

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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People or Things?

Which matter more? The moment we step into a house where things matter more than people, we know it. That house merely shelters a collection of unrelated objects without respect to the comfort of their users.

The importance of things is as instantly apparent in a geography class. The children memorize and recite unrelated facts. Facts are things. In the name of geography they stumble, bemused, through a maze of boundaries, products, and the like, knobby bits of information.

Today geography is putting its house in order. Teachers who have always known that people *did* matter more than things have discovered the way to teach geography in accordance with that point of view. They have looked for human geography, for the geography of cause and effect, for the geography that develops reasoning power, and they are finding it in just one place—

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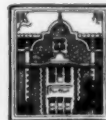
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MANY people think they are teaching a child what the world is like, when in reality he is only learning a map. It is now generally agreed that education is not something to be forced on children from without, but rather the directing and fostering of the child's natural capabilities.

The old method was attacked at least 150 years ago. It was in 1762 that Rousseau said, "If the child sprang at one bound from the mother's breast to the age of reason, the present education would be quite suitable," for "the wisest writers devote themselves to *what a man ought to know*, without asking *what a child is capable of learning*."

But though the greatest advances in the theory of education have been made in accordance with Rousseau's doctrine, it is only within the last five years that the new methods have been at all widely practiced. Even now they are but vaguely known in a great part of the educational world. They have been left little more than empty shells. Why?

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As acceptance of and belief in these new methods has spread over the country, there has been a growing demand for a work that should make these new methods a practical reality.

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The Problem-Project demands a wealth of vital, motivated material on every subject. That the Project Method may be more than a mere name, every

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important industry, for example, is treated fully in these books, and every important process in every industry is really *pictured*. For instance, "Railroads," entitled *The Steel Roads That Commerce Travels*, is completely treated in eleven pages; and in twelve interesting halftone illustrations, every important step in their development is effectively pictured.

Visual Education is a phrase that we in the school world have been discussing for ten years, but, until now, we have never seen the theory put into usable, practical form. A prominent educator, after seeing Compton's Pictured Encyclopedia, said: "I have seen Visual Education for the first time!" This doctrine of Visual Education was the most important one upon which these books were based. The finished work includes thousands of pictures, chosen from more than half a million—one for every idea that can best be grasped through the medium of a picture. By means of a special caption and text of its own, each picture is made to tell its full story. The old woodcut and pen drawing have been discarded entirely. This is the only encyclopedia in which halftones are incorporated with the text—right where they belong!

The Psychological Law of Interest—another subject which school people have been talking about for years, but which has never really found expression in any encyclopedia until now. Here it is put to its utmost use in all headlines, titles, captions and text, which focus the attention upon the most salient feature of subject or picture. For example, although these books are alphabetically arranged, the account of Prehistoric Animals does not present them under the bald title of *Animals, Prehistoric*, alone. They are introduced through their most significant characteristic: *Giant Monsters of Long Ago*. All articles and pictures are treated in this interesting way.

Every page of Compton's Pictured Encyclopedia is new. Every sentence was written since the signing of the Armistice. Even such recent events as the election of the present Pope and an account of the creation of the Irish Free State are included. Every word and every picture was chosen expressly for these books. In the entire set there is not one page that is a "revision" of a preceding work.

But new in a still deeper respect is this encyclopedia. Great educators have presented organized knowledge in an *entirely different way*, a way which, at last, makes practicable and usable, for both the teacher and the student, the new methods of teaching.

Three years were consumed in preparing Compton's Pictured Encyclopedia, and it cost more than \$450,000—one of the largest publishing ventures ever launched. Today it is ready—a tremendous achievement of the New Age, and perhaps the greatest tool ever placed in the hands of the teacher.

On the Next Two Pages

you will find brief explanations, showing how Compton's Pictured Encyclopedia treats some of the more important school subjects. There also you will see in small reproductions the character of its illustrations.

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Geography

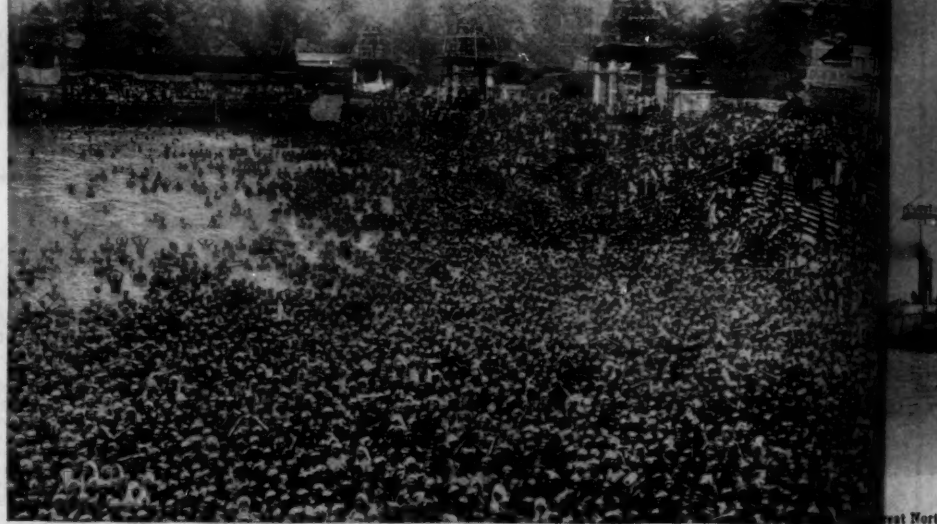
AT the right, reduced in size, is the beginning of the article on India, which continues through 15 pages, each one fully as interesting as the one reproduced. In these 15 pages there are 25 half-tone illustrations! Every step in the study of India is effectively pictured. Here is real Visual Education at last made practical. In picture, heading and legend, the very soul of India is projected immediately into brilliant relief. This is education that is irresistible! Do you think a child would ever forget the vivid impression that this first page would make on his mind?

Notice the educational value and the interest of the heading; how the legend below makes the picture tell its full story. Read the text for its interesting and scholarly style. Notice the tabloid information summarizing the whole subject. Although reduced in size, notice that the type is still clear and readable.

Subheads divide the text into sections dealing with people, industries, products, water courses, commerce, history, physical features, etc., so that any special information is readily accessible. This article on India is a *typical* geographical treatment from Compton's Pictured Encyclopedia.

Every state in the Union, every province in Canada, and every country in the World has an interesting, exhaustive article profusely illustrated. Each of these articles is accompanied by a fine new Political-Relief map, one of the notable features of this new encyclopedia. So full of material needed for supplementary reading in schools, for the study of the specific problem or the problem-project with its far-reaching ramifications is this new work that it would be difficult to name even a phase of a subject not treated exhaustively and attractively in story and picture. This is the kind of thing the school world has been looking for!

The TEEMING MILLIONS of BRITAIN'S INDIAN EMPIRE



This picture takes you into the very heart of the story of India. It presents two of the most important aspects of that mysterious land—its crowded population and the powerful influence of its ancient religions. For here we see a dense throng of people bathing in the Ganges River near the city of Benares. From all parts of India they have come to wash away their sins in the "sacred waters." Back they will go, probably scattering broadcast the germs of plague and cholera. Before the conquering the East, Western civilization still stands almost helpless, unable to penetrate the ranks of this vast army of people, and teach them the laws of health or sway them from their age-old customs.

INDIA. A land of fascinating and infinite variety is India, which thrusts 1,900 miles downward from the Himalaya Mountains into the Indian Ocean and is inhabited by almost one-fifth of the human race. And what contrasts among these crowded people! They are divided into numerous races and clans; they speak more

Extent.—North to south, 1,900 miles; east to west, 2,000 miles. Area, about 1,800,000 square miles. Population, about 315,000,000.

Physical Features.—Himalaya Mountains, the highest in the world (20,000 to 29,000 feet); Vindhya Range and Eastern and Western Ghats, inclosing the Deccan plateau; deserts in Sind and Rajputana.

Principal rivers: Indus, Ganges, and Brahmaputra.

Products.—Millet, rice, wheat, barley, oil-seeds, cotton, jute, sugar, indigo, coconuts, tobacco, tea, and opium; cotton and silk manufactures, metal work; coal, gold, and petroleum.

Chief Cities.—Calcutta (1,225,000 population), Bombay (980,000), Madras (520,000), Hyderabad (500,000), and Delhi, the capital (235,000).

History.—Aryan invasion, about 1500 B.C.; rise of Buddhism, 6th century B.C.; Alexander the Great's conquest of the northwest, 327 B.C.; Mohammedan conquest, 1001 A.D.; establishment of Mogul Empire, 1526; English East India Company obtained trading posts at Madras (1639), Bombay (1668), and Calcutta (1696); Battle of Plassey established British supremacy over the French, 1757; expansion of British India, 1774-1856; Indian Mutiny, 1857; British Crown takes over government from East India Company, 1858.

thousands more, ened by hun victims to the pl The land itself almost as many as the people. north the gran of the Himal highest mountain world, are cl eternal snow (alaya Mountain) in the extre Cape Comorin the Unit

(Part of page 1743 of volume 8)

Nature Study Such intimate glimpses into the lives of birds and animals as that of the chameleon's unique method of catching insects, furnish strong points of contact in this most fascinating department of school work.

Compton's Pictured Encyclopedia embodies a thoroughness and freshness of treatment of all natural history subjects seldom equaled even in books devoted entirely to that subject. Here the reader will meet every animal, from the gigantic prehistoric dinosaur to the tiny jumping mouse, all pictured. The manner in which these subjects are treated together with the study outline present many valuable helps and innumerable suggestions to the teacher, which will make the content of the day's work much richer.

Special features are a section of fifty common birds of America (representative of the great groups) in their natural colors. Animals in their native haunts with special color treatment. Every common tree, showing in each case the bark, leaves and fruit. The section on "Plant Life" is particularly complete and copiously illustrated with the best pictures anywhere obtainable.

All other subjects of this department are treated with a thoroughness and attractiveness never before attempted in a work of this character.

A New Idea in Index Making!

The Fact-Index occupies 325 pages in Volume 8 (the last volume). It gives you page references to every bit of information and to every picture in Compton's Pictured Encyclo-

pedia. It also provides the following features which you find in no other index ever printed:

Gives pronunciations—defines unusual words—locality, city, state, river, lake, mountain, cape or bay you want mentioned in general reading! Gives areas, population, chief products and other important statistics—contains biographies of figures in history—identifies clearly all characters in literature and mythology, Bible characters, famous books and events—has "Who's Who" sketches of prominent men and women of today. All these are in proper alphabetical places in this most complete reference Fact-Index.

Every topic and every subject is indexed under all the terms under which it is likely to be sought. Every detail of a subject is indexed to the exact page.

The Editor believes that the Fact-Index in Compton's Pictured Encyclopedia will do more to cultivate the habit in children in school than any other index that has been devised.

Problem-Project Section

In the eighth volume is a section, prepared by Bishop Owen, president of the National Education Association, dealing with the Problem-Project. Here will be an authoritative definition of the Problem-Project, a thorough discussion of its value and practical use in the classroom. Professor Owen, head of the Chicago Normal School, eminently qualified for the work, has prepared a model Projects for each subject and a comprehensive plan for using Compton's Pictured Encyclopedia in preparing

Take advantage of our special



When hungry, the chameleon "lies low" with its color adjusted to its surroundings. When an insect passes by, the chameleon shoots out its long tongue, striking its prey with the skill of a trained marksman. The insect is glued to the tip of the sticky tongue and is drawn back and swallowed. A motion-picture camera caught the views above.

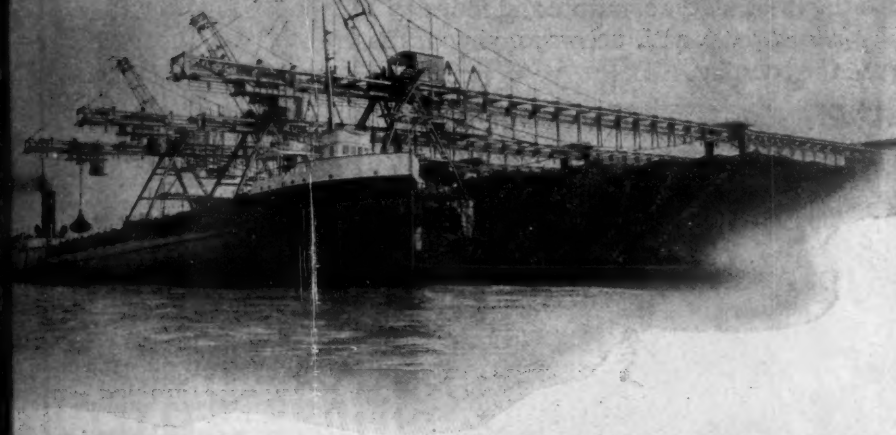
PICTURED ENCYCLOPEDIA

pic with a possible bearing on problems of modern life and education has received the "enlivening" touch characteristic of Compton's Pictured Encyclopedia. Pictures, of necessity, have been so far reduced in size that it was impossible to give the captions above them. Legends below pictures have been taken directly from the books.

Life of King Coal

COAL

The BLACK DIAMONDS that do the World's Work



West Northwest of the United States gets most of its coal from Ohio and Pennsylvania in giant barges like these, which bring ports on the lower lakes to Duluth. There immense traveling cranes with "clam-shell" scoops operated by electricity work at such speed that a cargo of 6,000 tons can be unloaded in a quarter of a day.

AL. At the close of George Washington's life, the world was less than a bushel and three pounds on a year for each human being. Just before the World War of 1914-18, every human being, whether South Sea cannibal or American business man, could claim five-fifths of a ton of and nearly 90 pounds of iron as his share of the world's annual output. This increase measures progress we have made since the days of the coach and the spinning-wheel. In the United States, coal stands next to the soil in

COAL and iron are the bases of modern industry. They enter into every girder and beam of a skyscraper, into every plate and rivet of an ocean liner, into every piece of whirling machinery, into our railroads, street-cars, and automobiles. Coal cooks our food and lights our houses, keeps us warm and weaves our clothing. Indeed, the greatest industrial advance that man has made from his primitive condition has been through the use of coal to make iron his slave. A nation's coal supply measures today that nation's chance for success in the international struggle for industrial supremacy. Nations have gone to war, in fact, for the purpose of obtaining the coal mines of their rivals.

but underwent chemical changes. The first series of changes resulted in its transformation into peat. After the accumulation of considerable beds of vegetable matter in the swamps, the surface of the land sank and these peat-bogs became the bottom of seas and lakes. Then sediment, such as sand and mud, was deposited over the accumulated vegetable matter. Thus buried, the vegetable matter was still more completely shut off from the air and underwent further chemical changes. At the same time the weight of the sediment compressed the deposits into

Pictures Every Idea that Needs a Picture

Industries

At the left, reduced in size, is the beginning of the article on the coal industry. In six pages the article is complete, and in 10 halftone illustrations, every important step in its development is effectively pictured. This article is typical of the treatment of every important industry, from bookbinding to soap manufacture. Read the text. See how graphically it seizes upon the keynote of coal. See how the tabloid information epitomizes the whole subject.

The Problem-Project method of teaching geographic and economic subjects demands a thorough study of industries. A study of the geography of Maine, for example, is incomplete without an understanding of the lumbering industry that its rivers, mountains and forests have produced.

Because the story of an industry is so difficult to explain in words and, when explained only in words, usually inadequate and dull for the student, schools are including more and more in their curricula trips to factories, mills and seats of commerce. Visual education is becoming the dominant method of teaching in this field. And yet, actual observation of industries, although recognized as the best way to learn, presents enormous teaching difficulties since to most schools the locations of most industries are inaccessible.

Realizing this, the editors of Compton's Pictured Encyclopedia lay great stress upon a careful and actual presentation of each important industry, and put particular stress upon the importance of picturing every process necessary to gain a working knowledge of any industry.

So well have the pictures been chosen, and so clearly have they been made to tell their full story in caption and legend, that the pictures of an industry, alone, afford a normal child a sound understanding of the subject.

Such a collection of facts and pictures as will be found in Compton's Pictured Encyclopedia, when placed in the hands of a pupil, will enable the teacher, with very little research or labor, to conduct a highly successful project-lesson. Notice the Guide Post at the top of the page. These books are alphabetically arranged and there is a Guide Post for every page.

History By masterful linking of text with picture, Compton's Pictured Encyclopedia leads the history student from the dawn of civilization through the rise and fall of the Roman Empire, the development of Europe in the Middle Ages, the Renaissance, discovery of the new world, the growth of modern states, development of great industries and commerce, the World War, the peace settlements, and finally, to such recent events as the establishment of the Irish Free State.

Study-Outline correlates all the facts of history and each in its chronological order and proper relation to the rest. It is the thread on which the beads are strung, a continuous survey of the history of the world, making sequence of facts or supplementary reading immediately available.

Graphic text accompanied by profuse illustrations from the rushes of famous artists, new and original maps, graphs and every modern device for holding interest while imparting this new encyclopedia recounts the events of Man's march across the stage of Time.

Study-Outlines In the last volume (the eighth) we found Study-Outlines for every school subject and other related branches. These outlines are interesting to themselves and "motivated" in the true sense of the

term. In no degree are they intended to supplant or compete with the official courses of study, but rather to round these out and to provide both teacher and pupil with guides to valuable and fascinating supplementary material. The outlines carry page references to the Encyclopedia, guides to the pictures and carefully graded bibliographies on all subjects.

Science Woven through every scientific subject of this new encyclopedia is a strain of romance presenting the human side along with the factual side. Here, by interesting text, illustration diagram, and subject-picture, Science presents a new interest to the layman and becomes a fascinating subject for study. The student in school sees science in a new light, and what was once to him a drab and uninteresting subject, made up of long words and longer formulae, becomes vitalized with interest. In this wonderful new encyclopedia every scientific law is fully treated; every scientific fact is clearly presented in accurate text and every idea that needs a picture (Eclipse, for example), is visualized. Every scientific article in this work has been carefully edited by a recognized authority on that particular subject.

With Compton's Pictured Encyclopedia in your schoolroom, you can realize your ideal of effective teaching. Read the following page for our special offer.



If you were floating in space some thousands of miles away from the Earth, this is the way an eclipse would appear to you. The Moon, you see, has come in line with the Sun, and casts down its conical shadow. Complete darkness comes in only one comparatively small circle—in this case in the middle of the Sahara Desert in northern Africa. But partial darkness extends over a much larger area, where only part of the sun can be seen.

er on the following page

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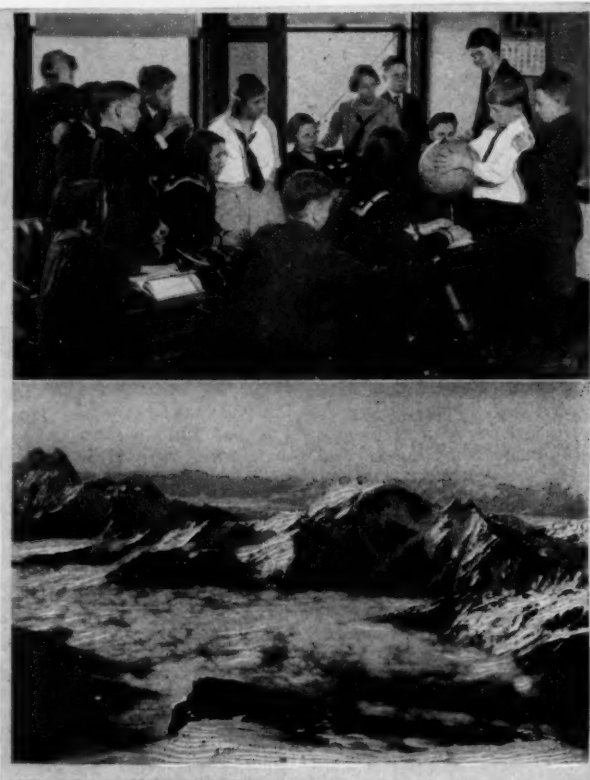
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WHERE it is impossible or impractical to take your class above the clouds or into the woods, into a coal mine or steel mill, a soap factory or a logging camp, Compton's Pictured Encyclopedia will bring these places of nature and industry and thousands of others into your schoolroom in *pictured form* with accompanying text that has been *enjoyed* by youngsters in every part of the country.

Compton's Pictured Encyclopedia takes away the danger that the prescribed curriculum will become a deadly drill in facts. Even in such prosaic subjects as arithmetic, there are valuable aids to fresh, memorable methods of presentation. The idea of the fraction, for instance, is not only explained, it is also visualized and expressed in a picture.

Compton's makes possible for every schoolroom in the country a richer, more flexible education. With it you can put into effect as much of the new methods as your curriculum will permit. In a thousand ways it will help you to teach with greater effect—to give to every subject you teach the alluring touch of the education that is surely coming tomorrow.

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Editors

A Partial List

Following is a list of some of the editors of Compton's Pictured Encyclopedia. Every editor of this great work gave his time as well as his name to it. The list below is a guarantee of the accuracy and the scholarship of this work, the result of three years' continuous effort.



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President, National Education Association,
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School

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58 E. Washington St., Chicago, Ill.

