry. Partly reprinted from the *Atlantic Monthly*.

RHODES, CHARLES ELBERT. *Effective expression.* N. Y., Gregg, 1921. 532p. \$1.60.

A simple, thorough presentation of ideals in composition. From the points "getting ready to write" and "having something to say," the author motivates the later descriptions which range from diction and paragraph structure to the short story and drama. Good illustrations, exercises. An all-around book, worth while as a high-school teacher's manual or a student text. Index.

STEINER, EDWARD ALFRED. *Old trails and new borders.* N. Y., Revell, 1921. 208p. \$1.50.

Describes what he saw and how he felt during a journey through post-war Europe. At all times American, he is peculiarly alive to the conditions of life, ideals, and needs of the people he visited. He pays high tribute to the war and post-war work of the English and American Friends.

Comprehensive List

THIS LIST aims to mention all important new educational books published in the United States. It is based on books received at THE JOURNAL office, supplemented by information from *Publishers' Weekly* and other sources. This number covers *Publishers' Weekly* from April 15 to May 13, inclusive.

BARNUM, MADALENE DEMAREST. *School plays for all occasions.* Newark, N. J., Barse and Hopkins, 1922. 186p. \$1.25.

BOGARDUS, EMORY STEPHEN. *A history of social thought.* Los Angeles, Calif., Univ. of Southern Calif. Press, 510p. \$3.50.

BOOK REVIEW DIGEST; 17th annual cumulation with cumulated index 1917-1921; review of 1921 books; ed. by Marion A. Knight, and Mertice M. James. N. Y., H. W. Wilson Co., 1922. 736p. \$6.

BURDGE, HOWARD G. *Our Boys; a study of the 245,000 sixteen, seventeen, and eighteen-year old employed boys in the State of New York.* Albany, N. Y., State of New York Military Commission, 1921. 251p. Free.

BURTON-OPITZ, RUSSELL. *An elementary manual of physiology for colleges, schools of nursing, schools of physical education, and of the practical arts.* Phila., Saunders, 1922. 411p. \$2.50.

CHANCELLOR, WILLIAM ESTABROOK. *History and government of the United States; a brief account of our geographic, historical, political, and economic conditions; for evening school students.* N. Y., Am. Book Co., 1921. 121p. 60c.

CRAM, GEORGE F., COMPANY. *Cram's modern reference atlas of the world.* Chic., G. F. Cram Co., 1922. 531p. \$19.50.

CURTIS, HENRY STODDARD. *School grounds and play.* Bureau of Educ. Bull., 1921, No. 45. Supt. of Docs., Govt. Pr. Off., Wash, D. C. 31p. 5c.

DAVIDSON, ISABEL, and CHARLES J. ANDERSON. *The Lincoln Readers. Third reader.* Chic. Laurel Book Co., 1922. 287p. 80c.
— *Fourth reader.* 302p. 88c.

DEFFENBAUGH, WALTER SYLVANUS. *Salaries of administrative officers and their assistants in school systems of cities of 25,000 inhabitants or more.* U. S. Bureau of Educ. Bull., No. 30, 1921. Supt. of Docs., Govt. Pr. Off., Wash, D. C. 38p. 5c.

DEVINE, EDWARD THOMAS, and BRANDT, LILIAN. *American social work in the twentieth century.* N. Y., The Frontier Press, 1921. 62p. 50c.

DICKEY, PHILENA A. *Suggestions for the care and use of pamphlets and clippings in libraries; presented originally as a thesis for graduation, library school of the New York public library.* 2d rev. ed. N. Y., H. W. Wilson, 1922. 40c.

DRIGGS, HOWARD ROSCOE. *Live language lessons; teachers' manual.* Lincoln, Nebr., Univ. Pub. Co., 1921. 361p. \$1.

EDGERSON, A. H. *Industrial arts and pre-vocational education in intermediate and junior high schools.* Milwaukee, Bruce Pub. Co., 1922. 104p. 80c.

Federation for Child Study. *Children's literature committee: Supplement to A selected list of books for children, 1921, by the Children's literature committee.* N. Y., Federation for Child Study. 16p. 10c.

FITE, WILLIAM BENJAMIN. *College algebra; (with answers) revised.* Boston, D. C. Heath, 1921. 325p. \$1.96.

GILES, FREDERIC MAYOR, and GILES, MRS. IMOGENE KEAN. *Vocational civics; a study of occupations as a background for the consideration of a life-career.* N. Y., Macmillan, 1922. 284p. \$1.40.

GLEIM, SOPHIA CHRISTENA. *The visiting teacher.* U. S. Bureau of Educ. Bul. 10, 1921. Supt. of Docs., Govt. Print. Off., Wash. D. C. Free.

GOODRIDGE, G. W. F. R. *A key to French composition for students and upper forms, with revision of syntax in French.* N. Y., Oxford Univ. Press, 1922. 114p. \$1.70.

HAHN, HENRY H. *Projects in observation and practice teaching for high schools, normal schools, and teachers' colleges.* Lincoln, Nebr., The University Pub. Co., 1921. 148p. 96c.

HANEY, JOHN LOUIS. *Good English; a practical manual of correct speaking and writing; rev. ed.* Phila., Peter Reilly, 1922. 244p. \$1.