Gentlemen:
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Position.....(410)

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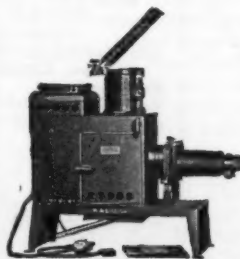
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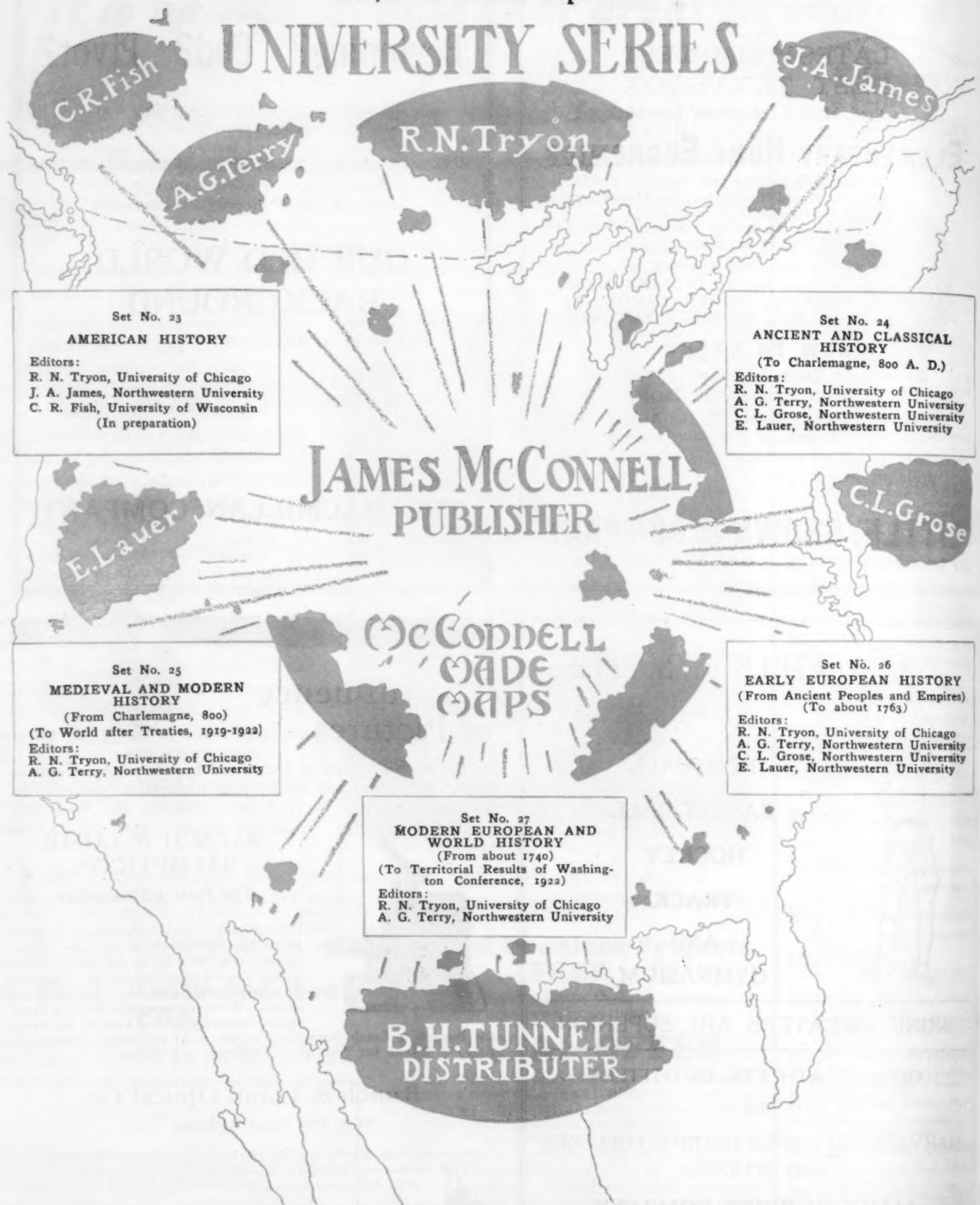


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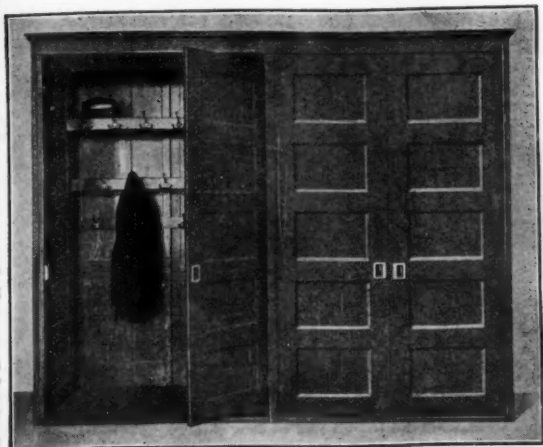
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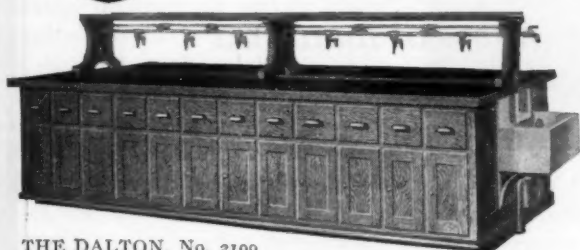
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Progress in Professional Organization

THE STRIKING GROWTH of the National Education Association in membership during the past few years is carefully analyzed in the Annual Report which Secretary J. W. Crabtree presented to the Representative Assembly in Boston. Many forces have been at work to cause the active membership to jump from 10,000 to over 110,000 in less than five years. The operation of these same forces may be expected to result in a membership of over 250,000 before the Association's annual meeting in July, 1923. Chief among them are the rising spirit of loyalty in the profession and the growing confidence of the public in an organization that consistently stands for the best things for the Nation's children. The Secretary's report summarizes the causes of growth as follows:

"Changing the National Headquarters to the Nation's capital added to the prestige of the Association and contributed to its growth. The appointment of the Emergency Legislative Commission in 1918 and the Commission's forward-looking program of service made strong appeal to the rank and file of teachers throughout the country. The part which the Association had in securing increased salaries for teachers and in promoting the interests of the profession established it more certainly in the affections of teachers everywhere.

"The field work, the office correspondence, THE JOURNAL, and the general publicity, which supply teachers and the public with reliable information concerning the schools, have impressed the teachers of the Nation with the Association's great mission and with the high type of its service to the profession. The reorganization, on the representative basis in 1920, provided a method of selecting delegates from all sections of the country and from all ranks of the profession to transact the Association's business. It provided an adequate scheme of organization for growth and expansion. The membership is practically three times what it was when the new plan of organization was adopted.

"Teachers are professionally-minded—The need of a high type of team-work

has been felt more strongly year by year in every vocation and profession. There has been an exceptionally marked awakening among teachers as to the need of effective organization, not only in this country but in other countries as well. In America the growth in numbers and in the extent and quality of service is as striking in State and local associations as in the National Association itself.



J. W. CRABTREE, Secretary of the National Education Association, since August 1, 1917.

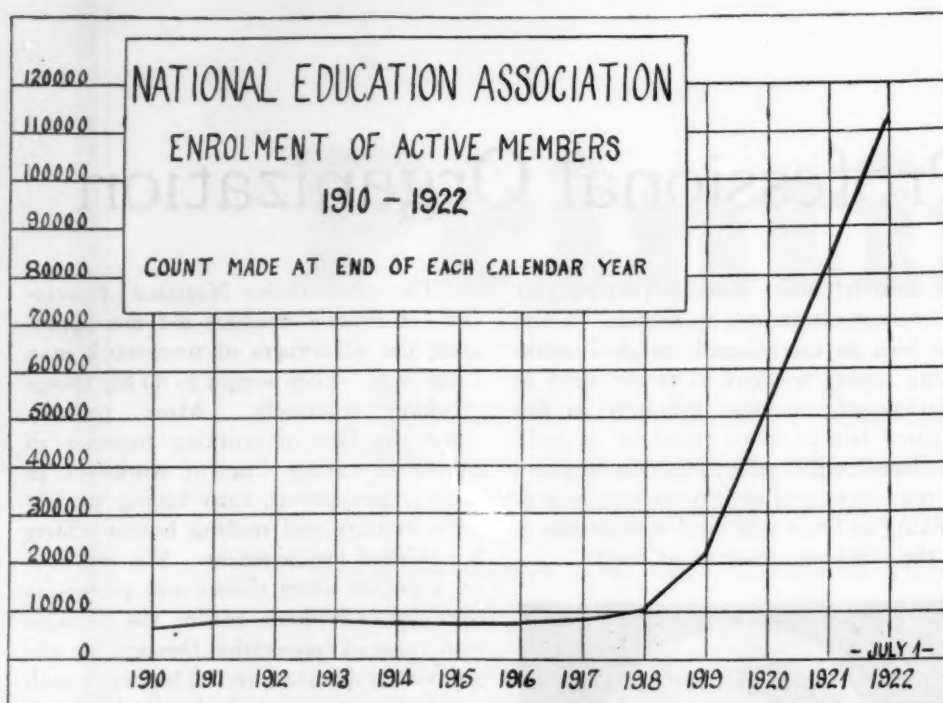
"There has thus grown up during recent years a new sense of obligation to the profession and hence to the Association which promotes the interests of the profession. There has been developed a greater pride than ever before in the best professional standards and ideals. As teachers have become more and more professionally minded, they have naturally had a greater desire to become members of their professional association and to lend their support to its growth and success. While the new professional spirit is in part due to the work and influence of the Association, it also has been a leading factor in the unprecedented growth in membership.

"*The all-inclusive National Association*—Formerly teachers did not appreciate the advantages of team-work in a large way. They sought to do big things working separately. More recently came the idea of working together in classes in various lines of work—or in local organizations, each having worthy ends in view and making honest efforts for needed improvement. We are now in a period when classes and groups as well as individuals realize the wisdom and value of coöperation through the all-inclusive organizations. The ties in each of the associations—the local, the State, and the special or departmental—have become stronger as the bond which holds them in the all-inclusive group has become more effective.

"It might have been possible earlier to destroy the all-inclusive character of the Association, but since the need of team-work is so well understood and the desire for it so firmly established, it would require much more than personal grievances or differences on small issues to break the unity of effort which now operates through the National Education Association and which gives size and permanency to the enrolment.

"The Association is entrenched in the confidence of the public. It has the goodwill and support of professional and other organizations. It uses its good offices to establish a more cordial coöperative feeling between teachers and community. It helps the public to appreciate the work of the schools. This is the greatest service which it can render to the profession and is no doubt the real underlying cause of recent growth and development.

"*The appeal that wins*—In soliciting memberships, the Headquarters Staff has kept in mind the high standards and ideals of the Association. It has not made appeal to the selfish interests of teachers by promising personal benefits of various kinds, but instead has appealed to the professional pride of teachers, promising only such personal rewards as come from the elevation of the profession as a whole and from the general educational uplift which combined effort alone can give. This type of appeal has met with a response which indicates that the



teachers of the United States are willing to give their support to the cause of the profession from the broader point of view."

The Report calls attention to the comparative growth and purposes of the national associations of Great Britain and America (See *THE JOURNAL* for May, 1922, p. 173) and describes the plan of cooperation between the Association and affiliated and other units, particularly as related to the work of the newly-established Research Department.

No other characteristic of the Association as described in the Report reveals its enormous influence so well as the chart (reproduced herewith) showing its cooperation with other great National organizations. The Report states:

"The Association has the cooperation of leading National civic, patriotic, fraternal, and religious organizations in carrying out the fundamental planks of its platform. The relationship of cooperation is definite, and though not so binding as affiliation it is perhaps equally effective. In affiliating, the organization pledges itself in advance to give support, because in affiliating it becomes an integral part of the Association itself. The connection through cooperation secures support only as the cause is worthy of support. It means that the Association must use care in deciding on the planks which it puts into its platform. It means that the cooperating organization will give stronger help because of giving it from the standpoint of conviction and genuine interest. The present plan is highly satisfactory to cooperating organi-

zations and should be continued indefinitely.

"Coöperation with the American Legion—A joint program of work was outlined a year ago by the Committee on Education of the American Legion and the Board of Directors of the National Education Association and was adopted by the Representative Assembly at the Des Moines meeting. It placed the American Legion squarely behind a few essential educational policies and pledged the fullest coöperation of both organizations in the promotion of the interests of the public schools."

The relation of its departments to the Association has never been fully determined. They have grown up in response to special needs. Some of the departments have been built around needs so fundamental that they have maintained strong activities from the first. Other departments, formed in response to temporary needs, have, after a few meetings, prepared programs with difficulty and in some cases have been dropped from the list of departments. Some of the departments have considered the employment of full-time secretaries as a means of giving stability to their work. To employ such secretaries with the necessary complements of clerical help for each of the twenty-one departments would involve a large expenditure of funds and would probably result in an organization too top-heavy for the best results. The Secretary has worked out a plan which will give the departments the advantage of continuous and immediate connection with Headquar-

ters. The plan proposes the appointment of a member of the Headquarters' Staff to act as secretary or assistant secretary for each department. This arrangement will maintain the unity of the Headquarters' organization and avoid duplication of effort. It is already in operation in the case of the Department of Superintendence, whose secretary—Mr. S. D. Shankland—divides his time between the work of the department and special duties assigned by the Secretary of the Association.

The Report contains diagrams showing the use made of the various rooms in the beautiful headquarters' building and recommends the purchase of additional property adjacent thereto.

"Although the buildings on this adjacent property are old, they would serve for a few years for the storage of volumes, for mailing and shipping, for multigraphing and printing, and for other similar purposes, leaving the present building for the main offices of the Association. Within five or ten years there will be the need of constructing a fine building on this site or an enlargement of the present building, which is rated as one of the best office buildings in Washington. It would be both economical and wise to make this purchase, and I recommend that steps be taken at the earliest moment to contract for it."

The Headquarters' organization as described in the Report is composed of five departments: "Records and Accounts, established in 1917; Field Work, established in 1918; Business, established in 1919; Publications, established in 1920; and Research, established in 1922. There are two assistant secretaries with the same rank as heads of departments: One has charge of the business interests of the Association under the direction of the Secretary, and the other assists in the general correspondence and has special charge of important phases of the work with affiliated associations.

"In the larger departments, the one next to the head or director has the rank of assistant. In the department of Records and Accounts, the position is Assistant Recorder, in the Department of Publications, the position is Assistant Editor, and in the Secretary's Office, the position is Assistant to the Secretary. As other departments develop and the number of employees increases, the rank of assistant will be given to others. The larger departments are divided into divisions, the head of the division holding a place of responsibility. With the

growth in membership, the number of these divisions will increase. Division heads rank next to head assistants.

"The present plan of organization is economical and effective. It groups the work in five departments with the necessary subdivisions and enables a comparatively small force to do an enormous amount of work. It requires only a few men and women on high salaries, thus making it possible on the limited income of the Association to provide adequate clerical help.

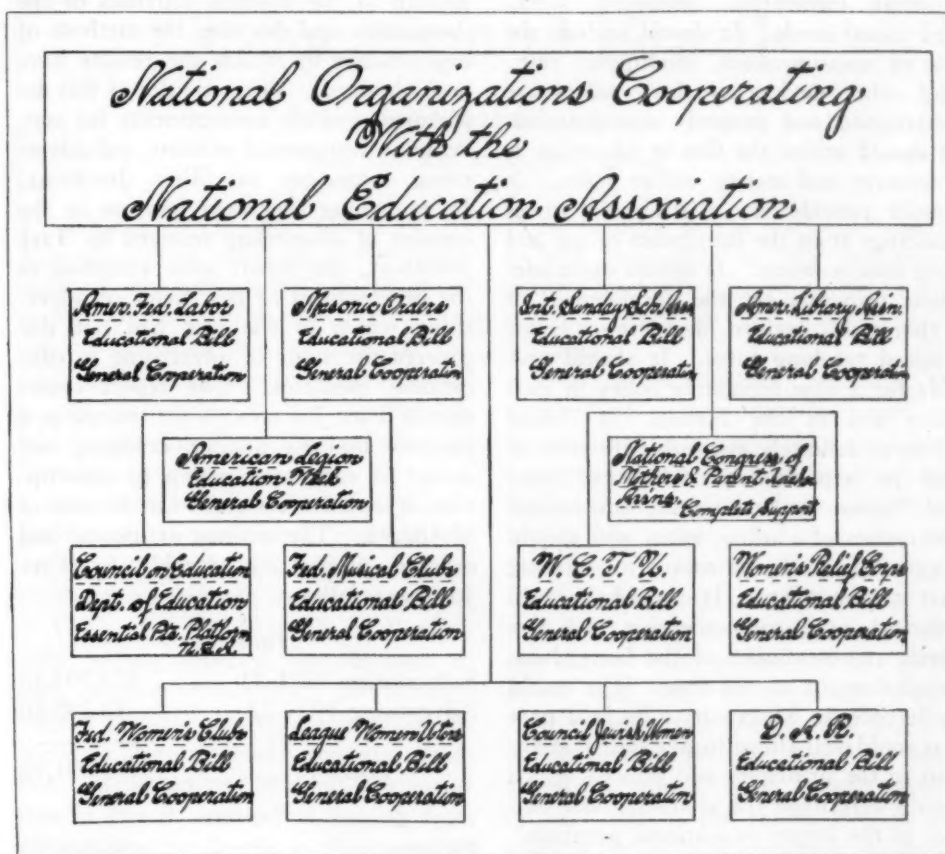
"*Appointment and tenure*—There are now in the central office a secretary, five heads of departments, two assistant secretaries, three chief assistants, three heads of divisions, ten expert stenographers, and twenty-five or more typists and clerks. At times during the year, additional help is needed. The number of typists and clerks will be increased to forty or more for next year in order to care for the additional work due to increasing membership.

"The Secretary is elected by the Board of Trustees for a term of not to exceed four years as provided in the Charter and By-laws. The Field Secretary is elected by the Executive Committee for a period of four years also. All other members of the staff are elected for one year and then reelected without specifying the time for which elected. They are subject to the ordinary tenure regulations.

"Just as boards of education elect principals and teachers on the recommendation of superintendents, so the Executive Committee elects members of the Headquarters' Staff on the recommendation of the Secretary. Were the Executive Committee to elect on its own initiative, responsibility for weaknesses in the office force would not be definitely fixed. The present plan places the responsibility for results on the Secretary, where it properly belongs. The tenure ideals of the Association are essentially the same as those of the best public-school systems. Although formal rules have not been adopted, the practice of electing employees on the recommendation of the Secretary and of observing proper tenure regulations has become an established policy of the Association."

Amendments to the By-laws providing for a larger membership fee have been proposed from time to time. The Secretary's Report meets the issue squarely as follows:

"The membership fee of \$2 appeals to teachers as being reasonable. There is now the opportunity of paying \$5



annually and receiving the volume of Proceedings and all publications of the Association, yet few superintendents and college presidents and practically no teachers pay the higher fee. A fee of \$4 for enrolment and membership was tried out for years without apparent success. Teachers on low salaries manage to spare \$2 a year for membership dues, and yet those on higher salaries are slow to pay more than that amount. It must be remembered that this \$2 is in addition to local, district, and State membership dues. It must be remembered also that departments are now adding a departmental fee of from \$1 to \$5.

"If the fee is too large the membership will be small. If the fee is small and yet large enough to be respectable, the enrolment will be high. The \$2 fee has proved to be a popular sum. It has been successful. It is increasing the membership of the Association. It purchases office supplies, pays for THE JOURNAL, covers the expenses of committees, provides for research work and pays for other valuable services. It is the goose that lays the golden egg.

"The \$2 fee will not cover the expenses of delegates to annual meetings. A \$5 fee would likely provide less funds for this purpose than the \$2 fee because the enrolment would be much lower. It will be better in the long run for the local and State associations to increase

fees for this purpose than for the National Association to do so. Teachers will pay larger fees to the local than to the National Association. It is only natural that they should do this.

"The \$2 fee, which maintained the Association during the period of business depression, rendering remarkable service in maintaining and even in increasing salaries for teachers, should accomplish even more for the Association as cost of paper and printing reach a lower level. In my judgment the \$2 fee is ample."

Budget estimates and estimated income for 1922-23 are set over against income and expenditures for 1921-22. They show a total of \$310,000 for the current year as compared with \$233,868.69 for 1921-22. (See THE JOURNAL for September, p. 288.)

After commending the loyalty and work of the various departments and the various members of the Headquarters' Staff, the Report closes by calling attention to the need for a comprehensive educational program as follows:

"There is need of a larger educational program than has ever been made. The Association's platform points the way. This larger program should be prepared by the best talent in the Association and affiliated units with the coöperation of all agencies. It should include the adaptation of the course of study for the public schools to the current political, in-

dustrial, commercial, economic, social, and moral needs. It should include the use of measurements, intelligence tests, and other devices as their values are determined and properly demonstrated. It should utilize the film in education as commerce and society utilize radio. It should provide for a study of school buildings from the standpoint of use and long-time economy. It should make adequate provision for the development of a thoroughly trained, democratically organized teaching force. It should provide for a wise legislative policy in each State and in the Nation. It should define as definitely as possible the interest and the responsibility of locality, State, and Nation for maintaining educational enterprises of various kinds and should suggest measures and means for meeting that responsibility. It should be well balanced, sane, comprehensive, and genuinely representative of the best educational thought of the time. The world conference on education to be held next year could well afford to give special attention to the principles and policies which would determine the character and outline of this larger educational program."

Reports of Headquarters Departments—Included with the Report of the Secretary as a part of it are the reports of the heads of the various Headquarters Departments.

The Field Secretary, Mr. Hugh S. Magill, reviews the progress that has been made in the campaign for the Towner-Sterling bill and summarizes the message of his department in the following words:

"We believe there is nothing more important for the welfare of the teaching profession and the promotion of education than to keep constantly before the public the simple facts that the public schools belong to the people; that they were founded and are supported by the people to do the people's work; that if they function effectively, the people will reap the benefits in the proper training of all the children and the development of a stronger, more intelligent citizenry; that if they fail to function properly, because of a lack of public interest and public support, the people themselves will suffer an irreparable loss which will fall most disastrously upon the children of the community, the State, and the Nation, who, because of such neglect, will be denied the educational privileges which should be guaranteed to every child beneath our flag."

The Business Manager, Mr. Ray S. Erlandson, summarizes the remarkable

growth of the business activities of the Association and describes the methods of organization by which the results have been obtained. The activities of this department include arrangements for conventions, commercial exhibits, and advertising campaigns for *THE JOURNAL*. In explaining the rapid increase in the amount of advertising received by *THE JOURNAL*, the report calls attention to the development of new fields of advertising which in the past had not discovered the value of advertising in educational mediums. The report shows that if *THE JOURNAL* were treated as a separate business project, crediting one dollar of each membership to subscription, it would net a profit for the year of \$7,482.94. The amount of income and expense properly chargeable to *THE JOURNAL* follow:

Income

Subscription 1921-22	\$72,793.12
Advertising 1921-22	40,298.86
Total	\$113,091.98

Expense

Printing	\$56,005.04
Mailing and Drayage	13,304.00
Editorial and Records	22,000.00
Wrappers, Paste, Etc.	800.00
Stationery, Postage	10,500.00
Advertising	3,000.00
Total	\$105,609.04

The report of the Editorial Department outlines its work in connection with *THE JOURNAL*, (2) the Proceedings, (3) other publications, and (4) publicity, and recommends the creation of a special library at headquarters. This department published during the school year 1921-22 almost 64,000,000 pages of matter—an amount greatly in excess of that published in any ten years before. The place of *THE JOURNAL* in the life of the Association is thus summarized by the Managing Editor:

"*THE JOURNAL* will come more and more to represent the Association in the minds of the rank and file of the membership. *THE JOURNAL*'s most difficult problem is so to present the work of the Association that the individual member will appreciate the deeper meaning of the membership privilege. *THE JOURNAL* must come to reflect more and more largely the growing activities of professional organizations—National, State, and local—in such a way that their programs shall appeal to the great body of educational workers throughout the Na-

tion as immensely worthwhile. Loyalty to the cause of education is a secure and abiding foundation upon which to build a great organization. Such a foundation is not to be compared with appreciation of mere benefits received. It is upon this rock of loyalty to the educational needs of democracy that the Association and its *JOURNAL* may best be built."

The report of the Assistant Treasurer, Mrs. Helen T. Hixson, in charge of the Department of Records and Accounts, describes the process of recording memberships and discusses the problems that have arisen during the most rapid period of growth in the Association's history. The importance of extending the budget plan of collecting dues is emphasized:

"We still have before us the problem of the enormous expense of collecting the membership dues, which we hope in the near future to eliminate, or reduce to a minimum, through the "budget" plan, coöperating with the State and local associations. Under our present plan of collecting dues from each individual member, one can readily estimate the large expense involved in clerical services and postage, in addition to the expense covering the statement of dues and necessary enclosures. This last year we sent out four notices to all unpaid members, or an equivalent of approximately 110,000 notices, and we still have 20,000 unpaid members on our rolls, the majority of whom will perhaps not pay until they have received the fifth call of dues in the early fall. You can therefore readily see what it will mean to the Association in revenue if we can have these dues collected and transmitted to us in bulk by the State or local associations. A large number of cities has already established this method of collecting dues, and in most of them it seems to be working out well."

On February 15, 1922, an Assistant Secretary, Miss Agnes S. Winn, of the Seattle Public Schools, was added to the Headquarters' Staff. After outlining the various types of work assigned her by the Secretary, Miss Winn concludes:

"These first five months at headquarters have strengthened my previous ideals for a great National Association—an Association having the unique privilege of binding the teachers of the Nation in one great professional organization with a common purpose, with a common understanding, and with common ideals. It will be the purpose of this office to keep in touch with classroom teachers and administrators to assist in bringing about this professional unity."

The Research Department was established March 1, 1922. The need for its activities were well recognized and its important work of coordinating research activities and supplying members of the Association with up-to-the-minute information developed rapidly. The organization of the department, the work accomplished, and plans for the future are described by Director John K. Norton in a report which calls attention especially to the relation of the Research Department to the committee work of the Association: "Approximately half of the time of the Department staff has been devoted to collecting data for use by a number of the committees of the Association. In coöperation with the Committee on Sources of Revenue data have been gathered concerning the methods used by the States in distributing State school funds. Beginnings have also been made on a study which has the determination of better sources for school revenue as its objective. The data being gathered upon these subjects are to be used by this committee in the preparation of leaflets on school finance.

"The department has worked in close coöperation with the Commission on Coördination of Research Agencies. Many valuable suggestions have been received from the Commission as to the proper functions of the department. A tentative plan has been drafted whereby the department, acting with the advice of this Commission, will attempt to bring about a better coördination of the educational research agencies in the country. With this end in view a survey of the most important educational problems has been completed. A communication inquiring about these problems was addressed to a representative number of affiliated associations and individual members of the Association. The replies received to this communication were tabulated, and on the basis of this tabulation the most important problems of the coming school year were listed. The problems as tabulated fall under two heads: (a) School finance: methods of distributing funds, new sources of revenue, comparative budget statistics; and (b) teacher problems: salaries, training, pension, tenure."

IT is easy in the world to live after the world's opinions; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude.—Emerson.

Education in Brazil

A. CARNEIRO LEÃO

Box 344, Rio de Janeiro, Brazil

EDUCATION IN BRAZIL is naturally a reflex of all the vicissitudes of our nationality. A colony up to 1822, during which time our country had an education that was but the unfolding of the instruction administered in the metropolis of Rio de Janeiro, which was based on the traditions of Portugal.

Education in Portugal up to the middle of the eighteenth century was imparted by the Jesuits. It was not until the third quarter of that century—in 1772—that the Marquiz de Pombal, after having expelled the members of this religious order from his country, created primary instruction furnished by the state and improved secondary education. This fact had its natural repercussion in Brazil, instruction passing from the hands of the Jesuits to the seminaries which, managed by priests and others of diverse religious orders with the principal object of creating ecclesiasts, also administered a higher middle-class education to all who wanted to learn.

Progressive and wealthy, these seminaries were active centres of education in Brazil up to the second half of the nineteenth century. It is curious that it was almost always from this source that the spirit of rebellion and independence emanated. The ideas of the Encyclopedists, just like the doctrines of the French Revolution, even though they were not officially implanted in the seminaries, found their greatest propagators among the best spirits that were trained within those walls. The revolutions for independence, especially that of 1817 in Pernambuco—then still a colony—and that of 1824 in the same state at the time of the first empire, had as heads of these movements illustrious members of the clergy.

In the colonial epoch, it is very easy to understand what our public education must have been. For a long time—with the exception of some of the coastal cities—life in Brazil was localised in the farm-yards and plantations, on which, besides the landlords' families, there were only slaves and dependents. Of these people, generally only the landlords' children took their first studies at home and later on took a course in the

Jesuit colleges or the seminary, and up to the beginning of the nineteenth century very often went to the metropolis to study at the University of Coimbra.

Two great factors retarded the progress of public education: one, the formation of our nationality for a long time comprising two populations—landlords and slaves, distinct classes in themselves; the other, the education furnished by the Jesuits, whose spirit, born of the middle ages and therefore impregnated with the sentiments of that era, did not know of the existence of the people and used to organize (despite their sympathy for the natives) a course of instruction for the élite, the tendencies of which were clearly aristocratic. This is the reason why in our country the Governments took incomparably more care in secondary and academic education than for the primary and professional kinds.

It is true that in 1837, the Dutch having conquered a great part of Brazil, Count Maurice of Nassau established primary schools for the education of the Dutch, Brazilians, and Portuguese. In the rest of the country teaching fell to the hands of the Jesuits until Pombal's reformation in 1772 in the metropolis was extended to Brazil, bringing the official intervention of the government in the organization of education. There was thus a certain centralization of public instruction furnished by the state, the primary schools being maintained by the colonial government for which a tax called the "literary subsidy" was levied.

It was D. João VI who arrived in Brazil with the Portuguese Court in 1808 fleeing from Napoleon's soldiers, who took at once a direct interest in our public instruction. In 1808 he created primary schools for the feminine sex, entrusting the Count de Barca with a plan of education capable of maintaining unity in national instruction.

When independence was proclaimed on September 7, 1822, the Constitution of 1824 decreed free primary education, and the government took charge of the founding of schools. Secondary education continued in the hands of the seminaries and Jesuit colleges, and high-

EDUCATION IN BRAZIL

States	Population of States	School-going population	State revenues (Expressed in reis ¹)	Expended on education (Expressed in reis)	Percentage of total expenses
1	2	3	4	5	6
Amazonas	497,817	54,986	9,595,000.000	1,001,400.300	10
Para	969,048	116,285	9,593,966.382	1,005,773.288	10
Maranhão	794,112	95,293	5,302,480.895	448,570.905	8
Piauhý	505,000	60,600	1,932,871.000	195,000.000	10
Ceará	1,396,181	167,541	5,898,173.294	1,052,590.500	17
Rio Grande do Norte	520,147	62,517	4,033,000.000	432,118.000	10
Parahyba	725,630	87,075	6,722,569.000	680,000.000	10
Pernambuco	1,966,404	235,968	25,907,318.000	775,792.000	3
Alagoas	1,307,514	156,891	6,497,465.060	509,116.500	8
Sergipe	490,648	58,977	5,489,748.185	519,480.000	9
Bahia	3,211,554	385,386	29,361,500.000	1,450,000.000	5
Espírito Santo	476,464	57,175	5,406,500.000	532,468.135	10
District Federal	1,157,873	138,944	67,042,842.500	11,081,120.000	17
Rio-de-Janeiro	1,549,202	185,904	21,471,119.357	2,403,094.225	11
S. Paulo	4,950,316	594,037	137,484,000.000	23,218,000.000	16
Paraná	727,630	87,315	11,917,184.250	1,326,589.209	11
Santa Catharina	608,433	73,010	7,158,000.000	1,503,000.000	20
Rio-Grande-do-Sul	1,961,973	225,435	34,300,000.000	4,097,604.000	12
Minas Geraes	5,319,727	638,367	56,189,056.050	6,384,537.000	15
Matto Grosso	225,065	27,007	4,718,260.705	601,624.000	12
Goyaz	526,370	63,164	2,113,681.000	152,260.000	7
	29,887,098	3,571,877	446,637,241.195	59,570,159.762	11

¹ Figures given in reis. Each thousand reis (or milreis) worth about 19 cents on exchange at end of period under review.

school education was finally organized in 1827 with the creation of the Law Faculties of Recife and S. Paulo and the Faculties of Medicine at Rio de Janeiro and Bahia.

In 1837 the College "Pedro II" was founded, followed by provincial academies on the model of the "Pedro II" college for secondary instruction, when the importance of seminaries that were flourishing up to then, commenced to decline.

As regards primary instruction, the "Acto Adicional" since 1834 withdrew this from the hands of the central government, delivering it to the states and municipalities whose respective councils had to create the necessary legislation. The Republic maintained this system. With the states and small municipalities poor and backward, primary education which is the instruction of the masses *par excellence*, has been going rather slowly in Brazil. Up to the present we have not an administrative institution, I do not say a controlling one, but one that has at least a moral influence on Brazilian primary instruction.

The disparity of sums spent by the states on public education, altogether out of proportion to their respective importance and populations, shows a lack of general management.

It is enough to consult the statement of the latest school census (embracing up to the year 1920) to be convinced of the truth of this fact. The table printed herewith shows state by state, the populations *in toto* and the school-going portions thereof, the public revenues, and the sums expended on education, showing the percentage of the state receipts that goes to instruction.

The percentage of children of school age that do not attend school—calculated at the very low basis of twelve per cent of the population—varies much from state to state, but from the latest statistics the general average is forty-eight per cent.

There are at present in Brazil 16,897 primary schools, including those of the States (10,449), the Municipalities (2351), and private schools (3421). It is not possible at present to determine the exact number of schools in some of the municipalities or to obtain a complete list of all private schools in certain parts of the interior, of innumerable primary classes of private colleges; of the courses in military schools, and of courses for apprentices in institutions for skilled labor. A complete list of these schools would considerably increase the total number of schools and scholars. Taking the official information as cor-

rect, a considerable increase in primary schools in Brazil during the last thirteen years can still be noted. In 1907—date of the statistics preceding the present ones, there was a total of 12,448 schools of which 6918 belonged to the states; 2635 to the municipalities; 213 subsidized private schools; and 2682 without subsidy. In thirteen years 4449 primary schools were created.

Secondary and high-school education is maintained principally by the Union, but this does not prevent many of the states from eagerly developing it on their own account. The most noteworthy fact in our university education of late years, was the creation of the University of Rio de Janeiro in 1920, constituted by the amalgamation of the Polytechnic School, the Faculty of Medicine and the Faculty of Law, this last being formed by the merging of the two law schools which existed here on an equal footing with the official schools.

In Brazil, middle class and academic education are under the jurisdiction of the Ministry of Justice and Interior, fiscalized and examined by a superior council of education composed of a president appointed by the head of the executive power and the directors of the official institutes, together with a professor from each of these institutions, meeting in the capital of the country twice a year to deliberate on the occurrences in our high schools during the half year.

Technical, professional, industrial, and agricultural education are commencing to develop. There are high schools of agriculture, like that at Luiz de Queiroz in Piracicaba, S. Paulo, and lyceums of arts and manual professions like those in the capital of S. Paulo. There are several primary schools of agriculture and of industry throughout the Republic. But Brazil is not yet on a par with present-day necessities and requirements, especially as regards secondary and higher education—and in many points also as regards primary education. However, those who observe our education will perceive that our national life commences to react thereon and will tend in a short time entirely to overthrow this educational spirit supplied by the official colleges and institutes very much impregnated with classical and abstract preoccupations. This is the reaction whereby life is elaborated in the freedom of present social realities, which will have to replace literary and purely intellectual preoccupations with an education corresponding more nearly to

present-day life and the destinies of all America.

In February, 1922, under the auspices of the federal government and with the presence of official representatives from all the states, an interstate educational conference took place with the object of finding a better means for diffusing and nationalizing primary instruction throughout our territory. Without a lot of fruitless speech-making, after a month of continuous and intelligent work elaborating and discussing reports and projects, the conclusion was arrived at that the intervention of the Federal Union was necessary for the development of primary education in the entire

Republic. It was proposed to subsidize schools founded by the state and to create them directly. With up-to-date management and with model schools, and schools adequate for the training of teachers, conditions will be much improved. Once the government realizes the conclusions of this conference, Brazilian public-school education will enter a period of rapid development.

Thus, even though education in Brazil be far from what ought to be expected of a country of our material and political advancement, indications are that a basis is being laid for a system of education which will adequately meet the growing needs of the Republic.

Education for Leisure

H. R. MAHLER

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IN THAT SWIFT PROGRESS hundreds of men have worked upon each car, combining into effectiveness the work of other thousands whose produce is brought up by truck from store-rooms and source-factories and rushed into assigned positions. Each man performs the same task over and over, tightens identical nuts, lifts identical parts off a rack, and applies each one of them precisely to something like its predecessor to the thousandth of an inch. This accurate, monotonous toil goes on swiftly, amid hissing air-valves and paint-streams, roar of drying ovens, clatter of tools, thunder of trucks arriving and departing. As evidence of the organizing faculty in master minds, as a study in unity and synchronized power over divers beings and things, the action is impressive, in totality almost beautiful; but for its individual contributors it leaves something to be desired as an expression of the art of life. Not altogether for this, surely is man made."

"Monotony and labor, then, is the price men pay for living together in order and security."¹

The daily history of many thousands of our men and women is contained in the paragraphs quoted above. As our present industrial and commercial civilization advances, many more thousands will be drawn through necessity or through a desire for economic reward

into the maw of our great manufacturing plants. This great industrial system demands efficiency, and the greatest efficiency requires a narrow specialization that gives the individual little opportunity to develop either body or mind. The great mass of our workers can only carry out the orders of their superiors and follow a daily routine which gives them no opportunity for initiative. Only the few who control and direct the men and material of these great industries find their work interesting, something worth putting all their life into. The rank and file must look for real life outside the hours they spend in making a living.

Fortunately for the workers, their efficiency has made long hours of labor unnecessary and the eight-hour day has become the standard for the working-man, at least, in our large cities. According to this standard he spends eight hours in work, eight hours in sleep, and eight hours in what each man interprets for himself as real living. Society is concerned about two thirds of this day—his efficiency during working hours, and the way he spends his leisure. Both the worker and society recognize the necessity of education for efficiency; both are likely to underestimate the importance of education for leisure. Yet the time of greatest social and moral danger to the individual is his off hours. To quote Orison Swett Marden: "The way a young man spends his spare moments reveals his character. Each evening is a

crisis in the life of a young man." We are all familiar with the man who finds his work a dull grind from which he escapes with relief. As a reaction his leisure is spent in idleness, dissipation, or crime, which undermine his health or destroy his chances of success in life in addition to creating forces that tend to destroy society itself. Frequently business men, when they have made their fortunes and retired, find that they have lost the art of enjoyment and lose their grip on life, because they don't know how to use the leisure they have won. With the modern man's increasing efficiency and increasing leisure, society is confronted with the ever-growing problem of providing leisure-hour activities that will be a benefit to the individual and to his fellow men instead of a menace. To this task we must marshal all our educational forces, the press, the church, and the school. Heretofore we have assumed the attitude that a man's leisure was his own to use as he pleased. But these spare hours, now amounting to almost half of his waking day, are so fraught with possibilities for good or for evil that society must guard against their abuse and provide for their being well spent.

Until very recently the school has not considered education for leisure as one of its objectives. Imbued with the modern idea of efficiency, educators have emphasized the pupil's preparation for his life work and have assumed that the very thing he works for—leisure, or the time he spends in real living—will take care of itself. Fortunately, though we have not made education for leisure an end in itself, many pupils have obtained it as a by-product in special interests to which they gladly devote their spare time.

Educators are beginning to realize the importance of leisure to the individual and to society. Their great problem is how to train their pupils and ultimately our whole people for this important phase of living. There are several obstacles to be overcome. In the first place, the public demand is for education that makes for efficiency and economic independence. Consequently, the schools are tending to prepare pupils to make a living rather than for life. In the second place, there is the difficulty of making education for leisure a part of the school curriculum which is already overcrowded. In the third place, there is a feeling of helplessness on the part of educators because of a lack of a definite program and educational material.

¹ Pound, Arthur. *The Iron Man in Industry*. Boston, Atlantic Monthly Press, 1922 230p. \$1.75.

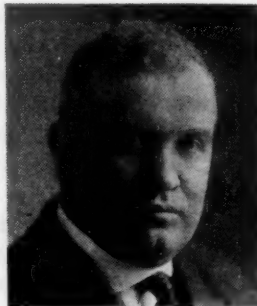
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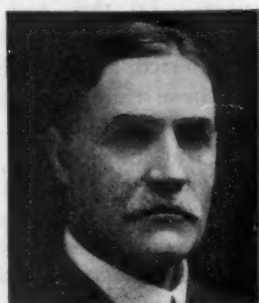
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To meet these difficulties, educators must emphasize the need of preparation for complete living as well as for a vocation and must arouse the public to a realization of the importance of this phase of education. As for the place of education for leisure in the school curriculum, we can accomplish more by indirect education and by practice than by a course of study. From the elementary school on through college the

pupil should be shown the results of a wrong use of leisure and should be impressed with the necessity of making a wise use of his spare time. He must be taught to think of its importance in his own life and in the lives of others instead of regarding it as so much time to waste. This can be done in the general exercises of the school, in the classroom, on the playground. But the best way is to provide the proper leisure-hour

activities for pupils while they are in school. They will thus develop many habits that will go with them through life. These activities will include athletics, games, reading for enjoyment, writing, music, drama, art, social evenings, the best moving pictures shown in the school, patriotic exercises, and all other school and community interests. The school can also educate the parents to cooperate with the teachers by providing suitable activities in the home. Plans and suggestions of pleasant ways to spend the evenings can be given to pupils and parents that will solve the problem of many fathers and mothers who don't know how to make the home attractive enough to hold their boys and girls.

A larger and larger proportion of the school population is entering high schools. Here they will be introduced to the social subjects, which are being adapted to the needs of our high schools with the emphasis on the art rather than the science of the subject. The textbook or other material used in this course should contain lessons on the personal and social importance of leisure, on the best ways of spending this leisure, and a program of activities to be carried out by the pupils. This will be the only formal instruction necessary. The real education for leisure will be daily practice on the school ground and in the home under the guidance of the teachers.

For permanent interests in life, pupils may be encouraged to adopt an avocation or pursue some hobby. A large proportion of our young men must turn to an avocation to develop initiative and personality.

The school should appoint a faculty, committee on leisure and avocations, as well as a committee on vocations. In cooperation with the home and community organizations, this committee's duties will be to plan and direct the leisure hour activities of the school.

Under competent leadership the spare hours of our people can be made to contribute to every worthy phase of living, from mere amusement to a higher citizenship and better morals. The school with a vision will regard education for leisure not only a duty but an opportunity.

The end of education is life itself, ever a higher, a nobler, and a better life. Since the way his leisure is spent generally determines whether the individual attains the best or the worst that life has to offer, we cannot escape the responsibility of providing for so important a factor in the art of living as education for the wise use of leisure.

The Towner-Sterling Bill¹

GEORGE D. STRAYER

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YOUR LEGISLATIVE COMMISSION has in accordance with the action taken by the National Education Association at its last annual meeting actively supported during the last year the Towner-Sterling bill, now pending in Congress. Two general conferences have been held in Washington with the representatives of other organizations who are supporting the educational bill. They have unanimously and enthusiastically agreed to continue to work in coöperation with us for the realization of our common purpose. Numerous meetings in support of the measure have been held in all parts of the country with audiences, both lay and professional, numbering hundreds of thousands. The response has been most encouraging. Local, State, and National civic and welfare organizations have recorded themselves in decisive terms in favor of our program.

It is to be regretted that the bill has been held in the committees of Congress awaiting the recommendations of the President on the reorganization of executive departments. On the other hand, a committee which visited the President of the United States on May 5 was much encouraged by the cordial and genuine interest which he indicated in the program of our Association. Without proposing to quote him, those who visited the President are nevertheless convinced that the administration will recommend the creation of a Department of Education and Welfare. We believe as well that both the President and Congress will favor Federal aid for the promotion of those special phases of education provided for in the Towner-Sterling bill. We look forward to the report of the Joint Committee of Congress on the reorganization of executive departments. If such a report is not forthcoming by the first of the year we will be in position to urge that our bill be reported out of committee and that

it be considered on the floor of both Houses.

A detailed report of the legislative situation will be found in the report of the Field-Secretary, which is included in the report of the Secretary of the Association.

It is encouraging to note that many senators and representatives have pledged their unqualified support to the



GEORGE D. STRAYER, who as chairman presented this report of the Legislative Commission to the Representative Assembly with great effectiveness.

bill. In many States, and in a very large number of Congressional districts, candidates for election this coming fall have at the request of the friends of public education indicated their position with respect to the bill. The reports as they have come in to National headquarters are gratifying.

We believe that the discussion which has taken place during the last year has helped to clarify the thinking of the people of the United States, and that such thoughtful and unprejudiced consideration of our program has resulted in

strengthening our cause. The Towner-Sterling bill, developed as it was over a period of two years with the coöperation of the thoughtful leaders of all branches of our profession, presents a positive program for the improvement and development of public education in the United States. In accordance with the provision of this bill we hold:

First, that the Federal Government should increase the effective operation of its existing educational activities by unifying them in a Department of Education under a Secretary of Education. The creation of such a department will, we are convinced, provide the sanction and recognized leadership necessary to the highest development of our public-school system.

Second, the Federal Government should extend the established principles of Federal aid to the States in order to encourage and to assist the States in the development of a program which will make for the elimination of certain recognized defects in our educational system, existing quite generally throughout the country.

Third, that these desired ends can be attained without interfering with the right of the localities and of the States to control, organize, administer, and supervise their own schools.

Good administration demands the organization of a Department of Education. There is at present no coördination of the many agencies responsible for the educational activities carried on by the Federal Government. The promotion of education is at the present time a subordinate function scattered among seven of the ten executive departments of government. The duplication, overlapping, and working at cross purposes, which is characteristic of the present situation, can be remedied only by means of the establishment of a single governmental agency dealing with education. The Federal Government appropriated for education for the year ended June 30, 1921, \$149,608,482. The United States Bureau of Education, commonly recognized as the one governmental agency providing for national leadership, had available for maintenance dur-

¹ This report of the Legislative Commission of the National Education Association was presented at the second business session of the Representative Assembly at Boston, on Thursday morning, July 6, 1922. It was received and adopted with unprecedented enthusiasm.

ing the same year \$162,045. The creation of a Department of Education is justified upon the basis of the present educational activity of our National Government.