HORTON, ANNA V. *Teacher's manual and study outlines for the art appreciation collection.* Akron, O., The Art Appreciation Pub. Co., 1921. 87p. \$1.

HOWARD, DANIEL, and BROWN, SAMUEL J. *The United States; its history, govern-*

- ment, and institutions. N. Y., Appleton, 1922. 358p. \$1.50.
- JAMISON, A. T. *Your boy and girl; papers on the rearing of children*. N. Y., Doran, 1922. 179p. \$1.25.
- Papers on the rearing of children*. N. Y., Doran, 1922. 179p. \$1.25.
- LAPP, JOHN AUGUSTUS. *Economics and the community*. N. Y., Century Co. 381p. \$1.75.
- LINCOLN, (THE), School of Teachers College. *Some uses of school assemblies*. N. Y., The Lincoln School of Teachers College, 1922. 73p. Free.
- LIPPINCOTT, J. B., COMPANY. *A complete pronouncing gazetteer or geographical dictionary of the world*. Phila., Lippincott, 1922. 2114p. \$12 to \$20.
- MCCARTHY, JOHN DALY. *Health and efficiency; (for junior and senior high schools)*. N. Y., Holt, 1921. 270p. \$1.32.
- McKINNEY, JAMES, and SIMONS, A. M. *Success through vocational guidance; occupation analysis*. Chic., Am. Technical Society, 1922. 285p. \$2.
- MARDEN, ORISON SWETT. *Round pegs in square holes*. N. Y., Crowell, 1922. 294p. \$1.75.
- MONROE, WALTER SCOTT. *The Illinois examination*. Bureau of Educ. Research Bull., No. 6. Urbana, Ill., Univ. of Ill., 1921. 70p. 50c.
- NATIONAL EDUCATION ASSOCIATION. ELEMENTARY SCHOOL LIBRARY COMMITTEE. *Graded List of Books for Children*. Chic., Am. Library Assn., 1922. 235p. \$1.25.
- NUTTING, HERBERT CHESTER. *Teachers' course in Latin composition*. Boston, Allyn and Bacon, 1922. 106p. \$1.
- OSIAS, CAMILO. *Barrio life and barrio education*. Chapter bibliographies. Yonkers, N. Y., World Bk. Co., 1921. 175p. \$2.25.
- PARKER, CAROLINE H. *The children's bird friends*. Chic., A. Flanagan Co., 1921. 128p. 65c.
- PALMER, GEORGE HERBERT. *Self-cultivation in English and the glory of the imperfect*. N. Y., T. Y. Crowell, 1898. 64p. 25c.
- PARKER, SAMUEL CHESTER. *Exercises for methods of teaching in high schools; a problem-solving method in a social science*. Boston, Ginn, 1922. 271p. \$1.28.
- PECK, ANNIE SMITH. *Industrial and commercial South America*. N. Y., Dutton, 1922. 538p. \$5.
- PFISTER, OSKAR. *Psycho-analysis in the service of education being an introduction to psycho-analysis; authorized translation*. N. Y., Moffat, Yard, 1922. 189p. \$2.
- POUND, ARTHUR. *The iron man in industry; an outline of the social significance of automatic machinery*. Boston, Atl. Monthly Press, 1922. 244p. \$1.75.
- RABENORT, WILLIAM LOUIS. *Rabenort's geography: North America and the United States*. N. Y., Am. Bk. Co., 1921. 190p. 92c.
- REED, THOMAS HARRISON. *Loyal citizenship*. Yonkers, N. Y., World Bk. Co. 341p. \$1.40.
- SANDERS, THOMAS E. *Will it pay me to go to high school?* Racine, Wis., Arthur, 1922. 32p. 50c.
- SHARP, FRANK CHAPMAN, and others. *Out for character; twenty-six articles written by twenty-six thoughtful and eminent persons interested in the vital questions concerning the mental and moral well-being of young men and women*. Phila., Vir Pub. Co., 1922. 112p. \$1.

- TARBELL, IDA M. *Peacemakers—blessed and otherwise; observations, reflections and irritations at an international conference*. N. Y., Macmillan, 1922. 227p. \$1.60.
- U. S. BUREAU OF EDUCATION. *Present status of music instruction in colleges and high schools, 1919-1920; report of a study made under the direction of the U. S. Bureau of Education by a joint committee of the National Education Association and Music Supervisors' National Conference*. U. S. Bureau of Educ. Bull., 1921, No. 9. Supt. of Docs. Govt. Pr. Off., Wash., D. C. 53p. 10c.
- VAN DENBURG, JOSEPH K. *The junior high school idea*. N. Y., Holt. 429p. \$1.50.
- VAN DOREN, CARL. *Contemporary American novelists*. N. Y., Macmillan, 1920. 185p. \$1.50.

EVERY STUDENT from the elementary school through the university should learn to use and appreciate books and libraries, not only that he may study to advantage in school, but also that he may continue through adult life to benefit from the resources of libraries.

To accomplish this there should be a supervisor of school libraries in every State and province, and a school librarian or supervisor for every school system—city, county, township, or district.

We therefore recommend as a minimum standard that there be at least one full-time school librarian for an enrolment of 1000 elementary or high-school pupils.

Whether the school library supervisor or librarian shall be employed by school or library authorities, separately or jointly, is a matter to be determined by State or local conditions.—Resolution adopted by American Library Association and Library Department of National Education Association, at annual meetings, 1922.