The Federal Government cannot be indifferent to what is being done in education in the several States. The ill effects of mal-education and the lack of education are as inevitable as are the good effects of proper education. The guaranteed freedom of movement from one State to another makes us as interdependent educationally as we are economically. The primary national importance of education demands that it should be made the equal of those other general welfare activities of our Government now holding cabinet rank, but not exercising national sovereignty, such as Agriculture, Commerce, and Labor, each of which exists as a constructive governmental agency to promote the general welfare.

A Department of Education is justified by the general welfare provision of the Constitution and by the historical development of our National Government. The organization, supervision, and administration of education is in all modern nations except the United States, included among the sovereign powers, because education is deemed necessary to the preservation and advancement of the Nation. In the United States the sovereign power over education is by the Tenth Amendment to the Constitution reserved to the States respectively or to the people. But the National consequences of education as carried on by the several States are as far-reaching and as inescapable in the United States as they are in those nations which directly exercise sovereign power over education. The exercise of every sovereign function of the United States is determined by the education which is provided by the States. What is being done in the field of education is the most important thing nationally that is taking place in our country.

We have already established in principle and in practice the right and obligation of the Nation to aid the States in the development of their public-school systems. From the very beginning of our history down to the present time the Nation has seen fit through grants of land and of money to aid the States in the development of their schools. This aid has been given without infringing upon the constitutional right of the States to control their own schools. The Towner-Sterling bill explicitly safeguards the

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

At the end of each section authorizing an appropriation is added a further specific provision, "that all funds appropriated" for the particular purpose specified "shall be distributed and administered in accordance with the laws of said State in like manner as the funds provided by State and local authorities for the same purpose, and the State and local educational authorities of said State shall determine the courses of study, plans, and methods for carrying out the purposes of this section in said State, in accordance with the laws thereof."

The Federal Government should assist the States in remedying the commonly existing defects in our educational system. Such aid from the Federal Government is justified by the very nature of our democracy. The most fundamental of all of those principles which underlie our Government proposes that there shall be equality of opportunity, and as a corollary of this provision that the burden of supporting those services which make for the common good shall be spread as evenly as possible upon all of our people. The States vary greatly in their ability to support education. From the latest available data the true wealth per capita is found to vary in the several States from \$726 to \$5038. The contrast is quite as startling if the true wealth per pupil enrolled in schools is taken. Here the variation runs from \$2561 to \$19,377. The actual variation in ability to support education is even greater than would appear from these figures since income varies even more greatly than does wealth.

The income derived by citizens of the wealthier States is dependent upon a market which is Nation-wide. Income and excess profits taxes and internal revenue receipts generally are collected very largely in the States engaged in the manufacture and distribution of goods. These incomes and profits are

derived from sales made to citizens throughout the Nation. For example: during the fiscal year 1920-21 the State of North Carolina paid \$79,573,000 in internal revenue on the manufacture of tobacco. The product was used and the taxes actually paid throughout the length and breadth of the land.

Neither ignorance nor learning can be segregated within the borders of any State. Education, or the lack of it, is felt throughout the Nation. Ignorant men move from one section of the country to another. College graduates from the State universities of the Nation are to be found in all parts of the country. The figures show that from 16 to 63 per cent of the graduates of these institutions are distributed in States other than those in which they received their education. In like manner, in the privately endowed institutions of the United States from 20 to 83 per cent of the graduates are found in States other than those in which the institution is located.

It is of the utmost importance that our system of education be developed along the lines proposed in the Towner-Sterling bill. Illiteracy is a National liability and a National menace. The census returns show six per cent of our population above ten years of age who are confessedly illiterate. When one remembers that this census excludes from the illiterate group any one who has had the slightest amount of schooling anywhere, it is easy to understand why it was that in the army 24.9 per cent of the drafted men were found to be unable to read simple English. The census itself, however, shows that the number of illiterates recorded in 1920 was greater than in 1910 in twelve States. For example, the census shows that the total number of illiterates in New York, Massachusetts, Illinois, Ohio, and New Jersey was 954,131 in 1910, and 1,400,283 in 1920.

If we are to be fair to those who come to us from other lands, and if we are to preserve our American institutions, it is of the utmost importance that a program of education which will provide for the Americanization of the foreign-born be developed throughout the Nation. In the report compiled by the Civic Development Department of the Chamber of Commerce of the United States, appears the following:

"It may be truly said that one result of the war was to bring home to the American people as a whole the importance of assimilating the newcomer to this country. Investigations revealed a

condition which but few outside of our social and civic agencies have realized, such as the existence of groups and colonies of unassimilated immigrants unable to speak the language of their adopted country, and almost wholly ignorant of its manners, customs, and political and civic institutions."

The economic well-being of the country and the personal happiness of all is dependent upon the development of a more adequate program of physical education and health service. Not only in times of war but in times of peace as well, the well-being of the individual and the progress of the Nation depend upon the physical condition of the people. It has been estimated that the economic loss in a single year from preventable disease and death is \$1,800,000,000 among those classified as gainfully employed. There is experimental basis for the statement that this loss could be materially reduced and leave an economic balance in the working population alone over and above the cost of prevention of at least a billion dollars annually. The program of physical education and health service should be encouraged by National sanction and promoted by National aid.

A large percentage of teachers in American public schools have neither the education nor the professional training necessary for efficient service. Uneducated and untrained teachers in any of the schools of the Nation are a national liability. It is estimated that there are thirty thousand teachers in the United States who have no education beyond that furnished in a one-teacher rural elementary school. There are seven States in which forty per cent or more of the teachers hold licenses which require less than a high-school education. For the whole of the United States not more than twenty-five per cent of the teachers hold licenses which require two years' professional training beyond high-school education, a standard which has been acknowledged as proper minimum preparation for teaching in the elementary schools.

It has been suggested that the granting of Federal aid will diminish local interest and local support. That this cannot be true will be acknowledged by those who read section 12 of the Bill, which provides "that the sum or sums provided by the State and local authorities for the equalization of educational opportunities for the promotion of physical education and for the preparation of teachers, shall not be less for

any year than the amount provided for the same purpose for the fiscal year next preceding the acceptance of the provision of this act by said State." That Federal aid has not tended to diminish State support, but that the opposite is true, appears from the fact that State support of colleges of agriculture and engineering has been increased many-fold during the period covered by Federal support for these institutions. In the more recently developed field of vocational education we find a like result. In 1916 twenty-two States provided \$3,418,719 for vocational education. With Federal sanction and aid provided, forty-eight States have developed a program of vocational education in 1921, which they supported by appropriations amounting to \$14,377,502. For the same year, the Federal government appropriated only \$3,097,932.

The grant of Federal money to the States is still further safeguarded in the Towner-Sterling bill by section 12 which provides that no money apportioned to a State under the provisions of this act "shall be used by any State or local authority directly or indirectly for the purchase, rental, erection, preservation, or repair of any building or equipment, or for the purchase or rental of land or for the payments of debt or interest thereon."

In order to make effective the purpose of the National Government, the bill provides that States which share in any appropriation which may be made for the equalization of educational opportunity shall provide: "(a) A legal school term of at least twenty-four weeks in each year for the benefit of all the children of school age in such State. (b) A compulsory school attendance law requiring all children between the ages of seven and fourteen to attend school for at least twenty-four weeks of each year. (c) That the English language shall be the basic language of instruction in the common school branches in all schools, public and private." No one has suggested that these requirements are too high, or that they in any way interfere with the right of the States to control their own schools.

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 an 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 Dane, of Massachusetts, who drafted the ordinance of 1787, which placed religion, morality, and education at the foundation of the States formed from the Northwest Territory. It was Manasseh Cutler, of Massachusetts, in 1787, who stood first and foremost 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 Charles 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 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. This can be accomplished through education and only through education. It was Horace Mann who

said of any man who would claim the "elevated rank of an American statesman" that he must "speak, plan, labor at all times and in all places for the culture and edification of the whole people."

It is, therefore, most fitting and appropriate at this time and in this place that the National Education Association, in full accord with the ideals and the teachings of these illustrious sons of New England, reaffirm its sincere, devoted, and unqualified support of Federal aid and Federal recognition for public education as embodied in the Towner-Sterling bill now pending in the Sixty-seventh Congress.

Education as a World Problem

AUGUSTUS O. THOMAS

State Superintendent of Public Schools, Augusta, Maine, and Chairman of the Association's Committee on Foreign Relations

PLANS for the World Conference on Education in 1923, a definite proposal for an international education association, and a world peace exposition for 1930 are contained in the report which the Association's Committee on Foreign Relations presented to the Representative Assembly on Thursday morning, July 6, 1922. The report follows:

Your Committee on Foreign Educational Relations recognizes the tremendous influence which may grow from a World Conference on Education which this Association has authorized for 1923 at such time and place as may be chosen. It also recognizes the magnitude of the undertaking. Already plans are maturing and widespread interest is manifested in the procedure. There is faith also in its timeliness and results. Only one who is directly connected with the movement can have an idea of the tremendous interest of the nations throughout the world, and the interest and coöperation of our own people for its success.

Principles of education universal—In their struggles to overcome the handicap of four years of devastating war the nations today recognize that they are a community separated only by a few hours of time and a few miles of distance, touching elbows, borrowing household utensils and table furnishings like neighborly women, and that in order to prosper and be happy they must live in peace with one another. Each must be actuated by intelligent and unselfish motives.

In order that this may prevail a knowledge of conditions, aims, hopes, and motives must be known to each other, and as children in the family of nations they must be brought up in such a way that they shall know each other well and shall be kindly in their ways one to another.

The belief in education and its necessity for both individual and groups of individuals as nations and as a world community is now a fundamental among all peoples. The knowledge which is of most worth to the world and the ultimate aims of education are universal and upon them all nations may stand as upon a common ground. Science, discovery, letters, music, art, history, and the great virtues of faith, hope, and charity form a universal language. Personal freedom and higher governmental efficiency are in direct ratio to the intelligence and understanding of the people. If this is true then the nations of the earth can come together for a discussion of the methods, movements, processes, attitudes, and fundamental principles of school organization and of education.

Some history of world movements—The Panama-Pacific Exposition held in San Francisco in 1915 celebrating the opening of the Panama Canal which brought the nations of the world 10,000 miles nearer together; even with war in Europe it afforded opportunity for conference on many phases of education. Of these conferences there were 928 in the course of the exposition with thirty-one

nations participating. The most notable of all was the Congress on Education under the auspices of the National Education Association which convened that year at Oakland. The influence of that congress cannot be judged until the results of future conferences and congresses are known. The resolution adopted at that time may well be set up as the genius of the coming World Conference. That resolution reads:

"Perhaps the greatest task which lies ahead of the school in all lands and countries is that of bending its energies towards the creation of a new order of international friendship, justice, and goodwill. Upon the public educational system of each state and nation lies the responsibility of enlarging the national conceptions and promoting goodwill among the nations of the earth. Entirely new values and standards for judging need to be created among the different peoples. The emphasis now placed on the deeds of the soldier should be shifted to those who have created the best of our civilization and rendered the most lasting benefits to mankind."

The years that have passed since that resolution was framed have been full years. The old world has been rolled up as a scroll and laid away and a new world is in the making. A cycle has passed and a new one has come. It is for education to take this young age as it takes the young child and lead it into safe paths and broader, kindlier virtues. If education fails now its failure will be irretrievable. Out of the old methods and principles we would weave new standards and values.

The genius of this Conference is to promote through education a better understanding among the nations, to determine those elements, principles, and attitudes which may be universally applied, and which will develop through our schools the spiritual values necessary to reinforce the great work of the Conference on Limitation of Armaments, looking to lasting peace.

The objectives of the proposed International Congress are:

1. To promote peace and goodwill among the nations of the earth.
2. To bring about a world-wide tolerance of the rights and privileges of all nations.
3. To develop an appreciation of the value and the inherited gifts of nationality through centuries of progress and development.
4. To secure more accurate and satisfying information and more adequate

statements in the textbooks used in the schools of the various countries.

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

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

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

These objectives are to be secured through the following means:

1. The teaching of international civics which will acquaint the rising generation with the various points of contact made necessary and facilitated by the modern means of communication and trade.

2. By the organization of textbook material used in the schools such as will give a more accurate visualization of the dominant traits and ideals of the nations.

3. Through the exchange of teachers and through scholarships to students of foreign countries.

4. By a program looking to universal education and to character education, conduct, and behavior.

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

6. The designation of a day to be observed by all which may be known as *World Goodwill Day*, upon which programs may be given such as will promote international friendship.

The objects of the world's unifying movement can be brought into world conformity essential to peace and goodwill among men only through the schools of the nations and by teaching the rising generation the common origin of their kind and the common future of their descendants. The school, therefore, is the initial decisive factor in the future of civilization.

Suggestions for world conference—

1. It would seem wise to devote at least two general-session programs of the National Education Association in 1923 to addresses by prominent persons on subjects of world importance. These sessions should come near the beginning and near the close of the program. The closing session should be devoted to phases and themes of goodwill among the na-

tions with a note of universal peace and forward vision.

2. The Conference should cover two weeks, beginning one week earlier than and closing with the regular session of the National Education Association.

3. The first week may well be devoted to sub-conferences on special subjects or departments or phases of education which may be necessary to round out and approve the findings of the sub-conferences. All plenary sessions should be open to the general public.

4. Near the beginning of the National



AUGUSTUS O. THOMAS, whose report here printed outlines a plan for promoting world goodwill and co-operation throughout education.

Education Association program there shall be presented a pageant portraying the contributions to education and to civilization of each of the nations interested.

5. The invitation to the World Conference will be forwarded to the nations with whom we are near in touch with special information immediately upon the selection of the place of holding the 1923 meeting.

6. It is planned that each nation shall present a brief account of educational conditions in that country which shall constitute the basis for the general conference. This may be a part of the printed volume of the proceedings of the World Conference as a matter of historic and professional value.

An international education association—Out of the 1923 World Conference it is expected there will come an Inter-

national Education Association as a permanent organization which shall keep in touch with educational procedure throughout the world and promote the exchange of educational ideals. This Association may follow in the main the National Education Association in form of organization, with various departments and divisions which shall deal with specific phases of education. Such an association will not only bring the nations of the earth together but will tend to create an international comradeship, wholesome and far-reaching. Such an association may well become a federated body with delegates from the numerous educational associations of the countries represented. Its meetings may occur at such stated intervals as seem expedient; international committees may be formed for the study of world educational interests. Textbooks, courses of study, methods of instruction, educational philosophy, international civics, ethics, character education, exchange of teachers, little journeys, the question of illiteracy, universal education, and others without end may be considered. The various educational organizations of all countries should participate. Your committee realizes that such an undertaking will require much work and perseverance, but it is within our possibilities. Moreover, this association of world character may cooperate with the score or more of organizations now doing a most commendable service in international fields and intensify their results. Such organizations include: The World Association for Adult Education, The American University Union in Europe, The Workers Educational Bureau of America, The International Correspondence Bureau, The Auxiliary League, The International Language Association, The Pan-Pacific Union, The Education Division of the Pan-American Union, The Junior Red Cross, The Institute of International Education, The International Bureau of Teachers' Associations, American Field Service Fellowships for French Universities, The Rhodes Scholarship Trust, The International Kindergarten Union, Bureau of Educational Experiments, The Educational Organization of Home Economics Teachers, The Scandinavian Foundation, and many others.

Out of this movement there will grow a greater uniformity of system of weights and measures, monetary systems, technical terms in science, technology, medicine, and commerce such as will greatly enhance the understanding of students and scholars as of all peoples.

Bureau or council of international research—There should be created along with the International Education Association a Bureau of International Research or world clearing-house for education. This council should be made up of representatives selected by the principal teachers' associations of each country. It should be the duty of these representatives to keep in close touch with each other and to furnish the representatives of their countries copies of the results of various educational investigations that have taken place in each country. It should be a means of carrying a "concert of opinion" on important educational questions to all peoples. From time to time coöperative international research might be directed through these representatives by the officers of the International Education Association. Where a research department is maintained by the teachers' associations of a country a member of this department would probably be the logical representative of this Bureau of International Research. Where such a department is not maintained some other officers of the teachers' association should be delegated to serve. It is the recommendation of your Committee on Foreign Relations that this organization be definitely considered in the coming World Conference on Education, that its achievements may be carried with benefit to the whole world. We realize that in order to do this the whole question of finances must be carefully studied and that definite foundation be provided. It would not, however, seem difficult since there could be no greater work accomplished by persons of means who wished to render a direct service to humanity.

World peace exposition in 1930—The Committee on Foreign Relations suggests that the National Education Association promulgate the idea of a World Peace Exposition in 1930 which will bring together the nations of the earth with their great contributions to education, commerce, society, and government. The far distant date named recognizes the fact that many of the nations of the earth now struggling to free themselves from the handicap placed upon them by the World War will by that time have recovered to such an extent and the financial conditions of the world be such that the undertaking of this character may be in order. The last great exposition, the Panama-Pacific Exposition in 1915, even with war in Europe, was a wonder work and its benefits to the world shall be pyramided with time. In 1930 with the

discoveries and inventions in modes of travel and with all the arts of peace the nations of the earth will be living in the "city of life" on the same street. In this exposition there should be portrayed in the buildings of the nations by art and architecture the great contributions to humanity. Centering around the exposition may be the congress in which will be brought together the master musicians, the great artists, the great scientists, the great inventors, the great scholars, the great theologians, the leaders of thought of the whole world who would leave their contributions as a legacy to society. There should be portrayed also in pageant the achievements of the past and there could be symbolized the hopes and ideals of the future. Such an exposition would mark the beginning of the new age and would proclaim to the world that the true progress and happiness of the race lies in the work of peace alone. Instead of destroying the works of art

and science of former centuries it would point the way to higher achievements. This is one of the great questions to be discussed and to receive definite action in the World Conference in 1923.

Conclusion—The dynamic forces which make for peace or war are formed when the young are taught. The teacher whether mother, priest, or schoolmaster is the real maker of history, and the school will shape the destiny of tomorrow. It is fitting, therefore, that the educational forces of the world should join hands in sympathetic comradeship. Out of this movement may issue a spirit in which international hatreds shall cease and be replaced by a friendly competition for the betterment of mankind securing for all men more equal opportunity and the removal of unjust discriminations against many people because of fortune, race, or creed. It is the duty of the school to see that the waters of the well of peace are kept pure.

Third International Moral Education Congress

THE THIRD INTERNATIONAL MORAL EDUCATION CONGRESS met in the Aula, or Assembly Hall, of the University of Geneva, July 28 to August 1, 1922. About 500 members attended, representing thirty nationalities and twenty-nine national committees, the latter including groups of sympathizers in India, South Africa, Canada, United States, Poland, and Finland. The proceedings were mainly carried on in French and German, though English was heard at frequent intervals. Thirty-three papers were contributed, all being published in French, in two volumes, by Delachaux, at Neuchatel. The topics were confined to (1) the international motive, with special reference to the teaching of history; and (2) the motive of service.

The Right Honorable Sir Frederick Pollock gave the inaugural address on behalf of the International Executive Council (London), and was followed by the newly-elected president of the Congress, Dr. Adolphe Ferriere, who is an energetic advocate of the "New Schools," that is, schools of the self-governing, open-air, and practical type. Among the speakers during the eight sessions, perhaps the most popular were three—Professor F. W. Foerster, of

Zürich, who, in 1914-18, opposed the German war policy, though he is German by birth and education; M. Albert Thomas, Director of the Labor Office of the League of Nations, who insisted upon the need of education in forming public opinion in support of world fraternity; and General Sir Robert Baden-Powell, the founder of the Scout Movement.

A special session was held in the fine hall of the Secretariat of the League of Nations, the chair being taken by Mr. Gustav Spiller, and the audience being welcomed by Dr. Inazo Nitobé, Director of the Section of International Bureaus. Speeches on better methods of viewing and teaching history were delivered by a Chinese, a Japanese, a Spaniard, a Pole, a Hindu, a German, and an Englishman.

The Congress approved of the establishment of an International Moral Education Bureau at the Hague (information concerning which may be obtained from S. L. Veenstva, 196, Laan van N. O. Indie, The Hague), and decided to form a permanent association of educationists of the world, based on the twenty-nine National Committees already existing.—*The Schoolmaster* (London), August 18, 1922.

The Boston Meeting

Summaries of Reports

TWENTY-FOUR COMMITTEES of the National Education Association were listed in the official bulletin which was published during the Boston meeting. Not all of these committees made reports to the Representative Assembly. Those which reported brought much food for thought on professional matters. Some of the reports are printed in full in this issue of *THE JOURNAL*. All reports are printed in the *Proceedings*. The following summaries give in a nutshell information about eleven reports of officers and committees which will be of special interest to members of the Association.

SALARIES, Tenure, and Pensions—The National Education Association is committed to a program of service to the teachers of America which will elevate the profession to such a place in public esteem as will "insure just compensation, social recognition, and permanent tenure on the basis of efficient service." To assist in carrying out this plank of its platform the Committee on Salaries, Tenure, and Pensions was authorized at the San Francisco meeting in 1911, and during the past two years the work has been carried on under the leadership of Mr. Dwight B. Waldo, now president of the State Normal School at Bellingham, Washington. The report was given Wednesday morning, July 5, and in the absence of Mr. Waldo, Miss Myra L. Snow, grade teacher of Seattle, Washington, chairman of the sub-committee on salaries, acted as chairman.



DWIGHT B. WALDO

She announced that a meeting of the entire committee had been held the day previous and had approved the recommendations that were to be made to the delegates for their consideration. Miss Snow stated that the Salaries Division had done much research work on the subject and had been greatly helped by the Research Department of the Association. She called attention to the publications giving salary statistics

throughout the country that had been published from time to time. The chief points brought out in the report were summarized in the form of resolutions, which were incorporated in the general resolutions of the convention. By a vote of the Assembly, this committee is to be discontinued and in its place there are to be three separate committees—one on salaries, one on tenure, and one on pensions.

TENURE—The importance of adequate tenure for those engaged in educational work is no longer controversial. Tenure is essential to induce men and women of the highest character and ability to enter the teaching service. To summarize the present status of tenure Mr. Harlan Updegraff, professor of educational administration, University of Pennsylvania, chairman of the sub-division on tenure, used in his report a comprehensive chart showing the States that have tenure laws, with the principal provisions included in each one. He also gave in full the



PHILIP CARLSON

tenure law recently passed in California and the one which failed of passage in Ohio but which is considered by many the best legislative measure on tenure yet prepared. While these laws differ widely in some respects, in essential points they are similar. All provide that the removing agency shall be the board of education, and all practically agree on the causes for removal.

In the absence of Mr. Updegraff, Miss Sally Hill, of Denver, Colorado, gave the report. Miss Hill presented a resolution, approved by the entire committee, urging each State to take steps to secure the enactment of legislation that will guarantee permanency of tenure during efficiency and good behavior, following a reasonable probationary period.