- WATKINS, EMMA. *How to teach silent reading to beginners*. Phila., Lippincott, 1922. 133p. \$1.80.
- WEAVER, ELI WITWER. *Building a career*. N. Y., Assn. Press, 1922. 262p. \$2.
- WISSLER, CLARK. *The American Indian: an introduction to the anthropology of the new world*. 2d ed., rev. and enl. N. Y., Oxford Univ. Press, 1922. 495p. \$5.
- WORDSWORTH, WILLIAM. *Poems of Wordsworth; with an introductory essay by Matthew Arnold*; Ed. by Myron R. Williams. N. Y., Holt, 1922. 289p. 72c.
- WRIGHT, MIGNON. *Eight hundred theme assignments; topics, directions, models*. Oak Park, Ill., High School, 1922. 51p. \$1.

Books for Rural Schools

A TWO-FOOT SHELF of twenty-five books for rural school children, grades one to eight, was selected by the American Library Association and the National Education Association at their meetings in July. The numbers opposite the titles in the joint

- list given below indicate the order of choice.
- Aesop's Fables. (9)
- Alcott, Louisa May. *Little Women*. (1)
- Andersen, Hans Christian. *Fairy Tales*. (8)
- Arabian Nights. (13)
- Carroll, Lewis. *Alice in Wonderland and through the Looking-Glass*. (2)
- Defoe, Daniel. *Robinson Crusoe*. (3)
- Dickens, Charles. *Christmas Carol*. (18)
- Dodge, Mary Mapes. *Hans Brinker, or The Silver Skates*. (21)
- Hagedorn, Hermann. *Boys' Life of Theodore Roosevelt*. (22)
- Hawthorne, Nathaniel. *Wonderbook for Boys and Girls*. (23)
- Irving, Washington. *Rip Van Winkle*. (19)
- Kipling, Rudyard. *Jungle Book*. (7)
- Lamb, Charles. *Tales from Shakespeare*. (12)
- Malory, Sir Thomas. *Boys' King Arthur*. (14)
- Mother Goose. (20)
- Nicolay, John George. *Boys' Life of Abraham Lincoln*. (6)
- Pyle, Howard. *Merry Adventures of Robin Hood*. (11)
- Seton, Ernest Thompson. *Wild Animals I Have Known*. (24)
- Spyri, Johanna. *Heidi: A Story for Girls*. (25)
- Stevenson, Burton E. *Home Book of Verse for Young People*. (17)
- Stevenson, Robert Louis. *Treasure Island*. (4)
- *Child's Garden of Verses*. (10)
- Twain, Mark. *Tom Sawyer*. (5)
- Van Loon, Hendrik Willem. *Story of Mankind*. (15)
- Wiggin, Kate Douglas. *Rebecca of Sunnybrook Farm*. (16)

Children's Book Week

THE FOURTH ANNUAL CHILDREN'S BOOK WEEK will be held this year November 12th to 18th. During this week schools, libraries, scout organizations, book stores, women's clubs, churches, and other organizations combine in an effort to foster the reading of the best books by children. Plans for a simple book case which any boy can build, copies of a large Jessie Wilcox Smith poster printed in four colors, and other useful information may be had by addressing Children's Book Week Committee, 334 Fifth Avenue, New York City.

Books for Grades 1-9

THERE ARE SOME BOOKS that every teacher wishes to own, mark, and annotate for her own special needs. Such a work is the *Graded List of Books for Children*, prepared by the Elementary School Library Committee of the National Education Association and published by the American Library Association, 78 East Washington Street, Chicago, Illinois. (Price \$1.25 in cloth binding.) This list describes about a thousand books for the home reading of pupils in the first nine grades. The grades for which each book has been found most useful are indicated. There are also a select list of sixty reference books, a directory of publishers, an index of titles, and a subject index.

City School Finance

FRASIER, GEORGE W. The control of city school finances. Milwaukee, Bruce, 1922. 132p. \$1.25. This book expounds the thesis that school boards should have independent control of school budgets. It discusses problems of financial control—its legal basis, history, and present status—and gives detailed information on the various

types of control and discusses the method of arriving at an index number for city school systems and its application to the problem of financial control. Copies of the questionnaires and tables, compiled from the answers, are included. Gives facts to prove that school systems which are independent are more efficient than those where there is municipal control of expenditures.

NOTES and ANNOUNCEMENTS

THE EXECUTIVE COMMITTEE of the Association will meet in Headquarters at Washington on Monday, September 25. The Board of Trustees will hold a meeting at the same time. Among the questions to be decided at this meeting of the Executive Committee is the location of the summer meeting in 1923.

THE DEPARTMENT OF SUPERINTENDENCE will meet in Chicago, February-March, 1923, according to a decision reached as THE JOURNAL is going to press.

MR. S. D. SHANKLAND, who will divide his time between the secretaryship of the Department of Superintendence and work for the Association, is now established in the Headquarters' Office. Mr. Shankland was formerly Superintendent of the Andrews Institute for Girls, Willoughby, Ohio.

THIS NUMBER OF THE JOURNAL contains the largest number of full page advertisements of any issue printed thus far.

SAVE YOUR JOURNALS. They will answer many questions for you later on. An index for the year will be printed in December.