PENSIONS—At the Salt Lake City meeting, in 1920, a resolution was adopted declaring that provision for the

retirement of superannuated teachers is fundamentally a part of the salary problem and inviting the Federal Government to interest itself in a fund for that purpose. Last year at Des Moines a motion was made and carried that the Committee on Salaries, Tenure, and Pensions be instructed to study the suggestion and report to the Representative Assembly. In accordance with this motion



JOHN F. SIMMS

Mr. Philip Carlson, of Minneapolis, chairman of the sub-division on pensions, stated that in making an intensive study of the problem he had had the advice of experts and they were all in favor of the

Federal Government taking care of the accrued liabilities, because the liabilities are always an obstacle when a State is ready to adopt a pension system. The chairman stated that he would make this recommendation to the Assembly at the next annual meeting.

Mr. Carlson summed up the principles of any sound pension system thus:

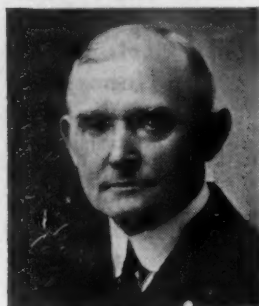
1. A retirement system in every State and territory of the Union that will guarantee not eighty per cent, or sixty per cent, of the pension promised but one hundred per cent.
2. A disability allowance, so that if a teacher becomes disabled she may be given a retirement allowance regardless of the age attained.
3. A system whereby the contributions from the State are non-forfeitable. That fund belongs to him or his estate and should never be forfeited.
4. An equitable system that will guarantee to the retiring teacher an allowance that will be comparable with her salary.

The report was accepted and adopted, Mr. Carlson expressing the hope that the Pensions Committee continue the study of these problems and at the next meeting present definite recommendations on the subject.

RURAL School Committee—In planning the Boston meeting the President designated Wednesday, July 5, as Rural School Day. Accordingly, all speakers on the general program for that day discussed rural-school problems, and each department program included a

discussion on some phase of the rural situation. At the first meeting of the Representative Assembly, John F. Sims, president of the State Normal School, Stevens Point, Wisconsin, as chairman of the Rural School Committee, gave a report on needs in rural education.

As the first great objective in the improvement of rural education Mr. Sims



LEE L. DRIVER

said that the educational opportunities provided for children living in the rural areas of our country must be made the equivalent of those offered to children in the most favored urban

communities. These conditions do not prevail because the rural people themselves have too long been satisfied with inferior educational facilities.

The following recommendations were clearly set forth in the report:

1. A larger unit of taxation and administration, the local revenue to be supplemented by funds from State and National sources.

2. A better administration of the schools through consolidation of school districts and by means of an elective county school board empowered to select an expert educational officer as its executive adviser.

3. Better trained teachers by providing training courses in high schools, county training schools, and State normal schools.

Mr. Sims pointed out that the most important step in the solution of the problem is the arousing of the interest of the rural people themselves in the education of their own children. He advocated the securing of some "dollar-a-year" men who would go out and arouse the rural people throughout the country just as we did for the preservation and defense of the country in wartime.

He concluded: "The American youth are entitled to an unfettered start and a fair chance in the race of life, and to this problem we pledge our mutual and continuous support until it is realized. The strength of the Nation is to be found in its mental and spiritual power, and opportunity for the development of that power must be given to our rural children as well as to our urban children."

COUNTY Superintendents' Problems—As a recognition of the important part the rural educators are playing in the life of the Nation today the National Education Association elected a county superintendent to lead its forces during 1921-22. Early in the year President Williams, with the approval of the Executive Committee, appointed a committee to make a survey of the many problems that county superintendents are facing today. Dr. Lee L. Driver, director of the Bureau of Rural Education for Pennsylvania, was made chairman of the committee and on July 5 at the meeting of the Representative Assembly gave an exhaustive report of the findings and conclusions of the committee.

Beginning with an interesting history of the office of county superintendents and emphasizing the great opposition to such a reform at first of those in local control, Mr. Driver traced the gradual growth of the duties and powers of the superintendent to the present time. This in many States has resulted in a demand for higher qualifications for those seeking the office until in many counties today we find highly specialized ex-



HENRY J. RYAN

perts. To raise the qualifications of county superintendents is one of the difficult problems to be solved in the rural-school question.

The chairman gave in detail the work of the committee by means of a questionnaire sent to superintendents, asking their opinions on (1) the outstanding needs of the office today to advance the superintendency, (2) the best method of selection of the county school administrator, (3) the important powers that a county superintendent should have, and on a number of other points which have to do with a successful system of county schools. After giving somewhat fully the results from these questionnaires Mr. Driver said: "It would seem from all the reaction that this committee has been able to get that the biggest problem lies within the county superintendent himself, who should be a man of the highest efficiency. This can be brought about only through an education on the part of the people for a public demand for a

well-trained, experienced superintendent with a real vision of his problem."

Summarizing the county superintendents' problem the committee suggested:

- "1. High qualifications, consisting of academic and professional training and a number of years of actual experience in the rural schools.

- "2. Eliminate the office from politics by having the county superintendent selected very much as a city superintendent is now selected; or appointed by a similar State board, or Commissioner of Education.

- "3. Give him plenty of well-trained assistants, or helpers, to relieve him of his supervisory work.

- "4. Give him at least limited powers of administration and control over the schools by requiring his approval of teachers, school-building equipment, transportation, and organization.

"All of this should be backed by an adequate financial support to carry it into effect. This can be done only through an education of the leaders of public opinion to the needs of the office. The National Education Association should lend its force, energy, and prestige to the support of such a campaign."

NATIONAL Education Association and American Legion—One of the outstanding reports given before the Representative Assembly at Boston was that of the Joint Advisory Committee of the National Education Association and the American Legion which was presented, July 5, by Mr. Henry J. Ryan, chairman of the American Legion Committee on Education.

Last year this committee sponsored and successfully carried out plans for the observance of American Education Week, December 4 to 10, which resulted in a marked awakening of the public to the primary importance of



JESSE H. NEWLON

education in the life of the community, State, and Nation.

Mr. Ryan, who was enthusiastically received, said in part:

"The Joint Committee on American Education Week representing the National Education Association and the American Legion points with pride to

the accomplishments of the past year. It feels, considering the magnitude of its undertaking, that it has been effective, inspiring, and worthy of continuance. It therefore recommends that American Education Week be continued. It would emphasize the importance of securing the coöperation of every force for good in America, if this week is to be worthy of its name and if the Nation is to take her rightful stand on the greatest question of the century—education.

"The purpose of Education Week is as follows: To promote the cause of education; to raise the standard of citizenship; to arouse an intense, determined, and genuine interest among all the people in better education; to emphasize the value and need of education in a representative government; to extend education to all the people; to show that education is an investment and not an expense, without which posterity is doomed to chaos.

"It shall be the committee's aim to unite in our great cause every civic and patriotic body in the Nation. In fact, Education Week will be a challenge to all the forces that hold themselves dedicated to an intelligent electorate and a Nation stronger in security by the power of individual culture, patriotism, and character."

COORDINATION of Research Agencies

School officers have been flooded with questionnaires during the past few years asking for information which frequently was being collected by several other agencies. Desiring to coöordinate these various activities, President Fred M. Hunter, in the fall of 1920, appointed a Commission on the Coördination of Research Agencies, under the chairmanship of Superintendent Jesse H. Newton, of the Denver schools. By vote of the Representative Assembly the commission was continued during 1921-22 and will be retained during 1922-23.

In a brief report to the Representative Assembly at Boston, the commission described the work accomplished during the past two years, commended the establishment of the Research Department at

Headquarters, suggested a survey of research activities in education, and outlined plans for the development of the Research Department. It recommended the speeding up of machinery for the dissemination of information relating to educational finance, attendance, teachers, building programs, types of schools, and other problems of immediate concern in the administration of education.

The commission pointed out that the U. S. Bureau of Education under present conditions is unable to collect and disseminate information as soon as it is needed, and urged the passage of the Towner-Sterling bill, which would create a Department of Education able to cope with the growing need for fully coördinated, comprehensive research activities.

HEALTH Problems in Education

Educators, health officials, child-welfare organizations, Red Cross workers, and many others in this and in other countries have looked to this committee since its organization for health standards and literature. It was created as a Committee of the National Council of Education in 1911 at the meeting in San Francisco at the suggestion and request of the American Medical Association. Last year at Des Moines it was taken over as a Committee of the National Education Association.

With the continued cordial and effective coöperation of the American Medical Association it has continued during the past year with a sustained interest in its work. A number of interesting problems have been worked out by the joint committee. The report was prepared by Dr. Thomas D. Wood, Columbia University, New York City, chairman, and given before the Representative Assembly, July 6, by Ada Van Stone Harris, superintendent of elementary instruction, Pittsburgh, Pennsylvania. The committee called attention to the wide circulation of the various bulletins published, stating that 800,000 copies of *Minimum Health Requirements for Rural Schools* had been distributed, and made a plea for a larger appropriation from the Association in order to carry out an effective program

for the coming year. The committee strongly recommended the interchange of information regarding progress in the several States in solving the health problems in education together with the opportunity for discussion in conferences.

FINANCES of the Association

In presenting her report at the last business meeting of the Representative Assembly the Treasurer, Cornelia S. Adair, of Richmond, Virginia, emphasized the rapid growth in membership which has brought the Association in-



CORNELIA S. ADAIR

creased influence and prestige in determining National policies. Miss Adair said: "Never before have the educators of the country exerted so much influence in determining National policies; never before has the leadership of the National Education Association in educational matters been so generally accepted by the other great National organizations. The teachers of the country may have a justifiable pride in the strength and prestige of their National Association. Thanks to the untiring efforts of the officers, directors, and members of the Headquarters' Staff, the year 1921-22 has been one of phenomenal growth.

"Our membership on June 1, 1921, was 70,000, but on the same date in 1922 it was 108,000, an increase of 38,000 members. Last year the total receipts were \$133,247, this year \$228,832, an increase of more than \$95,000.

"The National Education Association has now four sources of revenue—namely, the income from membership dues, which includes the subscription to *THE JOURNAL*; the income from the permanent fund; the income from advertising in *THE JOURNAL*; and the income from the commercial exhibits."

"After stating briefly the great increase in the business of the Treasurer's office, Miss Adair urged the adoption of the budget system for the payment of local, State, and National dues as a means for the establishment of a united profession. She also strongly recommended increasing the permanent fund by means of life memberships, thus providing an income during the time when



CORNELIA S. ADAIR



THOMAS D. WOOD

receipts are low. This report appears as a part of the Auditor's Report in this number of *THE JOURNAL*.

BOARD of Trustees—The By-laws of the Association provide that the Board of Trustees shall make a full report of the finances of the Association to the Executive Committee prior to the annual meeting, and the committee shall present the same to the Representative Assembly. In accordance with this provision Carroll G. Pearce, of Milwaukee, chairman of the Board, gave a comprehensive statement of the finances at the final business session of the Assembly. In addressing the delegates Mr. Pearce, in a clear, concise manner, told of the securities owned by the Association, of its income and expenses, and of the real estate which was purchased three years ago for \$98,000, but which is now worth \$150,000. This report appears as a part of the Auditor's Report in this number of *THE JOURNAL*.

EXECUTIVE Committee—One of the most important items of business which comes before the Representative Assembly each year at the annual meeting is the report of the Executive Committee. The report consists of a carefully-planned budget of the expenses of the Association for the ensuing year, covering special activities carried on by State directors, the committees, and departments, together with the expenses of the general office. It was presented this year by Mr. Fred M. Hunter, superintendent of schools, Oakland, California, first vice-president, on July 7.

Mr. Hunter, speaking for the committee, praised the work that had been accomplished by a number of the State directors in increasing the membership in the National Association and recommended a more liberal appropriation for this work during the coming year. He also spoke of the growth and activities of some of the departments and committees which called for increased appropriations. This report appeared in the minutes in the September *JOURNAL* (p. 288).

EXCEPT a living man, there is nothing more wonderful than a book. A message to us from the dead, from human souls whom we never saw, who lived perhaps thousands of miles away; and yet these, on those little sheets of paper, speak to us, amuse us, vivify us, comfort us, open their hearts to us as brothers.—Kingsley.

Revenue for Education¹

WILLIAM B. OWEN

Principal Chicago Normal College, Chicago, Illinois, Chairman

THE REPORT of the Committee on Sources of Revenue is essentially a report of progress. In order to make this Representative Assembly acquainted with the status of the work of the Committee and its general purport, may I briefly rehearse the history of the Committee?

The committee was appointed at Salt Lake City in 1920. The purpose of the committee was to establish or instigate a kind of investigation of the revenues on which we are dependent for the conduct of the public schools that would put the public-school people in possession of the facts, particularly those facts of comparative value that the individual States and cities so often need to know.

During the year between 1920-1921 the committee attempted to find out how to go to work. We were confronted with the fact that we were trying to use the left-over time of a number of busy people with heavy public responsibilities to do a piece of work that would require the continuous efforts of people who had nothing else to do for a long period of time. And after considerable deliberation the committee decided not itself to attempt any research work at all until we could get before the Association the fundamental question of policy as to how this committee was to do its work. As a result, at the Des Moines meeting in 1921 the committee made a brief report, which I think was fundamental in the policy of the Association as a whole. That report I should like to read as the basis for what I shall have to say later. The report was this:

"It was recommended and moved

"1. That the Executive Committee be authorized to establish as soon as the finances of the Association would permit, a department of investigation and research in the Secretary's Office at Washington.

"2. That the head of this department be a trained student of economics and statistics.

"3. That this department inaugurate immediately a continuing service to the affiliated State and local associations with

respect to the sources of school revenue and finances through *THE JOURNAL* of the Association and through bulletins and more comprehensive studies.

"4. That these studies contemplate the development of a comprehensive standard treatment of the whole subject of school economics.

"5. That the Association invite the affiliated State associations to create State committees on revenue to cooperate with the department at the National Headquarters, and with the Committee on Sources of Revenue of the Association."

These resolutions I repeat—they are in the minutes of last year—just to get before us again what was adopted and approved by the Association.

The Executive Committee acting through the Secretary was kind enough to consult at all times with the chairman of the Committee on Sources of Revenue as to the selection of the person who should be put in charge of this new department.

Briefly, we combed the country for a person who would measure up to the standard set in this resolution and we finally after continuous effort succeeded in getting the person who at the time we thought to be entirely competent to do this work; and I am sure anybody who knows anything about what has happened since the first of March knows that we were successful in getting in Mr. John K. Norton a most competent leader. I think we were unusually lucky in getting him to inaugurate this work. Now we lived up to that standard. We were to have a trained expert.

Then the next thing we attempted to do was to define the problems confronting us, and the Committee on Sources of Revenue met in Chicago and acted on the assumption that it was to become primarily an advisory committee to this department.

These committees are made up of people who are bearing heavy responsibilities as classroom teachers or as public administrators. These people do know the problems that they have to meet, at any rate. Sometimes they know them in a very stressing way. They can select problems; they can indicate emphasis; they can suggest relative improvements;

¹This report of the Association's Committee on Sources of Revenue was presented at the second business session of the Representative Assembly at Boston on Thursday morning, July 6, 1922.

and then the Research Department can carry on the strictly narrow, technical work of investigating, gathering, evaluating, and organizing the data for presentation, and then the committees can come again to evaluate these conclusions from the standpoint of the practical worker in the field. That is what this committee is trying to do.

We have selected two or three of the problems pertaining to school revenue and these are now under investigation, but our specific report will not contain anything regarding school revenues themselves.

In the recommendations made at Des Moines it was directed by the Association that this department inaugurate immediately a continuing service to the affiliated State and local associations through *THE JOURNAL*. Now, if you will note, this has been carried out to the letter since Mr. Norton became head of this department. In the April number of *THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION* you will find an article entitled, "Have Teachers' Salaries Been Increased?" That was Mr. Norton's first contribution. In May we have another article on "The Salaries of Elementary Teachers, 1921-22." In June we have another article on "Cost of Education, 1890-1920." One of those articles I should like to discuss, but time forbids—a new method of interpreting the whole situation economically. *THE JOURNAL* will keep us in touch with this department.

Now, we said also that we should have bulletins, and we have here for distribution at this convention one of the first fruits of this department inaugurated only in March. If you sought to find a better illustration of promptness and efficiency and vigorous execution I should like to know where you could go, even in private business. "Facts on the Cost of Education and What They Mean," a 64-page pamphlet with many tables, published by the National Education Association, compiled and organized by the new department, will be distributed to you.

Now, members of the Association, this is the essence and substance of my report. It is a report of progress. I should like to close by saying, what I intimated at the beginning, that the biggest thing this Association can do is to learn how to work effectively and economically through this department and its committees so as to put our growing revenue into service for us; and we have made a beginning in the right direction.

Education in England and Wales Since the War

SIR JAMES YOXALL

General Secretary, National Union of Teachers, London

I AM ASKED to write on the subject stated in the title, and I do so with the wish that the National Education Association and its *JOURNAL* may flourish and that the relations between teachers in the United States and in Britain may strengthen cordially.

The words inscribed on the Peace Portal at Blaine can best be imparted and brought into full effect by the schools in the States and in the British Commonwealth. I say "Commonwealth" instead of "Empire" because an evil meaning attaches to the latter word. During the medieval period of European history the great Roman word "Imperium" deteriorated. It became a name that represented—even down to our own day by the Hapsburg and Hohenzollern Empires—autocratic governments the like of which George III by personal government endeavoured to establish in Britain, and did, for a time, set up. The memories of his endeavour still linger (even in the schools) as a bar between the two greatest free States of the World.

The population of the United States is much more varied now in race and ancestry than it used to be, but the great ties of language and literature remain and are now at least as strong as they were in 1834 when Daniel Webster pronounced what is perhaps his most famous oration: Britain had become a power, he said, with which not even Rome at the height of her success could be compared. And in a particularly telling passage he went on to speak of the morning drumbeat of British regiments as following the sun, keeping company with the hours, and encircling the globe in one unbroken strain of British martial airs. So in their day did the *bucinae* of the Roman legionnaires, scattered about that oval world of the Romans amidst which the Mediterranean lay like a small Atlantic; and Webster was thinking, I dare say, of lonely military posts in Canadian backwoods, much as Cicero in his day thought of lonely cohorts in forested Britain. Webster was thinking, perhaps, of some fort no less vowed to the flag than some *castellum* in Caledonia was to the bronze eagles; of some half-

company of "the 60th Rifles—assembling for the morning parade" as Fenimore Cooper described it, "the ramparts, the roof of a house or two seen above them, the flagstaff with the halyards blown steadily out," that would presently run up to the flag of the crossed crosses; of soldiers proud in the punctilio of duty done with exactitude daily; of men and women steadfast in the pathos and stern beauty of expatriation. Perhaps too he was thinking of the thousand high adventures in which his forebears had taken part, and—not too gladly—of the saddest political severance of kinsfolk ever known. Perhaps he seemed to hear ancestrally the "pipes of the misty moorland"; and on the plateau of Quebec to see the very "casques which did affright the air at Agincourt." There must have been some kindling of the blood in him as he spoke. Now, on the Peace Portal at Blaine the words are written: "Children of a common Mother." The Stars and Stripes float beside the crossed crosses above that symbol of reconciliation. Beside French rivers, too, men who died under those kindred flags in a common effort to make the world safe for democracy lie side by side in silent amity; and shall we not endeavour, each in his own way, to promote the spread of amity among all the English-speaking, as the best method of promoting the future peace of the world?

To education in England and Wales the recent War brought opportunities. For a time at any rate the average Englishman, dull as he is to theories of mere instruction and philosophy *à priori*, recognized that for the new building of the world, not to say of Britain too, education was an implement that must be strenuously used. In the year 1918, therefore, two important Acts of Parliament were passed—the one an Education Act and the other an Act for the Superannuation of Teachers in State-aided Schools. The first, as I knew personally in my capacity as a Member of Parliament at that time, was an act binding up and coördinating various forms of education which had come into existence here almost sporadically, but also setting up a compulsion in the direction of what

we here call *secondary education* or, alternatively, in the direction of what we call *continuative education*, up to the age of 16—and eventually up to the age of 18—of all adolescents employed in industry during most of the week. But by the date of the Act (December, 1918) the conditions of public finance were such that an undertaking was given that those compulsions should not be applied until some years after the close of the war.

For us the war has not yet formally closed, because of certain outstanding treaty difficulties, and therefore this part of the act in question has not yet come into legal force. Moreover, in view of the increasing financial difficulties of the Nation, a Committee on Public Economy having been set up late in the year 1921, it is now proposed to modify the Teachers' Superannuation Act by making the pensions not absolute State pensions as they are under the Act in its present form: that a contribution towards the cost of them from the teachers by an annual deduction from salary should be required. Against the proposal not to enforce the Education Act of 1918 the National Union of Teachers fought strenuously, and most of the proposals of the "Economy" Committee which meant the weakening of education in this country were defeated. The National Union of Teachers exercises much political and Parliamentary influence—as was shown again only the other week, when the Government was defeated in the vote on a bill to require the teachers to pay five per cent of their salaries back to the Government in respect of a contributory system of pensions hereafter to be enacted. The second-reading stage of the bill was arrested and a Select Committee to enquire into the matter was set up. The end is not yet at the present hour of writing.

In 1919 and 1920 a Standing Joint Committee representing the local education authorities for the cities, boroughs and counties on the one hand, and representing the National Union of Teachers on the other, was set up to devise standard scales of teachers' pay, and this work has been very successful in producing agreement in regard to the remuneration of teachers throughout England and Wales. However, the national financial condition has reacted upon this to some extent, and there have been proposals to reduce the rates of pay of teachers, and in one or two cases where such proposals were under contemplation and the local authority for education endeavoured to carry them into effect, a stern fight has

gone on between the National Union of Teachers and the local authority. Thus in the city of Southampton 485 teachers have been sustentated by the Union, at their full rates of pay, during the past thirteen weeks, and the schools have been closed because the teachers declined to work in them at the reduced rates suggested by the local authority. The proposals of the "Economy" Committee were to have had the effect of diminishing the amount of money provided by the State for the schools, by some £18,000,000. By the efforts of the Union, backed up by general public opinion, the actual reduction in the amount of money to be spent on the schools as apart from teachers' salaries has been reduced to some £3,500,000 only. And an improved public opinion in favour of education has been revealed during the

progress of this contest which justifies even optimistic expectations for the future of education in this country as soon as the last fumes and clouds of the recent War have passed away. I am now speaking on this matter as one who was a Member of Parliament from 1895 to 1918. On the whole, I think it may be judged that the effect of the war in this country has been more helpful to education than injurious; and certainly the effect on the minds of teachers and on scholars when the United States entered the war, and fought so valiantly and skilfully, has been to induce on the part of this country a cordial and a lasting disposition towards that amity and coöperation, for the sake of Auld Lang Syne and for the benefit of the future, to which I have referred above.

AMERICAN, I CAN

Ida Flood Dodge

Public Schools, Tucson, Arizona

Out from the human, seething mass
Of Ellis Island's gate I come;
A pilgrim groping in the night
Of foreign tongues,
A pilgrim searching for the light,
Released from wrongs,
Released from fears,
That selfish kings, through countless years,
Have heaped upon the land
I loved, and once called home.

Out from a land despoiled
I come.
Oh teach me thy great Nation's plan
To live, a true American.
I can, O Starry Flag, I can.

* * * * *
Out from a long distinguished line
Of noble patriots I come;
A citizen by right of birth,
A free-born son,
Inheriting the smiles of earth
That have been won
Through strength and prayer,
Through tears and sacrificial care,
Through loss of all the heart holds dear,
That this might be my home.

From such inheritance
I come.
Oh teach me now my Nation's plan
To live, a true American.
I can, O Starry Flag, I can.

[The Greenville (S. C.) Piedmont suggests that the word American ends with the words "I can."]

Why the History of Education?

H. G. GOOD

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Hamilton, New York*

ALTHOUGH THE SOCIAL SCIENCES seem to be coming into their own in education generally, yet the history of education is under a cloud of professional suspicion. It is suspected of being a pretender in the field of teacher training; and this for several reasons.

There is the view that it has, in the past, been taught only to fill up the professional curriculum and for lack of a positive science of education. Men who are being heard have expressed this view and have argued that the history of education is now with the development of a science of education becoming wholly useless. They believe that the subject has no more justification in the training of teachers than has the history of medicine in the training of physicians and the history of chemistry in the training of chemists.

Again, with all its modern show of scientific method, history does not readily lend itself to experimentation; nor does it always respect the law of averages. And it is indeed quite unable to make any appropriate feint toward observation and the collection of objective data such as are acceptable in the laboratory. And therefore it stands suspect before this perversely statistical generation. Its offense is that it is not science.

History deals with the past and not with present problems. It does not apply to the thing which now needs to be done. Our reverence for the world's ancient masters is waning. The "dead past," we feel, rather than argue, has no right to be heard in the "living present."

But this vague attitude readily lends halo to a more specific indictment. History is not practical, it is said. This is the most benumbing suspicion of them all. Direct and immediate use is the most imperious and imperial demand of modern efficiency. And history—in particular the history of education—is not directly and immediately useful it is declared.

There is indeed one other of these suspicions and charges of which teachers might well hesitate to speak. However, it is this. Facts are proverbially stubborn. They are stubborn in practical life, and they are stubborn in education. They must be learned. Clio may there-

fore be justly considered as a good deal of a taskmistress. And among some votaries of educational theory and some practitioners as well, tasks are taboo. From their point of view, the history of education is taboo because it does not provide material for facile discussion independent of contact with recorded and accepted facts.

These are some of the familiar charges and objections. They appear in occasional studies and articles in the journals. One hears them stated in the lobbies of hotels when educators congregate for annual meetings. But they operate most effectively right in the teacher-training institutions where there is growing up an attitude of neglect which, if not checked, will be fatal to all liberal and social elements in our training curricula.

A defense—It may fairly be pleaded that it is rather difficult to get along at all without history; that even its severest critics, ironically enough, are compelled to use it and to appeal to history to justify their opposition—even their criticisms of history themselves. This has been true of such men of action as Napoleon, for example: men who subscribe to the general statement that history is but a fable agreed upon, and who then, quite logically, encompass every means to secure agreement upon "fables" favorable to themselves. But it is true also of occasional writers, thinkers, and philosophers. Gustave le Bon may speak for the type. He says: "Works of history must be considered as works of pure imagination. They are fanciful accounts of ill-observed facts, accompanied by explanations, the result of reflection. To write such books is the most absolute waste of time." And yet le Bon in this very book *The Crowd*, from which I quote, is almost constantly appealing to history in support of his argument. Do writers of this stamp mean that we can learn no lessons from the past, that all history is a mere divertimento? Then is all experience impossible. The critics would hardly go so far; nor be so unempirical in their conclusions.

The question, however, the real issue is not whether we could get along at all

without history. We cannot. Rather we must ask about the kinds of history and their uses. We must ask whether in dismissing the history of education we are not trying to elude a benefactor. It is possible that science should regard history as an ally rather than as a competitor. Perhaps it can be shown that the fact that the history of education is not science is its best claim to a place in our professional curricula. It may be that the physician-in-training needs to learn the history of his profession rather than that the educator in becoming scientific should cease to learn the history of education.

The point of view here intended is very suggestively presented by the great chemist, Ostwald. Speaking of his student days at Dorpat, he says that his teacher required him to go to the sources and to read the descriptions of the various substances and methods which the discoverers themselves had given in their accounts of the original experiments. This reading stimulated his enthusiasm for science and gave him fresh points of view. He continues:

"I had learned that every scientific discovery is the result of a natural process of development, which leads through more or less numerous errors and misconceptions to a definite and lasting result. . . . So, after those years in Dorpat, it has been absolutely necessary for me to have free access to original literature, and in all other places where I have worked it has been my first concern to place this indispensable aid at the disposal of my colleagues and myself. For I had learned that the inclination and ability to view a question from the historical standpoint is of the same importance in the education of the chemist (and every other investigator) as is the inclination and ability to do careful and conscientious experimental work.

". . . It is not alone the requirements of the professor which are satisfied by this study of the old literature. By following the scientific disputes of the past (and indeed no period has been free from these disputes) a kind of personal acquaintance with the character and manner of thought of the writers is involuntarily obtained, along with a practical experience of the problems of science. . . . In short, a large part of that gain which accompanies regular intercourse with talented and learned men may be obtained by such an intimate acquaintance with a collection of old scientific journals. . . . Thus the journals with their long and tire-

some rows of uniform volumes * * * have proved to be a most useful, and at the same time most interesting, aid for all kinds of work in any way connected with science. In our age, which is turning so energetically from a narrow specialism to a broader conception of all scientific problems, the use of this aid will become more and more general; and what up to the present has been a luxury for a few will become a necessity for everybody."¹

This quotation presents the view that the history of science is of value to the scientist and hence to science, in words far more weighty than any at the command of a mere commentator. The well-trained teacher will certainly be a scientist in his attitude.

The scientific approach to educational problems, the use of statistical methods, the interrogation of nature and human nature by controlled experimentation are now extremely popular, and the results from the application of these methods amount to a revolution in education. These results are of priceless value and are an earnest of what the future holds. This work the history of education cannot hope to do. But as Ostwald has just suggested, the history of education may stimulate and direct scientific work by showing how progress has been made, by leading to new views, and by coördinating the work of many workers, criticising meanwhile methods and results by measuring them with views wider than any single scientist unaided may hope to attain.

The history of education is not science. And just because it is not science it may perform another service for science. It may supplement scientific methods by comparative and historical methods. It may provide the wide and clear perspective which the special sciences sometimes lack. It is the peak on which objectivity and orientation may be attained.

That the history of education is not science in the sense in which chemistry is science may well be admitted. Neither is it poetry or art. That it is history is sufficient. To condemn a subject because it is not something else is a mere quibble. But if by the statement that the history of education is not scientific it is meant that it does not achieve truth then the charge may simply be denied. History depends to a great degree upon

evidence; but it has its methods of handling evidence and its criteria of credibility and value. Much of its material is not directly verifiable or suitable for experimentation. But it has within its compass large bodies of undoubted and unchallenged knowledge. Based upon this information there are principles, theories, and inferences which are as sound as the inductions of the natural sciences. History, which includes the history of education, is not a science of external nature, but it does attain to truth.

Nor is it any more sound to claim that because history deals with the past therefore it is useless. The present has come out of the past, is what it is because of the past, and cannot be understood without the past. In education particularly we cannot avoid the historical basis and reference. The institutions in which teachers labor and through which they try to do their work have a known lineage which reaches back thousands of years. Their actual origins go back beyond the memory of mankind. In all epochs, historical forces have been playing upon these institutions shaping them to their modern forms.

Educational institutions are not only social in their origins but they have a social office. It is their purpose to maintain and improve society. Both historical or evolutionary and social considerations apply to education with telling force and both appeal strongly, in certain fields of interest, to the present generation. Is it not strange that the history of education, the one professional subject in which these considerations may be adequately treated, should in these times be in danger of neglect?

History, it is again said, is not sufficiently practical for a busy age. Its conclusions do not apply to our present problems. Such an objection—and this is the really crucial one—it seems to the writer, can be met by a single line of argument. History, we may argue, serves to make us aware of the permanence, the immobility of institutions. It emphasizes the continuity of our social life and the difficulty of making lasting impressions upon organized society. It warns us of the dangerous tendency in practical people to regard a reform as accomplished when it may not even have been actually begun. The history of education teaches this practically important and theoretically interesting truth in its own field.

The ages-old customs and habits of mankind are nearly as stable as mountain

ranges or climates. They are in existence, and whether good or bad, we must reckon with them. In fact, institutions seem more difficult of removal than mountains. Even a social and political cataclysm like the French Revolution did not permanently abolish many of them. "He only destroys who can replace." Those educators who do not try to understand educational institutions are not wise leaders.

Educators, of all people, most need to learn this lesson. If a sense of the continuity of history were more common among them, fads in education would be fewer. The search for causes, reasons, and antecedents would be made more carefully than it now is.

The coming of the junior high school might no doubt be a thoroughly beneficial reform. In the hands of those who do not have the background and the vision—both are needed—it may become a mere fad. It may even be a mere subterfuge to secure the appointment of cheaper teachers. To appreciate the true significance of the junior high school it would seem to be necessary to have a foundation of adolescent psychology, educational administration, educational history, and practical experience. From less well-equipped leaders we are likely to have merely a perfunctory reorganization.

Other examples of the difficulty of making real changes in an established order are readily found. In the eighteenth century many of the leaders of English liberal opinion fully realized the need for more general education. Blackstone, Adam Smith, Jeremy Bentham, and others were working in this direction. But a full century passed over England between the time when these and other leaders of thought realized the necessity for public education and the fact of its establishment. W. E. Forster's celebrated Act of 1870 was "the real, though belated, beginning of the present organized system of national education in England." So says Mrs. Humphry Ward in *A Writer's Recollections* (I: 245). Now again, fifty years later, England is trying to extend and democratize "the present organized system."

The moral of this argument and these examples is not that we should be resigned to the inevitable. It is that we must select means which will be effective of our ends. One who would improve society can point to the tremendous pressure of the environment upon human life. He can show that it is through the

¹ Quoted in the introduction to *Epoch-making Contributions to Medicine, etc.*, edited by C. N. B. Camac, Philadelphia. W. B. Saunders & Co. 1909.

environment that culture is transmitted from generation to generation. It may well be questioned whether elemental human nature has improved in many centuries. But it cannot be questioned that life is richer and more meaningful than once it was. And this enrichment of life has come about through the reorganization and development of the environment in ever-increasing complexity. Such a highly organized and responsive environment is needed to give stimulus and opportunity to the myriad-sided spirit of man. Now it should be, and is, the purpose of the history of education to show how this environment has grown to be what it is and to point to still further development. And this is an intensely practical purpose.

There is also a peculiar reason for American interest in the history of education. We are making educational history in the United States. We have had exceptional opportunities to make educational history. The field has been comparatively free from powerful vested interests. The settlement of the country and the American Revolution each involved considerable breaks with tradition. The development of a democracy, political and social, provided a series of powerful objectives. The absence of a peasant class and of a dominant leisure class, as also the wide distribution of wealth, are elements in this growth of democracy which has had such great influence upon our educational history. The complete separation of church and state and our religious freedom have given the school a new setting. The industrial and commercial activity involved in the physical conquest of a continent, the chronic labor shortage with the consequent demand for labor-saving inventions and means for the control of natural forces have placed quite unusual problems before American schools of every grade.

In consequence of these and other conditions we have developed new institutions in this country. We have developed an elementary public school, which is also in actual fact a common school; a very widely distributed but not thoroughly democratized American college; a State university, sometimes too responsive to the will or dependent upon the changing mood of the people; and a public high school more universal than the elementary school was a hundred years ago. We are now in the process of remodelling that high school.

Is it not highly desirable for us to understand these institutions historically

and comparatively? We cannot understand them apart from their environment, the forces which have shaped them and the purposes which they serve.

Is the history of education practical? That depends upon the meaning of the word. There are some folk who wish to balance themselves on the knife-edge of the present. They are sometimes people with a very narrow view of the meaning of education. For them the training of teachers may mean only the preparation to use devices and to follow instructions. Supervision from an office, red tape, and the unwieldiness of large systems sometimes demand and tend to produce this type of obedient efficiency. Teacher-training for such ends is of the trade-school type. This is not professional education and the history of education does not apply. On the other hand the history of education is practical if to understand our institutions and the forces which are remaking them is practical.

Of course, it will be said that the history of education as now studied and written does not measure up to the opportunities here indicated. If this is true, and I believe that it is, it holds out a challenge to students and teachers of the subject. Would it not be wiser to reorganize the subject, make it serve such specific ends as may be intended, rather than to drop it or neglect it? The latter is too often the easy way of educators when they find difficulties.

One practical service, which would do its bit in modernizing the subject and helping it to function, would be inclusion of the story of the scientific impulse in education. An account of progress in psychology, in measurements, in hygiene, in administration, and similar lines properly belongs in the history of modern education, and it would stimulate further progress.

But the mission of history is not solely practical. It is also normative and idealistic. History, for example, gives us our ideal of progress and this ideal is the guiding concept in education. It gives to all educational efforts in our modern world their meaning. Only this idea, as we now think, can rationally relate, that is, interpret both facts and theories. An evolutionary view of the world is making possible a rational education. From this standpoint, education is the conscious and orderly pursuit of progress.

For the blind and fortuitous groping of early man we are trying to substitute a conscious, orderly, scientific process of

improvement. Not chance, nor tradition but reason is to guide. We learn from the history of education the story of the growth of an institution which is to direct the process. We see its feeble beginnings, shackled by class control, narrow and conventional aims, an esoteric curriculum. We see how it has developed, how it has become democratized, how it has gained a larger and more adequate view of its task, how it has absorbed learning, industry, and art from which to fashion a program of studies. We here see the development of an inspiring technique of progress. It is of the greatest importance that this ideal be brought before all educators, teachers, and guides of human kind.

In defence of the history of education it has now been said:

1. That it is difficult to get along without history, and especially so in education which needs to refer to the past in order that it may prepare for the future;

2. That historical and comparative methods are necessary to supplement analytical and experimental ones;

3. That for the teacher in training the history of education may be made the best of social and socializing studies;

4. That the subject is of value as a means of orienting the young teacher and preventing the contracted views of a narrow and relatively unfertile specialism;

5. That the history of education, as does all true history, shows the continuity of life and institutions, the inertia of the social habit which we call civilization and that by so doing it plays into the hands of progress by warning us against easy victories and apparent improvements;

6. That by providing an account of the rise of educational science it directs attention to the technique of progress;

7. Finally, that it is the means of developing and fostering great ideals, of which the ideal of progress is perhaps the first and most important of all.

IF WE had free thought, then we could collect the wealth of the world. In the physical world springs make the creeks and brooks, and they the rivers, and the rivers empty into the great sea. So each brain should add to the sum of human knowledge. If we deny freedom of thought, the springs cease to gurgle, the rivers to run, and the great ocean of knowledge becomes a desert of barren ignorant sand.—Robert G. Ingersoll.

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

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American Education Week

THE SPOTLIGHT will be on education during the week of December 3-9, which has been set aside by the Joint Committee of the National Education Association and the American Legion as American Education Week. President Harding, the governors of States, and the mayors of cities will issue proclamations calling for the observance of the week and urging that special attention be then given education. The American Legion will issue a program suggesting a general theme for each day of the week beginning with Sunday, December third. While the initiative has been taken by the Legion and the Association, with the cooperation of the U. S. Bureau of Education, the week is in reality a collective enterprise in which hundreds of organizations—National, State, and local—join in an effort to emphasize anew the basic importance of education in every phase of our life. While each organization will realize the broader purposes involved in the celebration of the week, each will especially emphasize the particular features which its field of activity qualifies it to stress most effectively.

The National Education Association will call attention to the necessity for a comprehensive program of education in the Nation. State education associations will emphasize programs for their respective States and local associations

will draw attention to the educational needs of their respective communities. The American Legion—with its branches extending throughout the Nation—will place primary emphasis on the importance of training for patriotism and citizenship. Great women's organizations will call upon their members to give special study and publicity during this week to the problems of education with which they are intimately concerned.

Newspapers and magazines will observe the week with suitable editorials on a variety of subjects and with appropriate articles and news accounts, covering various aspects of educational activity. Religious organizations will take advantage of the interest that the week will arouse by discussing the great importance of education for the religious and spiritual life as well as for home training that will lay right foundations for both secular and religious teaching.

What part may the teacher have in the observance of the week? She may use it as an occasion for issuing special invitations to parents to visit schools. She may help local chapters of the Legion and other organizations plan suitable programs. She may gather the facts which editors will wish to use as the basis of editorials and articles. She may call the attention of classes and individual pupils to the meaning of education—its value as an equipment for worthwhile living and the obligations which education places upon its possessor to make use of it for the best interests of his fellows. The teacher may well discuss with pupils the citizens' responsibility for education, looking forward to the day when those now in school will as citizens be in control of educational plans and policies. Education week gives the teacher a broad opportunity for the exercise of his talents of leadership.

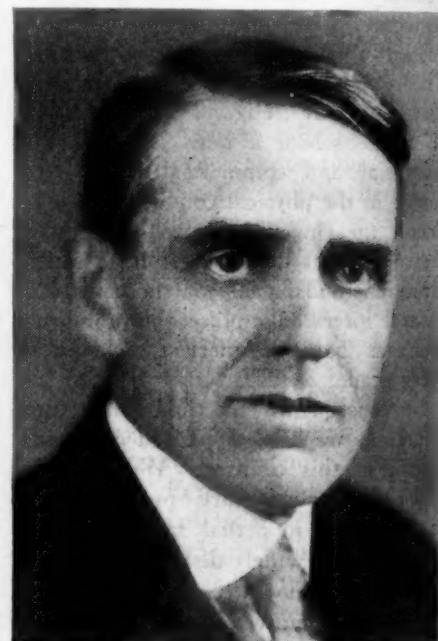
Shall American Children Be Beggars?

THE BOSTON HERALD, in expressing its antagonism to the Towner-Sterling bill, has presented a plan for solving the Nation's educational problems which American citizens will do well to ponder. In so far as we are informed, this is the only constructive suggestion that has yet come from the opposition. It is contained in an editorial printed on July 6:

"If the backward States feel that they need assistance in advancing the cause of

education, they will be generously aided by the friends of education in States like Massachusetts, which have always led in educational endeavor—but they must not expect the State of Massachusetts or any other forward-looking State to sacrifice her independence at the behest of socialistic theorists."

Here, then, we have at last a constructive proposal. Let the millions of American children who have today only the most limited opportunities for education proceed, hat in hand, to the rich men of Massachusetts, and these rich men will be more than generous in their charity! These children, however, must not be allowed to go to Washington and ask that a fair share of the Nation's wealth be devoted to the better training of American citizens. Massachusetts, in the *Herald's* judgment, would sacrifice her independence if she permitted this. Indeed, only a "socialistic theorist" would suggest it. Has Massachusetts been so chary of her "independence" when she has sent her representatives to Washington to demand a National tariff to protect the National markets and incidentally increase the prosperity of her manufacturers? If the *Herald* is right, Massachusetts is an integral part of the Nation when it suits her convenience; at other times she stands firm on her "independence" and graciously offers



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SENATOR ARTHUR CAPPER, of Kansas, author of a measure (S. 1976) which proposes to lay a sound foundation for public education in the District of Columbia. Senator Capper's measure has the support of educational leaders generally.

charity to less fortunate parts of the country. In front of the State House at Boston stands the statue of the man who did more than any one else to establish the principle that education at public expense is not a form of charity. Undoubtedly the *Herald* (now that it is informed of this fact) will start a movement to have this statue follow the tea which at one time, we are told, also threatened the independence of Massachusetts.

Washington Schools Should be Independent

THAT EDUCATION as the greatest single civic activity should be under the control of independent boards is a principle accepted by educational leaders generally. It was reaffirmed in the resolutions adopted at Boston. These resolutions also called for the creation of a special board of education with secure financial income for the schools of the Nation's capital. Legislation looking toward this end is now pending in Congress under the sponsorship of Senator Capper, of Kansas, who is a member of the Senate Committee on the District of Columbia. An editorial in *The American School*, after pointing out the unfortunate elements in the educational situation in Washington, continues:

"There seems just now to be a bow of promise in the sky for the Washington public schools. A measure introduced into the Congress by Senator Capper, if enacted into law by the Congress, will, in the judgment of expert school men who have examined the measure, place the schools of Washington upon a basis which will permit them to be administered efficiently.

"The measure introduced by Senator Capper proposes to create a board of education independent of Congress and independent of the local municipal or district government of the city of Washington, and charged only with responsibility for the administration of the schools. This bill proposes to separate the budget of the schools from the municipal budget of the District; it makes the board of education financially independent of the District Commissioners. The management of the schools, of the school buildings, and all the business of public education in the District is to be in the hands of the board of education.

"The members of the board, it is proposed, shall be appointed by the Pres-

Notable Service in Education

THE hundreds of thousands of teachers who today are serving the Nation's children are a devoted and hard-working army, but their professional life is of most unfortunately short duration. Many work for but a year, and others for three and seven and ten years. Fewer still continue their effective service to twenty and thirty years and only a very small number reach the half century of service. Those who are able to maintain their teaching efficiency for so long a period make contributions of the largest significance and enjoy satisfactions that are the heritage of rare souls. Their voices may not be heard throughout the length and breadth of the land, but through children for whom they have lived they enjoy immortality of ideals and influence. They make contribution to the cause that neither captains nor generals of education can achieve, for they typify the spirit and the devotion of the rank and file.

At the close of the school year in June, Mrs. Lydia Beck, of St. Johnsbury, Vermont, retired from the teaching profession. She had completed fifty years of service and held to her firm decision to retire in spite of the urgent request of the school board to continue.

Mrs. Beck—as Miss Lydia Morgan—began her life of teaching at an early age in her native town of Bedford, in the Province of Quebec. She later married Henry Beck, who lived but two years, after which she again joined the ranks of teachers. There was another year spent at Olivet College, Olivet, Michigan. Since then her excellent work has gone steadily on. Thirty-seven years in the St. Johnsbury schools—thirty-five of them in the primary department of one school!



LYDIA BECK

Mrs. Beck's period of service goes back to the days of "boarding around," when the teacher was boarded in turn by each of the families in the district. She began her teaching career at a salary of eight dollars a month, and at the time of retirement was one of the highest paid teachers on the St. Johnsbury staff.