MR. JOHN W. COOK, who was President of the National Education Association in 1903-04, died at his home in Chicago, July 15, 1922. An account of President Cook's life will appear in a later issue of THE JOURNAL.

BEGINNING JANUARY, 1923, THE JOURNAL of the National Education Association will be indexed in the *Readers' Guide to Periodical Literature*. This index is the key to the contents of leading periodicals. It is published by The H. W. Wilson Company, New York City.

MR. CHARLES H. WILLIAMS, Professor of Education and Director of University Extension in the University of Missouri, at Columbia, is now in Europe as the representative of the Association's Foreign Relations Committee.

He will visit England, France, Belgium, Holland, Germany, Austria, and Czechoslovakia, in the interest of the World Conference on Education, which is to be held in 1923.

THE AMERICAN LEGION NATIONAL ESSAY CONTEST, which was to have closed last spring, will be held open until midnight October 6, 1922. The contest is open to all children between the ages of twelve and eighteen in the United States and its possessions. \$1500 in cash prizes will be awarded for the best essay on *How the American Legion Can Best Serve the Nation*. Further information may be had from County Superintendents or local officers of the American Legion.

TEACHERS CONTRACTS in Onaway, Michigan, will in the future require teachers to become members of State and National education associations, according to a letter received from Superintendent R. E. Simms.

THE HEADQUARTERS' OFFICE is now receiving regularly the *Schoolmaster*, which is the organ of the National Union of Teachers, of England and Wales.

IT IS REPORTED in publishing circles that there is considerable misunderstanding among teachers, particularly in colleges, with regard to the meaning of copyright and the importance of it. In the effort to effect economy for students, an effort of course most natural, they have oftentimes multigraphed paragraphs or whole chapters of books to be distributed among the class. This, of course, cannot be done without permission from the owner of the copyright, and too wide a spread of this habit of reproduction would make authorship unprofitable and publishing initiative without purpose.

THE AMERICAN DIETETIC ASSOCIATION will hold its fifth annual meeting in Washington, D. C., October 16-18, with headquarters at the New Willard Hotel.

A RECREATION CONGRESS will be held at Atlantic City, October 9-12 under the management of the Playground and Recreation Association of America and Community Service. Information about the Congress may be had from The Recreation Congress Committee, One Madison Avenue, New York City.

The Educational Bill

WILLIAM B. OWEN

President of the National Education Association, Chicago, Illinois

I have been a participant in the deliberation of the group that sponsored the Towner-Sterling bill since its inception in 1918. It was the deliberate purpose, from the start, to seek legislation from Congress that should create a Department of Education and provide Federal aid to the States for specific educational purposes. From the start, it was the conscious purpose to frame a bill that should secure these two main results and at the same time avoid centralized Federal control over the separate and independent State systems of public schools.

The Towner-Sterling bill, in the form now before Congress, clearly and unmistakably provides for a Department of Education and Federal aid for specific purposes, and as clearly and unmistakably prevents centralized bureaucratic Federal control while it safeguards the constitutional and traditional control of the separate States over their own schools. The National Education Association has repeatedly endorsed the fundamental purposes of the bill. The Association is as strongly opposed to Federal organization, administration, and supervision of the public schools, as it is firm in its advocacy of Federal co-operation with the States in securing educational results of clearly National import and concern. The language of the bill is clear and unmistakable; no one can read it and read into it centralized Federal control.

Personally and officially I favor the Towner-Sterling bill for the reasons given above. At no time in private conversation, interview, or public utterance have I used words that could be construed as opposed to this position. No political, sectional, racial, or religious considerations were in the minds of the sponsors of the bill nor can any such consideration honestly be found within or behind the bill as it now stands. The bill itself is its own best justification and defense.

IN THE FIELD

PUBLIC SCHOOL FINANCE IN MINNESOTA will be thoroughly studied under the auspices of the Minnesota Education Association to provide a basis for legislation in the 1923 session of the legislature. Professor Harper Swift, of the University of Minnesota, will direct the study.

THE BILL FOR INCREASED STATE SUPPORT—known as the "30-10" measure—will be voted on by the State of Washington in November. Under the leadership of the Washington Education Association and the Parent-Teacher Association, the petition to submit the bill to the people received 44,667 valid signatures. The campaign is under the direction of Mr. Ralph W. Swetman, former president of the Washington Education Association.

THE SUCCESS of Pennsylvania's State program of education under the direction of Dr. Thomas E. Finegan, State Superintendent of Public Instruction, is well illustrated by the remarkable attendance at summer schools this year. Nearly 23,000 public-school teachers—one half the teaching force of the State—and more than 5000 private-school teachers attended the forty-one normal schools and colleges of the State.

A SINGLE SALARY SCHEDULE was adopted by the St. Joseph, Missouri, schools at a meeting of the Board of Directors on May 5, according to a letter received from Superintendent John W. Thalman who led in the movement.

VACATION SCHOOLS in New York City have enabled nearly 15,000 elementary-school pupils to save half a school year during the summer just ended.

TEACHING WITH TYPE is gaining in favor in the best schools of the country. The pupils of the seventh and eighth grades in the Empire Junior High School of Cleveland, Ohio, have done all the work on an edition of a thousand copies of an attractive *Cleveland Guide Book*, including writing, compiling, printing, proof reading, and binding.