Mrs. Beck has taught two generations of children and has taught them well. She has won the deep gratitude of hundreds of parents and pupils. A shamefully inadequate pension is small reward for the great services which Mrs. Beck has rendered. The purse of \$175 in gold presented by the citizens of St. Johnsbury is a richer reward because it has the breadth of spontaneous

living appreciation which can never be measured by material things. THE JOURNAL joins in the sentiment expressed by the St. Johnsbury School Board in its letter to Mrs. Beck, dated April 26, 1922, as follows:

"The School Board have received with regret your resignation. In accepting this, however, we wish to express our appreciation of your work. There are some things that words either spoken or written fail to convey, and this is an example.

"Your work and influence has not ended with the first grade. It lives in the hearts of many who have now grown to manhood and womanhood, and who often speak of you in the highest terms. These expressions may seldom reach your ears, but if they should, and you could see yourself as others see you, you would be in possession of such happiness as comes to very few.

"May you live long to enjoy the companionship of those whom you have helped to train to be useful men and women."

ident with confirmation by the Senate. Discretion is given to the President relative to the appointment of women and representatives of the colored race. In addition to a superintendent of schools to act as general administrative head of the system, there is to be an assistant superintendent in charge of the business affairs of the schools, and an assistant superintendent for educational research. The term of office of the superintendent is to be increased from three to six years.

"The schools of the city of Washington ought to be a model for the schools

of the Nation. Every citizen of the United States should be interested to have these schools in the Capital City the very best that can be organized and carried on under public control. Interested visitors to the United States ought to be able to find, without leaving Washington, a model school system. This will require the expenditure of more money on Washington schools. It will require also that the schools be given a unified, continuing, professional administration, organized and carried out by qualified agents, enjoying administrative freedom from political meddling."

Building Up An Estate¹

AS Robert Louis Stevenson said, to make a little and spend a little less is one of the secrets of happiness. But to insure provision for one's old age or for the future of those dependent upon one, something must not only be saved but it must be safely invested. And it is as difficult to invest safely as it is to make money and save it. There is as much need therefore for instruction in the investing of money as there is for encouragement in the saving of it. It is the purpose of this writing to attempt such instruction.

The first consideration in building up an estate should be the safe investment of the principal. If people would keep that point clearly in mind there would be a much smaller loss of savings and the plans for building many estates would not be wrecked by the desire of people to get a higher return on their money than is consistent with safety. The man who believes he can take the hard-earned savings of his own business, invest them in some other business, and, without putting his time and efforts into the management of that business, make more than a fair rental on his money is not using sound reasoning. Occasionally a few lucky ones do, but they are the exceptions to the rule. The man or woman who wants to be sure of accumulating a competency cannot afford to take this risk in the hope of getting a high return. The investment tortoise that is satisfied with five or six per cent return on its money will outstrip the speculative hare that tries to get more. It is the conservative investor who has an estate to live on after passing the age of sixty-five.

In accumulating money for an estate the savings bank is the first medium to make use of. Here the individual deposits his money and it is invested by the trustees of the bank in the safest kind of investment securities. The individual has the protection of a well-diversified list of high-grade bonds and if any of

them go wrong—as good securities sometimes do—there is a surplus account that assures him the return of his money with three and one half to four per cent interest. And he can always draw his money out of the savings bank. This makes it the ideal place to keep a reserve or emergency fund in addition to the less permanent balance that is carried in one's ordinary checking account.

If one lives in a locality where there is a well-managed building and loan association, operating locally, if the laws of the State regulating such organizations are of a conservative character, and particularly if one is acquiring a home as part of his estate, then the use of the building and loan association as a place for accumulating savings can be recommended.

If one has dependents who could not support themselves, then life insurance should be taken out as an early part of an estate. If there are children whose education is to be provided for, sufficient insurance can be taken to cover that need, and can be made payable in installments extending over the period that it would be needed. By arranging it in that way it is easier to determine the amount required, and it removes the danger of having the insurance money dissipated in ill-advised investment if payable in a lump sum.

With insurance provided to bridge over the period while an estate is being accumulated if one has dependents, with a savings bank account to meet emergencies, and with a home bought and possibly being paid for through a building and loan association, the ambitious individual could turn his or her attention to creating an investment estate with further savings. If the individual is a business man, there may be need and opportunity for the investment of these savings in his own business. There he can keep careful watch of them. Under no other conditions should they go into a business venture, and it is usually wise for a business man to build up during years of prosperity an investment estate outside of his own business. It will be a backlog for himself in times of business depression and a much better asset for his heirs than a business that depends on expert and careful management for its success.

Those who have no business of their own should not start out by becoming

partners, or stockholders, in someone else's business or promotions. The nearest they should come to the risks of any business should be to buy mortgages on those that are well established and of proven value. That means bonds of the better grade. These are now issued in \$100, \$500, and \$1000 denominations. The Federal Government is continuing its wartime thrift campaign and is issuing treasury saving certificates for \$20, \$40, \$80, up to \$800 that are payable in five years at \$25, \$50, \$100, and \$1000, which means four and one half per cent compound interest. There is no safer investment than these for savings. To secure a higher return one must use discrimination, and the best safeguard is to deal only with investment banking houses of the highest reputation and those which have the best record for reliable bonds and mortgages.

After one has laid a solid foundation for an investment estate with a well diversified list of the best bonds and mortgages, he or she might be justified in risking some additional savings in good second-grade bonds and in the best grade stocks, such as the preferred stocks that have long enjoyed a wide margin of earnings over their dividend payments. And as the estate grows and the owner of it gains investment experience there is no reason why he or she should not buy with further savings or with interest accumulated, more speculative stocks, of sound companies, when they seem to be low in price—not when everybody else is buying and prices are near the top of a "bull" market—and hold them with a view to selling later at a profit.

In closing, it should be said that one who wants to accumulate an investment estate should not buy stocks on margin. That is looking for the pot of gold at the end of the rainbow. The inevitable result of margin trading, for the average individual, is loss. And in buying good stocks outright in times of market depression with a view to making speculative profits, one should keep in mind what a wise old rich man in New York said to a young broker friend who came to him years ago with the news that the Union Pacific Railroad was going to raise its dividend to ten per cent: "Your information is undoubtedly correct, my boy, and I believe it will have the effect on the stock that you say; but I could not afford to make such a profit on my money; it would spoil me." He knew that the investment tortoise, in the long run, outstrips the speculative hare and he preferred to remain the tortoise.

¹ Written by John K. Barnes and published in the Investment and Banking section of the *Century*. Used by courteous permission.

It is now generally agreed that the teacher should receive a salary sufficient to leave a margin for savings. This article suggests a program for investing savings. It is typical of the investment service rendered by such standard magazines as *The Century* and *The Atlantic Monthly*, whose investment departments also answer questions as to the soundness of specific securities.

Notes on British Schools

ROBERT FORREST WILSON

Washington, D. C.

WHEN a young Briton "comes up" to either Cambridge or Oxford University for admittance, he is required to pass an entrance examination so broad in its scope and searching in its questions that few graduates of American colleges would care to undertake it without special coaching in advance.

I have called this an entrance examination, but the term is not exact. Actually it is a preliminary examination which counts toward one's degree later on, and nobody may take a degree who has not passed this preliminary examination. It may chance, therefore, that through one dispensation or another a student may actually be in the university a year or more, attending lectures and pursuing his studies before he takes the preliminary examination. But such a student is the exception. The great majority of English schoolboys who are ready for the universities go up to Cambridge or Oxford in late June or early July for the preliminary examination that they may be ready to enter as accredited freshmen immediately after the long vacation.

At Cambridge, with which I happen to be somewhat familiar, this test is known officially as the Previous Examination, although in conversation both dons and undergraduates refer to it always as the "Little Go."

The Little Go at Cambridge is something to appal an American. It consists of two parts, Part I being devoted to the classics and Part II to other subjects. Part I presupposes almost a conversational knowledge of Latin on the part of the student, and it was only recently that the University dropped the requirement that he be almost equally proficient in Greek. Part II consists of individual examinations in logic, mathematics through geometry, and English literature. If the student is a candidate for an "honors" degree, and practically all undergraduates are candidates for honors, he must add to this also a test in either trigonometry and physics, or French, or German.

Perhaps it is not generally known in America that the two great universities of England do not give their students what we should call general courses, or do not do so as a rule. The man taking a general course is as unusual as a

"special" student in an American college or university. The work at Cambridge and Oxford is sharply specialized. An undergraduate taking the English course at Cambridge studies nothing but English; he who is after honors in history and economics takes nothing but history and economics.

The point I am trying to make is this: When an English schoolboy comes up to the university, he has his general education (what an American college would call his required work) all behind him. He is ready now to specialize.

On the average he is in age perhaps a year older than the American boy just starting to college, but in education he has the equivalent of the training of an American boy at the beginning of his junior year in college. In other words, the English educational system which grades with our elementary and high schools gives its graduates the equivalent of our college education outside the optional courses; and I know of no American colleges that carry their general students so far in Latin and Greek as do the English schools below the universities.

Naturally, there is some cramming done on the other side of the Atlantic; and the question is—how? We find the answer in the so-called "public schools" of England.

Of course, as most American teachers know, they are not public schools at all. Quite the contrary. Some are so exclusive and the demand for admittance is so great that prospective pupils are registered soon after the registration of their births. Some admit only the sons or other near relatives of "old boys," as the graduates are called. Nearly all are expensive, so that only the well-to-do father can send his son to one.

But, undemocratic as we Americans must regard them, the English public schools are the glory of the English educational system. Even more than the universities they are responsible for the high quality of English culture. The masters of all of them are scholars, some with as high standing in England as the great professors at the universities, and they are as well paid. Only a few of the English public schools are known on this side of the ocean—Eton, Harrow, and Rugby—but there are some three dozen others scattered up and down and

across the tight little isle. The English boy is sent away to the public school at the tender age of twelve. We have all shed tears over the stories of his homesickness, but the modern psychologists are telling us that this early breaking of home ties may not be such a bad thing after all. Then in the midst of his misery he discovers that he has been sent away only to become a helot, a bond servant—in short, a "fag" for some older boy in the school.

I have never happened to come across a printed word or to hear a spoken one in America in praise of the English schoolboy custom of fagging. I have heard nothing but condemnation of it as a bullying form of hazing. And yet a great professor in England, the head of a department at Cambridge University, a man whose name is almost as well known in the United States as it is in his own country, told me that the secret of the excellence of the English public-school education lies in this very thing, the fag system. I am relying on my memory and therefore will not pin his name to words which I will put in his mouth, but what he said was substantially this:

"The big boy has his fags, and they must work for him, to be sure. They clean his boots and bring up his tea and clear away and make themselves useful, just as he orders it. That's good for their souls; and they can endure it, because they know that after a while they will grow up and have fags, too.

"But that's just one side of it. The other side has to do with the obligation of the big boy toward his fags. He is responsible for them—for their deportment, for their athletic prowess, and for their progress in their studies. It is a point of pride with him to have his fags excel the fags of his own classmates in all the school endeavors. That puts a burden on him and a responsibility not only to keep up in his own studies but to help his fags over the hard places in theirs. He has the older boy's influence over younger ones, and that influence is usually exerted in the right direction, largely as a result of the system. I was a public-school boy myself, and I speak from experience when I say that the fag custom is the most valuable thing in the schools."

The educated Englishman regards his university with pride, but he regards his public school with something more than that. He looks back at it with emotion. For him the public school always remains his Alma Mater.

ENROLMENT and AFFILIATION

Affiliated Local Associations

THE FOLLOWING ASSOCIATIONS complete the list which was published in part on page 284 of THE JOURNAL for September. Additional affiliations and completed enrolments will appear in the October number.

DORCHESTER, MASS., *Winthrop, Russell, Everett, Mather Association*, Bertha F. Gavin, Secretary.

DOVER, N. J., *Council of Education of the State of New Jersey*, J. Howard Hulsart, Secretary.

ELKINS, W. VA., *Elkins Teachers' Club*, Mrs. C. H. Hamill, Secretary.

GLOUCESTER, MASS., *Gloucester Teachers' Association*, Anna M. Woodbury, Secretary.

GUAGUA, PAMPANGA, P. I., *Pampanga Teachers' Association*, Justa F. Layug, Secretary-Treasurer.

HECLA, S. DAK., *Hecla District of Brown County*, Mrs. N. J. Wilmsen, Secretary.

LAFAYETTE, IND., *Public School Teachers' of Lafayette*, Ella Thompson, Secretary.

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SYRACUSE, N. Y., *Syracuse Teachers' Association*, George Fowler, President.

TERRE HAUTE, IND., *Faculty Club of the Indiana State Normal School*, Ruth Tobey, Secretary.

WHITE PLAINS, N. Y., *Association of Public Schools 13, 14, 16, 17, 34, 36, 41, 42, and 47*, Lucy G. McCutchen, Secretary-Treasurer.

WINCHENDON, MASS., *Winchendon Teachers' Association*, Alice A. Davis, Secretary.

YAKIMA, WASH., *The Council of Supervision*, E. Barbara Haesley, Secretary.

A NATION is made great, not by its fruitful acres, but by the men who cultivate them; not by its great forests, but by the men who use them; not by its mines, but by the men who work in them; not by its railways, but by the men who build and run them. America was a great land when Columbus discovered it; Americans have made of it a great Nation.

In 1776 our fathers had a vision of a new Nation "conceived in liberty and dedicated to the proposition that all men are created equal." Without an army they fought the greatest of existing world empires that they might realize this vision. A third of a century later, without a navy they fought the greatest navy in the world that they might win for their Nation the freedom of the seas. Half a century later they fought through an unparalleled Civil War that they might establish for all time on this continent the inalienable right of life, liberty, and the pursuit of happiness. A third of a century later they fought to emancipate an oppressed neighbor, and, victory won, gave back Cuba to the Cubans, sent an army of schoolmasters to educate for liberty the Filipinos, asked no war indemnity from their vanquished enemy, but paid him liberally for his property. Meanwhile they offered land freely to any farmer who would live upon and cultivate it, opened to foreign immigrants on equal terms the door of industrial opportunity, shared with them political equality, and provided by universal taxation for universal education.

He who looks with pride upon this history which his fathers have written, who accepts with gratitude the inheritance they have bequeathed him, and who resolves to preserve this inheritance unimpaired, is a true American, be his birthplace or his parentage what it may.—Lyman Abbott.

Teachers' Cottages in Hawaii

VAUGHAN MACCAUGHEY

*Superintendent of Public Instruction, Territory of
Hawaii, Honolulu, T. H.*

DURING RECENT YEARS, there has been a rapid development of public interest in education throughout the mainland of the Territory of Hawaii. There is also a notable interest in the subject of living accommodations for teachers in the rural schools of the mainland. Many progressive rural communities are building teachers' cottages.

Hawaii is primarily an agricultural country. The great industries are agricultural. Sugar cane plantations, pineapple fields, coffee plantations, banana plantations, rice farms, taro farms, and stock ranches comprise the bulk of Hawaii's industry. Outside of Honolulu and Hilo, employment is largely rural. The plantation villages and communities are made up largely of agricultural workers.

The system of providing teachers' cottages is an old one in Hawaii, going back to the middle of the last century. The teachers' residence was built on the school lot, which was owned either by the Mission or by the Crown. The first cottages were small and primitive, in keeping with the simple architecture of the time.

It must be remembered that Hawaii had a highly developed educational system long before the western States were extensively settled. At one time, children were sent from the Northwest

and from California to Hawaii to receive their education. From those early days down to the present time, there has been a steady growth in the number and character of the teachers' cottages.

Recently constructed cottages compare favorably with the better suburban

self, or herself, and family. The construction is frame, using Douglas spruce or Norway. The great majority of the cottages are one story, as the name implies, but, in a few cases, there are substantial two-story dwellings.

The cottage usually comprises one or more porches or *lanais*, living room, dining room, individual bedrooms, bath rooms, kitchen, and—in some instances—large screened sleeping porches. In some of them, the kitchens are semi-detached, to lower the fire hazard.

The furnishings of the cottage include chairs, tables, beds, dressers, rugs,



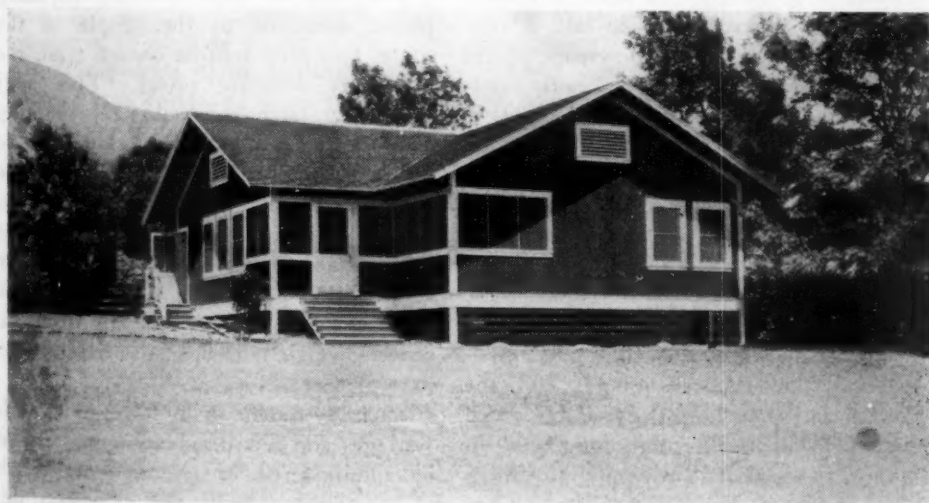
bungalows and cottages. For example, the type of cottage now provided at a number of our larger rural schools would rent in Honolulu for from sixty to ninety dollars per month.

The school cottages are almost invariably built on the school lot adjacent to the regular school buildings. In most of the larger rural schools, the principal has a separate cottage for him-

window shades, stoves, safes, and ice boxes. In earlier years, the cottages were not furnished, but during recent years, the Legislature, through substantial appropriations, has made it possible for the cottages to be simply but comfortably furnished.

The following letter from a group of mainland teachers, who came to the Islands last fall, will indicate one reaction of newcomers to the teachers' cottage system in Hawaii: "To the Editor of the Hawaii Educational Review—Dear Sir: From the deepest gratitude we write this public testimony to the unexpected and very generous welcome the six coast teachers received. No one can fully appreciate the pleasure that we felt unless she too has been a coast girl plunged into the new and not altogether easily adaptable circumstances of a teacher in a plantation school of the Hawaiian Islands.

"From the moment we crossed the landing place, where we were met by some kindly citizens with cars, and given the best breakfast obtainable at one of the local hotels, until we crossed the threshold of the cottage which was to be our home for the next year, we have felt welcome and wanted. But more



THE MOVEMENT to provide teachers' cottages is further developed in Hawaii than in the United States. These are photographs of typical cottages in use by teachers in the Territory.

especially when we entered the cottage did we see evidences on every side of the thoughtfulness of the men and women of . . . The interior of the cottage had been freshly painted, the necessary furniture had been made the previous school year by the manual training boys and nicely stained during the summer. The windows shone clear and were hung with dainty curtains, and the dressers and tables were fitted out with covers to match. The kitchen was almost completely equipped with the needed utensils, and there was a very complete set of tasteful and pretty dishes—all of which girls especially appreciate.

"From the outset of the school year, we have been called upon by the women of the plantation, and we really have felt an enthusiasm for entering into community affairs. The clean and dainty appearance of our cottage as we explored it made us long to do the best we could for the boys and girls whose parents had been so thoughtful of us who were almost strangers to them. Since all these things have been done for our comfort, we feel that it would be the least we could do in return to give their boys and girls the best we have of ourselves, our ideals, and our advantages from the States. And not a little has been added to this enthusiasm by the quick and ready response of the boys and girls."

The effects of the teachers' cottage system in stabilizing the teaching force are obvious. The teachers who are assigned to the rural schools are given lodgings gratis, with no additional charge and in addition to their regular salary. Teachers in Honolulu and Hilo provide their own lodgings.

In so far as is known to the writer, there is no other part of the United States where the teachers' cottage system has been developed to the degree found in Hawaii. Here, it is a regular feature of all rural schools throughout the Territory.

NEXT in importance to freedom and justice is popular education, without which neither justice nor freedom can be permanently maintained.—Garfield.

A GRINDSTONE that had not grit in it—how long would it take to sharpen an axe? And affairs that had not grit in them—how long would they take to make a man?—H. W. Beecher.

University Extension Debating

ROBERT J. KERNER

*Professor of Modern History, University of Missouri,
Columbia, Missouri*

IT IS GENERALLY ADMITTED by careful students of politics that a democracy never faces a greater danger than apathy on the part of its citizens for the vital problems of the State. That our democracy is being brought face to face with this menace to its very existence is confirmed in many ways. Rumors from the movie colonies or gossip of the baseball field take the cream of our enthusiasm and the bulk of our curiosity, while conferences on international affairs and crises in internal administration are dismissed with the most formal interest.

The great tasks which stare us in the face as a nation in internal reconstruction and in the field of world politics—at a time when our civilization is being questioned—are passed by with the nonchalant air of a bored and jaded public. In our large cities, where schools and broad-minded thinkers are accessible, amusements play the stellar rôle and attract the adventurous and the curious from the rural districts. The slow, the backward, and the inaccessible are left to vegetate in the countryside.

In the large cities the result is indifference; in the rural districts, ignorance. Their combined result is an ignorant and apathetic public opinion.

For the large cities there exist institutions and organizations which can tackle the problem. The situation there awaits a systematic attempt to master it. In the countryside, the task is very different. The rural newspapers are too frequently mercenary, hotly partisan, and at best uninformed. This is true in spite of many well-meant attempts to raise the standard. Much of this is at bottom an economic question. Leaders of thought have no time to go to the smaller centers from which our rural life radiates. Nor could these centers bring up the funds necessary to bring big men before them. The town-meeting, the country school, and the church no longer hold the position which they held in former days and that in spite of organized attempts to bring them back to their old glory. They must be bolstered up from many sides before they can function at all in this respect. Thus we are brought face to

face with a provincialism, which, however honest it may be, can only be considered as a formidable obstacle to any intelligent and conscious progress. It is the seeding ground of prejudice and ignorance.

How can we vitalize and popularize public questions for our people? There are many lecturers and many organizations at work on this problem. Most of them, however, have—what we call these days—propaganda purposes. Their object is to present one side only and to try to get public action in its behalf. A public opinion which feeds on propaganda or at best on an honest presentation of only one side of a question will not and cannot be an intelligent public opinion.

Our answer to this question, from a non-partisan point of view, is *university extension debating*.