MRS. GRACE STRACHAN FORSYTHE, associate superintendent of schools in New York City, died at the home of her sister in Brooklyn on July 22. Mrs. Forsythe became a member of the Association in 1903 and was a candidate for the presidency in 1912.

PRACTICE IN KEEPING FARM ACCOUNTS will constitute twenty per cent of the eighth grade work in arithmetic in the common schools of South Dakota as a result of changes made in the course of study this summer. Pupils are provided with farm account books published and sold at cost by the Extension Service of the State College.

STATE SUPERINTENDENTS have changed in two States during the summer. Mr. W. S. Cawthon is now State Superintendent of Public Instruction, Tallahassee, Florida, succeeding Mr. W. M. Sheats, whose death occurred July 24. Former State Superintendent M. L. Brittain, of Georgia, resigned to be-

come President of the Georgia School of Technology at Atlanta. Mr. M. M. Parks assumed the duties of State Superintendent in his place the first of August.

DR. WILLIAM T. SANGER has resigned the secretaryship of the Virginia State Teachers' Association to accept the secretaryship of the Virginia State Board of Education, Richmond, Virginia.

MR. JOHN F. ENRIGHT, Commissioner of Education for New Jersey, has been reappointed by the Legislature for a term of five years. The annual salary of the position is \$10,000.

Miss OLIVE M. JONES, principal of Public School 120, New York City, is being urged by a committee of prominent women as a candidate to succeed the late Mrs. Grace Strachan Forsythe as assistant superintendent of schools.

THIRTY-TWO YEARS OF SERVICE as superintendent in the Gloversville, New York, schools by Mr. James A. Estee, received satisfying reward on June 8 when the citizens of Gloversville gave a reception in honor of the retiring superintendent at which he was presented with a thousand-dollar liberty bond in behalf of the citizens and a gold watch and chain by the teachers. The reception was sponsored by the Gloversville Teachers' Association.

SUPERINTENDENT H. B. WILSON, of the Berkeley, California, schools, is beginning a new four-year term of service at a salary of \$7500 per year plus \$500 for traveling expenses.

THE FIRST PRIZE in the recent Nation-Wide Safety contest which was conducted by the United States Chamber of Commerce and the Department of the Interior was awarded to Mrs. Anne Rogers, a teacher in the public schools of Sterling, Colorado.

MR. C. P. CARY, for many years State Superintendent of Public Instruction in Wisconsin, writes that he is giving his entire time to lecturing and writing on educational subjects.

MR. J. C. MCGLADE, formerly secretary of the Wyoming State Teachers' Association, Casper, has been elected superintendent of schools at West Waterloo, Iowa.

DR. SAMUEL P. CAPEN, director of the American Council of Education, Washington, D. C., has been elected chancellor of the University of Buffalo.

DR. GEORGE A. MCFARLAND, superintendent of schools, Williston, North Dakota, has been elected president of the State Normal School, Minot, North Dakota.

DR. ARTHUR GRISWOLD CRANE was recently elected president of the University of Wyoming to succeed Dr. Aven Nelson, resigned. Dr. Crane was major in the Sanitary Corps during the war, and since 1920 has been

serving as principal of the State Normal School, Edinboro, Pennsylvania.

MR. W. F. WEBSTER, formerly assistant superintendent of schools in Minneapolis, is now serving as superintendent.

MR. J. C. DIEHL, Assistant District Superintendent of Schools at Erie, Pennsylvania, has been elected superintendent of the city school system to succeed Mr. Ira B. Bush, who has resigned.

DR. CHARLES S. FOOS, superintendent of the Reading, Pennsylvania, schools for over twenty years has retired.

DR. E. GEORGE PAYNE, formerly president of the Harris Teachers College, St. Louis, whose article on *Teaching Accident Prevention* appeared in THE JOURNAL for February, has been appointed to the newly established chair of Educational Sociology in the School of Education of New York University.

DR. EDWARD C. ELLIOTT, former Chancellor of the University of Montana, has been selected as the new president of Purdue University, at Lafayette, Indiana. Dr. Elliott succeeds Dr. W. E. Stone, who lost his life last summer while mountain climbing.

MR. R. L. JONES, of the Middle Tennessee Normal School, has been elected superintendent of schools at Memphis, for a four-year term, at a salary of \$10,000.

A SURVEY of the cost of education in the State of Pennsylvania is to be made by a committee appointed by Mr. Gifford Pinchot, Republican nominee for governor. The committee consists of Professors Harlan D. Updegraff and LeRoy King, of the Department of Education of the University of Pennsylvania.

WALLACE B. FLEMING, since 1915 president of West Virginia Wesleyan College, has accepted the presidency of Baker University, to succeed Dr. Samuel A. Lough, now professor of sociology in the University of Denver.

A MAN need not be great in order to be sincere; that is not the necessity of Nature and all time, but only of certain corrupt unfortunate epochs of time. A man can believe, and make his own, in the most genuine way, what he has received from another—and with boundless gratitude to that other! The merit of *originality* is not novelty; it is sincerity. The believing man is the original man, whatsoever he believes, he believes it for himself, not for another. Every son of Adam can become a sincere man, an original man, in this sense; no mortal is doomed to be an insincere man.—Thomas Carlyle.

WAIT NOT till you are backed by numbers. Wait not until you are sure of an echo from a crowd. The fewer the voices on the side of truth, the more distinct and strong must be your own.—W. E. Channing.

Cantilever Stores

Cut this out for reference

Albany-Hewett's Silk Shop-15 N. Pearl St.
 Altoona-Bendheim's, 1302-11th Ave.
 Asbury Park-Best Shoe Co.
 Asheville-Pollock's
 Atlanta-Carlton Shoe & Clo. Co.
 Auburn & Geneva, N. Y.-Dusenbury Co.
 Austin-Carl H. Mueller.
 Baltimore-325 No. Charles St.
 Battle Creek-Bahman's Bootery
 Birmingham-219 North 19th St.
 Boston-Jordan Marsh Co.
 Bridgeport-W. K. Mollan
 Brooklyn-414 Fulton St.
 Buffalo-639 Main St.
 Burlington, Vt.-Lewis & Blanchard
 Butte-Hubert Shoe Co.
 Camden-Curran's, 110 Broadway.
 Cedar Rapids-The Killian Co.
 Charleston-J. F. Condon & Sons
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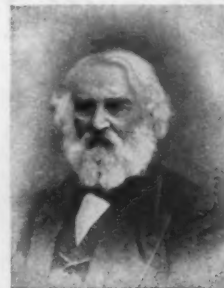
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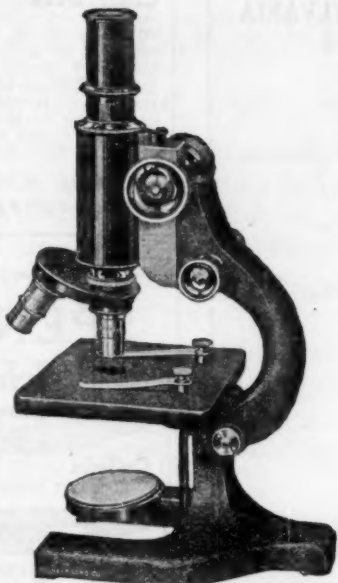


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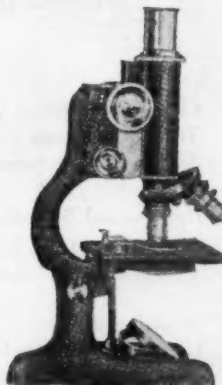
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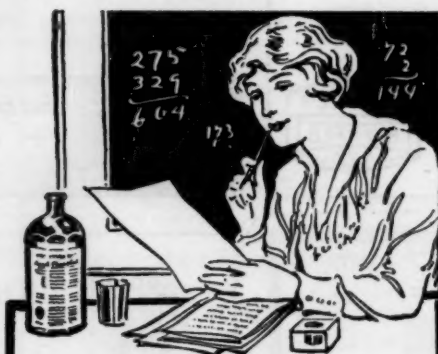
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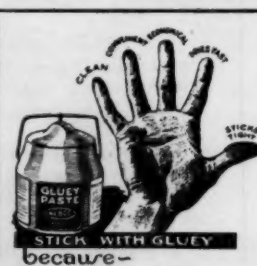
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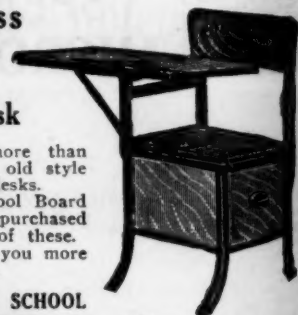
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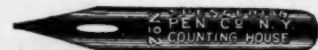
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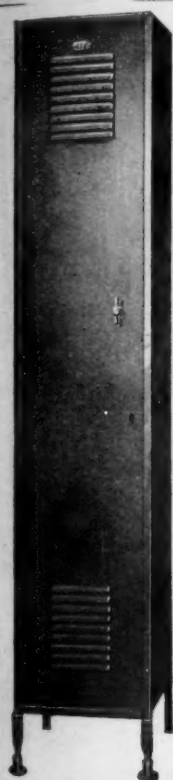
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Yet, if you could investigate, in each case you would find that the man who "never reads advertisements" used an advertised tooth paste or shaving cream or soap. If he owns an automobile it will be an advertised car. If you ask his opinion of any automobile he will reply in words that might have been lifted bodily from an advertisement of that automobile.

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formation through others who obtained *their* knowledge from advertising. But it is a fact that no man can escape the effect of advertising even if he does say he "never reads advertisements."

Not one of us ever reasoned out entirely from his own mind that the earth is round. If we had not read it or heard it we would never have known it.

In these days of good, truthful, helpful advertising, to say "I never read advertisements" is merely your way of saying, "I don't read *all* advertisements."

[Published by The Journal of the N. E. A. in co-operation
with The American Association of Advertising Agencies]

QUALITY SCENERY

AS PRODUCED BY US

Gives Greater Utility and is More Artistic. Write for our New Catalogue and get the facts.

STAGE SCENERY—VELOUR CURTAINS—STAGE LIGHTING

KANSAS CITY SCENIC CO.

Established 1889

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All
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FREE REGISTRATION

Will
Serve You

Our Methods are MODERN and PROFESSIONAL

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Plymouth Bldg.

BERKELEY, CALIF.
Berkeley Bank Bldg.

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Make your education count. Get the best position to be had. We place teachers and school executives in all parts of the country. Not an ordinary agency. A bureau for specialists—largest in America. No elementary school subjects. College graduates a specialty. More than half of the state universities have selected our candidates. We will put you in just the place you want and add hundreds of dollars to your income or there is nothing to pay. Write for details—NOW.

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The Fisk Teachers' Agencies

Founded by Everett O. Fisk, 1884

Boston, 2a Park Street Chicago, 814 Steger Bld.
New York, 225 Fifth Ave. Kansas City, 1020 McGee St.
Syracuse, 402 Dillaye Bldg. Denver, 1221 Pearl St.
Philadelphia, 1420 Chestnut St. Portland, 604 Journal Bld.
Pittsburg, 549 Union Arcade Berkeley, 2161 Shattuck Av.
Birmingham, 809 Title Bldg. Los Angeles, 510 Spring St.
Memphis, 1048 Court Ave.

Send to any address above for agency manual

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for High Schools, Normal Schools and Universities

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Portable Screens

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PATHFINDER NATIONAL WEEKLY

15 Cents

The Pathfinder is the great illustrated, current-events paper published at the Nation's Capital for teachers everywhere. It is the Ford of the school world. Tells story of world's news in interesting, understandable way. You will like The Pathfinder. There is no other paper like it for the teacher that wants to keep well informed or for use in class work. Famous Pathfinder Question Box answers your questions and is a mine of information. Regular price of Pathfinder is \$2 a year, but you can have it on trial 13 weeks for only 15 cents. Ask for special current-events circular and rate for school club subscriptions. Address:

THE PATHFINDER, 681 Langdon Station, Washington, D. C.

OUR FREE SERVICE in teaching the Mechanics and Pedagogy of Palmer Method Penmanship is still offered to all teachers whose pupils are provided with individual copies of our manual. OTHER TEACHERS may enrol for the complete correspondence course upon payment of the small fee of ten dollars.

OUR THIRTY VISITING INSTRUCTORS cover the entire United States, and their services are still free to all schools having Palmer Penmanship adoptions.

THE PALMER METHOD PLAN when followed exactly leads to enduring handwriting, which becomes a big asset in school, business, and social life.

PALMER METHOD PENMANSHIP is written at commercial speed and is as plain as print. Thus, it conserves the time of the writer and the time of the reader. Palmer Method Penmanship compels healthful posture while writing, thus conserving health and vision.

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A furnace is fireproof, but its contents burn.

In Chicago's recent fire, a "fireproof" building was completely gutted.

Even a "fireproof" school is a terrible menace unless easy escape is possible from a fire within the building.

The Dow Spiral Slide Fire Escape should go hand in hand with "fireproof" construction. For it provides quick, sure escape from convenient exits on each floor without the necessity for self-control and presence of mind among hysterical children.

Is any precaution too great for the protection of the school children placed in your care?

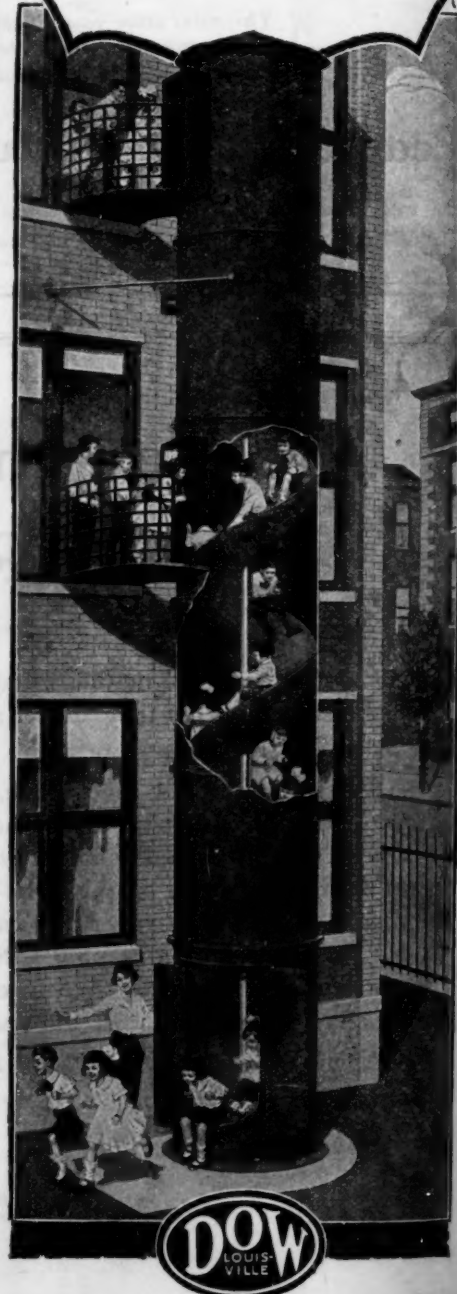
Write for details today.

The Dow Co.

INCORPORATED

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Every reader of the magazine can confidently investigate all advertised articles. Feel free to make inquiries.

The advertisers measure the value of a magazine by the interest readers take in their advertising. They discover this through the number of inquiries made. You can help. Will you? We need it to make your magazine better and bigger.

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Horsford's Acid Phosphate

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Bells
Foote Foundry Co., J. B.

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Book Publishers
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Ginn & Co.
Gregg Publishing Co.
Hammett Co., J. L.
Lexington Historical Soc.
Lippincott Co., J. B.
McCullough, James F.
Macmillan Co.
Masterleaf Record Book Company
Palmer Co., A. N.
Rand McNally & Co.
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Charts
McConnell Map Co.
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Prang Company

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Merriam Co., G. & C.

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Book of Knowledge

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Wilson Corp., J. G.

Gymnasium Equipment
Medart Mfg. Co., Fred

Laboratory Furniture
Kewaunee Mfg. Co.
Peterson & Co., Leonard

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Modern Literary Bureau

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Rand McNally & Co.

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Clark Teachers' Agency
Fisk Teachers' Agency
Hahn, J. M., Teachers' Agency
National Business Bourse
Specialists' Educational Bureau
Western Teachers' Exchange

Teachers' Insurance
Teachers' Casualty Underwriters

Tooth-brushes
Takamine Mfg. Corp.

Window Shades
Draper Shade Co., Luther O.

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THE BUSINESS OF SELLING

Athletics and outdoor sports are particularly prominent during the fall of the year in the schools. Harvard University and many other leading colleges, "prep" schools, and high schools have called upon the James W. Brine Company to supply them with the athletic equipment needed. This organization has been serving educational institutions for many years and we are pleased to welcome them into the advertising pages of *THE JOURNAL*. We hope that the readers will make use of their splendid facilities.

The Fred Medart Mfg. Co., of St. Louis, manufacturer of playground equipment, has just issued its new catalog "M." As is generally known, this concern is a pioneer builder of playground equipment and has, over a period of 50 years, contributed much to the development and growth of the playground movement.

The new catalog is in line with the policy of this manufacturer to do more than merely sell the equipment—it is really a comprehensive treatise on the subject of playground planning and equipment. It is profusely illustrated with views, photographs, and diagrams—contains much valuable data and information, and suggests various layouts which can be had for certain sums of money. We can conscientiously recommend that any one interested in the playground movement, or in playground planning and equipment, should send to the manufacturer for a copy of this book. It will be a worth-while contribution to the permanent records of those interested in the subject.

With nearly one million sets of the **BOOK OF KNOWLEDGE** in the

homes of millions of school children throughout America, teachers and educators will find their **TEACHERS' GUIDE TO READING COURSES** of great assistance in home work and for use in supplementary lessons in literature, science, and history. The *Book of Knowledge* is beginning an intensive campaign to interest teachers in the value of making use of the home library. The splendid endorsement of Dr. Cody will create a great deal of interest in the educational activities of the Grolier Society, which publishes this set.

"Better teaching through printing" is the slogan of the advertising of Barnhart Brothers and Spindler. It is undoubtedly true that children "learn to do by doing," and that printing is gaining a great deal in favor among schools because of the splendid opportunity of teaching English, grammar, and other subjects.

The increasing importance of health education is the occasion for the splendid advertisement of Fairbanks, Moore & Company, who are calling attention to their health scales. It is undoubtedly true that every school should be equipped with health scales in order that the weight of the children can be kept accurately.

A new and important method of class-record books is being advertised by the Masterleaf Class Record Book Company. Teachers will be interested in reading their advertisement and getting information about this.

The splendid success of the Miessner Piano Company is being advertised this month. A car load of pianos has been sent to the New Orleans schools.

The Cantilever Shoe gives supreme comfort. It fits like a glove and will flex with the arch of the foot. It is an ideal shoe especially for the teacher who must stand up and walk around a great deal during the day. Every teacher knows the need of comfortable footwear.

The Victor Talking Machine Company shows the need of Victrolas in the schools; the way to teach the children to learn to love good music.

Good pictures are extremely educational and make a lasting impression on school children. Curtis & Cameron, Inc., who publish the Copley Prints, and the Perry Pictures Company are supplying the need of good pictures in the schools.

American Crayon Company and the Prang Company are advertising art products which are so much used in the lower grades.

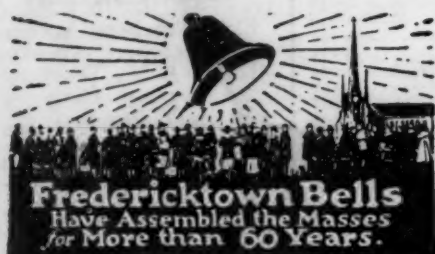
The message of Colgate & Company is always cleanliness, which, of course, improves the health conditions and morale of the class-room.

The Takamine Mfg. Corp. is performing a real service to the schools by offering their tooth-brushes at a very low price to classes in oral hygiene.

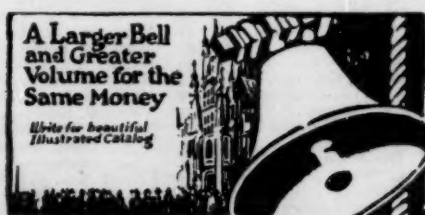
It is undoubtedly true that every school should be provided with the utmost of safety in the way of fire-escapes. The Dow Company is advertising the simple, quick-slide to safety.

Quite a number of book publishers are advertising the new books that have just come off the press.

The message of the Teachers' Casualty Underwriters for teachers to protect themselves against sickness, accident, quarantine, etc., is a very splendid one. Every teacher who has reaped the benefits knows the comfort of this protection.



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