So far as the writer knows, no State university or any similar institution has thus far "carried the message to Garcia" through an extension debating system which would bring both sides of important public questions before the people of the State. A debating crew of two, each man presenting one side of the question, would be a novel experiment before a rural or even an urban audience. The University of Missouri Debating Board is planning to try the experiment in the coming school year.

For each of these attempts to carry public questions to the people of the State, two men will be chosen from the university debating squad. They will previously have received some training in the critical study of the problem to be debated, and, having won a place on the squad, will have had some training in public speaking. After the system has been established it is hoped that the communities making application for such service will be able to organize centers which will bear the expenses or part of them.

Such a system will have many advantages and few disadvantages. It can be administered by the debating coach in coöperation with the extension department. Since two sides of the question will be debated, the university cannot be attacked for partisanship. The

debates, when properly popularized, will stimulate the community in its thinking on all questions—not only the one actually debated. The high school, the church, and the meeting-house will be brought into close contact with the university. The university will really be "selling its goods" to the people who will be brought into a more intelligent conception of what value the university can be to the State. The debaters will gain most valuable experience. They will be forced to use simple, popular language—language which everybody

can readily understand—and their parents will note the value of such training and experience. Surely no better training for leadership in public life can be offered.

If this is not one way to get our people out of their apathy and back into something resembling the interest shown in public questions in the days of the town-meeting and of the Lincoln-Douglas debates, then it is useless to hope for a keener and more intelligent interest in public affairs and public policy.

Evolution of Handwriting in Education

BERTHA A. CONNOR

*Director of Penmanship, Boston Public Schools,
Boston, Massachusetts*

IT IS ESSENTIAL TO the complete success of the reform in handwriting procedure which is taking place throughout the schools of the country at the present time, that all teachers, superintendents, and others concerned with progress in education, possess a complete understanding of the whole nature of the handwriting problem.

There are, even yet, numbers of educators who do not fully comprehend the underlying reasons for the confusion and chaos which have attended the teaching of handwriting during the past score of years. It is not realized generally that one of the most widespread and disastrous experiments in the annals of educational endeavor retarded the progress of handwriting in the schools for twenty years and developed the present adult generation of illegible writers.

In the process of its evolution handwriting was developed from its earliest stages of primitive picturing, hieroglyphics, involved and fanciful script to the ornate Spencerian of half a century ago. It was from this Spencerian stage of flourished, shaded, combination finger and muscular movement style that writing took the ordained step which brought it to its fruition as a fine and practical art. It was shorn of its flourishes and shades. The use of the restricting finger muscles was eliminated, and it stood forth an adequate response to the life of the present age, which called for a legible, rapid, tireless, enduring mode of writing which combined the beautiful and the utilitarian.

Just as this final step in the ordered progression of handwriting was about to take place an imported, alien writing experiment called vertical script was swept into the schools and the attention of those concerned with them was focused upon it. That it was not at once recognized as a retrogressive step, suggestive of the more primitive stages in writing evolution is forever to be deplored. After years of conscientious endeavor with the vertical script writing experiment the schools awoke to the fact that it was a flagrant failure. At that time the final step in the ordered evolution of handwriting had been accomplished elsewhere in response to business needs to a system called muscular-movement writing wholly adequate and eminently successful under the sharp test of usage, the writing of the age for the age.

Then came the movement to adopt the newly evolved muscular-movement writing into the schools and by this adoption to bring the schools once more into unison of writing procedure with that of life in its business and social performance as they were before their departure in the vertical script experiment. This attempt, however, was made enormously difficult through the effect wrought by vertical script upon the subject of writing in the schools. That untimely experiment stamped with failure and vitiated the importance of the subject of handwriting in the schools, destroyed its functioning powers in other subjects, and, subsequently, caused handwriting to fall from its functional place

in the school curriculum to one of mere obstructions existence. Loss of faith and interest in the subject on the part of teachers very naturally attended this circumstance.

During this period teachers and pupils throughout the country had developed the finger motion vertical script habit of writing. Scribbling had come to be necessarily the expected and accepted in school writing. The perverted idea that much written work caused handwriting to deteriorate became manifest. Subsequently, the hope that the typewriter would do away with the whole unfortunate performance accordingly came into being. But mechanical handwriting has lost out in the competition. Handwriting must be taught and must be well taught.

A reform in writing procedure in the schools, therefore, became obligatory. It was a stupendous task, but a necessary one, if the schools were to serve their purpose of conserving the health of pupils and of preparing them for life. Teachers were the medium through which this reform could be brought about, but inasmuch as they had already been misled in writing procedure, their reaction to this reform could not be expected to be at once wholehearted and enthusiastic. Destroyed faith, lack of esteem and interest, suspicion of new methods, all resultant from the vertical script experiment could not be swept away at a stroke. However, a beginning had to be made, and teachers were called upon to renew their faith in the subject, acquire muscular-movement writing ability, apply pedagogic principles to the subject in the classroom, to do their best to eliminate the finger motion habit developed by vertical script, and to develop the muscular movement writing ability and habit with their pupils.

To reform the handwriting of teachers and pupils throughout the Nation was a procedure requiring time, patience and sympathetic understanding of the whole nature of the problem. The teachers throughout the country with the professional spirit and enterprise which has characterized them on every occasion answered the call of education in this reform movement and set about to acquire the muscular-movement writing ability and to acquaint themselves with the pedagogy of it. The path of this reform was strewn with obstacles. There was a lack of trained and experienced leaders in the new procedure. Methods of presentation of the subject

in its various stages of development and in its adaptation to the various grades of school were not generally understood or defined. The appearance of the writing product correlative with the stages of development in the acquiring of the muscular-movement writing habit and with the various ages of school children was nowhere set forth.

Conscientious endeavor and continued effort on the part of all those concerned with education have eliminated the obstacles attending this writing reform, and the schools have now emerged from the chaos in handwriting procedure which resulted from the unfortunate and widespread experiment with vertical script.

It has required faith and confidence and loyalty and earnest application of effort on the part of teachers to bring about this reform. By their accomplishment in this subject the teachers of the country have proved their devotion to the children in their charge and also their sense of responsibility to the citizens of the Nation.

The most difficult period in the writing reform in the schools is now past. The pedagogic development of healthful and utilitarian writing habits is being carried on conscientiously and skillfully in every progressive school system. The subject of handwriting is functioning in its ordained manner as a vehicle to carry all other subjects to their highest and easiest success. Penmanship has regained its educational status as a subject, requiring in common with other subjects in the school curriculum daily pedagogical presentation of instruction in its formal aspects and disciplined correlation with all associated subjects.

The continued application of the teaching skill and professional ability of the teachers and supervisors in this subject throughout the country will assure for the school children of the Nation the development of habitual healthful posture, conservation of eyesight, and the acquirement of an enduring and economic writing ability which will be at all times during their school lives and later a source of pride and value to them and to those with whom they are associated.

EVERY person has two educations, one which he receives from others, and one, more important, which he gives himself.—Gibbon.

THE MORE extensive a man's knowledge of what has been done, the greater will be his power of knowing what to do.—Disraeli.

LINCOLN, THE MAN OF THE PEOPLE¹

Edwin Markham

Westerleigh Park, West New Brighton, New York

When the Norn Mother saw the Whirlwind Hour
Greatening and darkening as it hurried on,
She left the Heaven of Heroes and came down
To make a man to meet the mortal need.
She took the tried clay of the common road—
Clay warm yet with the genial heat of Earth,
Dasht through it all a strain of prophecy;
Tempered the heap with thrill of human tears;
Then mixt a laughter with the serious stuff,
Into the shape she breathed a flame to light
That tender, tragic, ever-changing face;
And laid on him a sense of the Mystic Powers,
Moving—all husht—behind the mortal veil.
Here was a man to hold against the world,
A man to match the mountains and the sea.

The color of the ground was in him, the red earth;
The smack and tang of elemental things;
The rectitude and patience of the cliff;
The good will of the rain that loves all leaves;
The friendly welcome of the wayside well;
The courage of the bird that dares the sea;
The gladness of the wind that shakes the corn;
The pity of the snow that hides all scars;
The secrecy of streams that make their way
Under the mountain to the rifted rock;
The tolerance and equity of light
That gives as freely to the shrinking flower
As to the great oak flaring to the wind—
To the grave's low hill as to the Matterhorn
That shoulders out the sky. Sprung from the West,
He drank the valorous youth of a new world.
The strength of virgin forests braced his mind,
The hush of spacious prairies stilled his soul.
His words were oaks in acorns; and his thoughts
Were roots that firmly gript the granite truth.

Up from log cabin to the Capitol,
One fire was on his spirit, one resolve—
To send the keen ax to the root of wrong,
Clearing a free way for the feet of God,
The eyes of conscience testing every stroke,
To make his deed the measure of a man.
He built the rail pile as he built the State,
Pouring his splendid strength through every blow;
The grip that swung the ax in Illinois
Was on the pen that set a people free.

So came the Captain with the mighty heart;
And when the judgment thunders split the house,
Wrenching the rafters from their ancient rest,
He held the ridgepole up, and spik't again
The rafters of the Home. He held his place—
Held the long purpose like a growing tree—
Held on through blame and faltered not a praise,
And when he fell in whirlwind, he went down
As when a lordly cedar, green with boughs,
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky.

¹Mr. Markham read this revision of his great poem at the dedication of the Lincoln Memorial in Washington, D. C., on May 30th, 1922. He prefaced the reading with the following statement: "On this great day of dedication, I humbly inscribe this revised version of my Lincoln poem to this stupendous Lincoln Memorial, to this far-shining monument of remembrance, erected in immortal marble to the honor of our deathless martyr—the consecrated statesman, the ideal American, the ever-beloved friend of humanity."

COMPLETE REPORT OF THE AUDITORS

NATIONAL EDUCATION ASSOCIATION

FISCAL YEAR JUNE 1, 1921, TO MAY 31, 1922

REPORT COVERS BOOKS OF THE SECRETARY, TREASURER, AND
BOARD OF TRUSTEES

June 26, 1922.

Miss Charl Ormond Williams, President,
National Education Association of the United States,
Washington, D. C.

DEAR MADAM:

In accordance with instructions received, we have made an examination of the cash receipts and disbursements of the National Education Association of the United States for the year ended May 31, 1922, and now submit our report thereon.

SECRETARY'S OFFICE

J. W. CRABTREE, Secretary

INCOME AND EXPENSES

The following is a summarized statement of the income and expenses for the period under review:

INCOME	
Memberships from Secretary's Office.....	\$91,443.00
Memberships from Annual Meeting.....	3,755.00
Memberships from Superintendent's Department.....	2,830.00
Memberships from Department of Elementary School Principals.....	1,035.28
Subscriptions to <i>N. E. A. Journal</i> (Part of Membership Dues).....	72,793.12
Volumes of Proceedings.....	1,696.50
Special Reports.....	361.07
Commercial Exhibits.....	11,303.67
Advertising.....	41,489.12
Net Income Transferred from Permanent Fund.....	7,629.20
Miscellaneous Income.....	82.71
Total income.....	\$234,418.67
EXPENSES	
Board of Trustees—Expenses.....	\$1,111.79
Executive Committee—Expenses.....	4,186.03
General Secretary's Office:	
Salary of Secretary.....	\$7,125.00
Clerical Services.....	11,535.22
Postage.....	5,110.58
Rent, Light, Heat and Janitor.....	6,471.89
Stationery and Office Supplies.....	1,148.24
Telephone and Telegraph.....	1,290.35
Traveling Expense.....	1,393.56
Interest.....	570.11
Insurance.....	125.40
Express and Freight.....	300.50
Surety Bonds (Premiums).....	180.00
Repairs and Depreciation—Office Furniture and Fixtures.....	1,444.50
Miscellaneous.....	738.23
Total expenses.....	196,365.71
Surplus for the year.....	\$38,052.96
Field Secretary's Expenses.....	
Research Department.....	37,433.58
Express and Freight (Distribution of Volumes).....	13,727.56
Printing.....	4,138.76
Special Appropriations.....	1,120.33
Department of Elementary School Principals.....	111,310.54
Auditing Accounts of Association.....	7,827.02
Annual Convention.....	649.98
Department of Superintendence.....	592.35
Unclassified Expenses.....	5,439.99
	8,366.62
	461.16

The net financial results show a substantial improvement over last year in net income of \$37,221.72. This is due to large increases from all sources of revenue, including \$13,816.28 from memberships, \$50,302.12 from subscriptions to the *N. E. A. Journal* and \$36,308.29 from advertisements, with only small increases in expenses except in the case of printing. While a different method of allocating the expenses of the General Secretary's Office produces expense figures which if compared in detail would show variations of some size, they cannot be fairly compared except in total.

The balance in the Surplus Account at June 1, 1921, was \$2,815.73, which added to the net income for the current year results in a balance as at May 31, 1922, of \$40,868.69.

RECEIPTS AND DISBURSEMENTS

The following is a summary of the cash receipts and disbursements of the Treasurer's Account for the year:

Cash Balance, June 1, 1921:	
Revolving Fund:	
On Deposit with Continental Trust Co., Special Account (Including \$81.00 Trust Fund for Special Donations).....	\$226.36
On Hand.....	23.09
Transfer from Continental Trust Co. (Regular Account) to reimburse Fund.....	4,831.55
	5,081.00
Less Overdraft at Continental Trust Co. (Regular Account).....	1,737.53
Brought forward.....	\$3,343.47

Brought forward \$3,343.47

RECEIPTS

Income as per Income and Expense Statement.....	\$234,418.67
Less Accounts Uncollected.....	11,615.69
	222,802.98
Loans from Continental Trust Co.....	6,000.00
	228,802.98
	232,146.45

DISBURSEMENTS

Expenses as per Income and Expense Statement.....	196,365.71
1921 Bills Paid during Current Year.....	10,848.50
	207,214.21
Less:	
Bills Unpaid—May 31, 1922.....	\$20,807.83
Depreciation Reserved.....	596.95
	21,404.78
	185,809.43
Payment of Loans from Continental Trust Co.....	6,000.00
Furniture and Fixtures.....	6,962.15
Trust Fund for Special Donations Repaid.....	81.00
	198,852.58
Cash Balance, May 31, 1922.....	\$33,293.87

Accounted for as follows:

Revolving Fund:	
Transfer from Continental Trust Co., Regular Account, to reimburse Fund.....	10,567.69
On Hand.....	28.93
	10,596.62
Overdraft at Continental Trust Co., Special Account.....	596.62
	10,000.00
Continental Trust Co., Regular Account.....	23,293.87
Total.....	\$33,293.87

A thorough examination was made of the cash received, and so far as the system in use permitted, we have satisfied ourselves that all the funds received have been properly accounted for. No interest is being received on bank balances, which matter we have brought to the attention of your General Secretary.

Vouchers in support of all cash disbursements were examined and found in order.

The balances of the two accounts with the Continental Trust Co. were certified to by the bank, and the cash on hand was verified by count.

ASSETS AND LIABILITIES

The following is a statement of the assets and liabilities as at May 31, 1922, as shown by the books:

BALANCE SHEET

ASSETS

Cash:	
Secretary's Fund—In Bank, On Hand and to be Reimbursed from the Regular Account.....	\$10,000.00
Regular Account.....	23,293.87
Permanent Fund.....	20.51
	33,314.38
Accounts Receivable.....	11,615.69
Securities, at Book Value (Schedule "I").....	130,936.00
Real Estate:	
Cost.....	\$98,000.00
Less Mortgages Payable.....	31,500.00
	66,500.00
Furniture and Fixtures:	
Expenditures to May 31, 1921.....	11,939.04
Expenditures during Year ended May 31, 1922.....	6,962.15
	18,901.19
Old Volumes of Proceedings.....	500.00
	\$261,767.26

LIABILITIES

Accounts Payable.....	20,807.83
Reserve for Depreciation on Furniture and Fixtures.....	2,634.23
Trust Fund—Permanent Investment.....	197,456.51
Surplus.....	40,868.69
	\$261,767.26

We recommend that the accounts receivable be examined and that all old accounts, ascertained to be uncollectible, be charged off.

The real estate is carried at cost and the amounts owing on mortgage have been certified to us by the holder.

The additions to the Furniture and Fixtures Account during the year were examined and found in order.

The old volumes of proceedings are carried at an arbitrary value of \$500. We are informed that there are in the possession of the Association some 23,000 volumes which cost between \$.85 and \$1.10 per volume to publish. As these publications appear to be in demand, the value is considerably higher than that shown on the books.

We made a sufficient check to satisfy ourselves that all the liabilities are shown on the books, and in addition obtained a certificate to that effect signed by the Assistant Treasurer.

We again recommend that a sufficient balance be carried in the Special Account so that the proper use of the "Regular" and "Revolving Fund" may be strictly adhered to, and that all income and expenses be allocated between the years to which they apply. As instructed, no detail audit was made of the funds received by the Departments of Superintendence and Elementary School Principals. These records are not kept at the Washington Office and the Association books record the receipts as reported to them by these departments.

TREASURER'S REPORT

CORNELIA S. ADAIR, Treasurer

FROM JUNE 1, 1921, TO MAY 31, 1922

Deficit brought forward from Treasurer's Report for year ended May 31, 1921.....	\$1,737.53	
RECEIPTS		
From Annual Meeting.....	3,755.00	
From Department of Superintendence.....	2,830.00	
From Department of Elementary School Principals.....	1,035.28	
From Secretary's Office during the Year:		
Membership Fees.....	\$91,443.00	
Subscriptions to <i>N. E. A. Journal</i>	72,793.12	
Sale of Volumes of Proceedings.....	1,352.00	
Sale of Special Reports.....	271.02	
Special Contributions.....	20.00	
	165,879.14	
From Income on Permanent Fund.....	7,629.20	
From Commercial Exhibits (Net).....	10,558.17	
From Advertising in <i>N. E. A. Journal</i> (Net).....	31,084.28	
From Loan from Continental Trust Company.....	6,000.00	
From Miscellaneous Income (Exchange, etc.).....	61.91	
	221,212.70	
	\$228,832.98	
EXPENSES		
Board of Trustees—Expenses.....	1,111.79	
Executive Committee:		
President { Mr. Hunter..... 446.98 }	2,519.89	
{ Miss Williams..... 2,072.91 }		
First Vice-President.....	577.36	
Treasurer.....	396.37	
Chairman, Board of Trustees.....	376.96	
Member by Election.....	315.45	
	4,186.03	
General Secretary's Office:		
Salary of Secretary.....	7,125.00	
Postage.....	5,110.58	
Telephones and Telegrams.....	1,290.35	
Express and Freight.....	300.50	
Clerical Services.....	11,535.22	
Rent, Light, Power, Heat and Janitor.....	6,471.89	
Stationery and Office Supplies.....	1,148.24	
Traveling.....	1,393.56	
Insurance.....	125.40	
Repairs—Office Furniture and Fixtures.....	847.55	
Surety Bonds.....	180.00	
Interest and Discounts allowed.....	570.11	
Miscellaneous Expense.....	738.23	
	36,836.63	
Field Secretary's Office:		
Salary of Field Secretary.....	\$7,200.00	
Assistant to Secretary.....	1,860.00	
Traveling, Clerical Services, etc.....	4,667.56	
	13,727.56	
Research Department:		
Salary of Head of Department.....	1,225.00	
Clerical Services, etc.....	2,307.05	
Miscellaneous—Supplies, etc.....	606.71	
	4,138.76	
Express and Freight:		
Distribution of Volumes.....	1,120.33	
Printing:		
Proceedings (1921):		
Compilation and Printing.....	7,819.59	
Clerical Services, Supplies, etc., used in editing same.....	9,706.99	
	17,526.58	
Reprints.....	118.45	
Special Reports—Bulletin No. 19.....	526.15	
	18,171.18	
N. E. A. Journal:		
Compilation and Printing.....	62,253.22	
Clerical Services, Supplies, etc., used in editing same.....	27,889.76	
	90,142.98	
Miscellaneous—Pamphlets, Membership Blanks, etc.....	3,026.38	
	111,340.54	
Special Appropriations:		
Department of Superintendence.....	250.00	
Commission on Coordination of Research Agencies.....	940.00	
Committee on Revenue Inquiry.....	192.02	
Committee on Foreign Relations.....	84.62	
Character and Citizenship Committee.....	28.00	
Conference of State Secretaries.....	349.59	
Committee on Health Problems.....	993.00	
Committee on Organization of Elementary Education.....	402.02	
Legislative Commission.....	2,021.28	
Illiteracy Commission.....	1,996.89	
Illiteracy Commission (1920-21).....	366.79	
Committee on Teachers' Salaries (1920-21).....	12.00	
Committee on Rural Education (1920-21).....	190.81	
	7,827.02	
Auditing Accounts of the Association.....	592.35	
Carried forward.....	\$180,881.01	

Brought forward \$180,881.01

Unclassified Expenses:

Press Clippings.....	\$139.82
Conference on Disarmament.....	40.62
Purchase of Volumes.....	15.00
Subscriptions to Journals.....	12.00
Maps and Colored Slides.....	86.52
Fertilizing Lawn at Association Bldg.....	20.00
Identification Certificates, Boston.....	95.00
Miscellaneous Expense.....	52.20
	\$461.16

Annual Convention:

Department Expenses.....	429.25
State Directors.....	701.77
Clerical Services:	
Registration Bureau.....	\$459.65
Stenographic Service.....	335.21
	794.86
Publicity.....	1,141.46

Printing:

Programs.....	\$525.74
Miscellaneous.....	553.05
	1,078.79

Telephones and Telegrams..... 30.57

Miscellaneous:

Speakers on Program.....	\$746.24
Maps and Slides.....	56.75
Music.....	150.00
Signs, etc.....	67.90
Badges.....	41.00
Identification Certificates.....	126.00
Miscellaneous Expense.....	73.40
	1,263.29

Department of Superintendence:

Expenses of President.....	\$161.60
Expenses of Secretary's Office.....	1,238.89
Traveling Expenses of Secretary.....	476.69
Honorarium paid to Secretary.....	500.00
Clerical Services at Convention:	
Registration Department.....	\$196.19
Stenographic Service.....	164.75
	360.94
Publicity.....	1,211.19

Printing:

Programs.....	\$840.25
Miscellaneous.....	888.65
	1,728.90

Telephones and Telegrams..... 57.80

Miscellaneous:

Music (Cleveland Meeting, 1920).....	\$132.60
Badges (Chicago Meeting, 1922).....	131.25
Speakers on Program.....	857.84
Music.....	258.50
Conference of Executive Committee.....	317.83
Dr. Condon's Exhibit.....	932.59
	2,630.61

Department of Elementary School Principals.....	14,267.77
Payments on Loans from Continental Trust Co.....	649.98
Purchase of Office Furniture and Fixtures.....	6,000.00
Depreciation on Furniture and Fixtures.....	6,962.15
	596.95
	\$209,357.86

SUMMARY OF EXPENDITURES

Expenditures made during Year for Current Expenses, Repayment on Loans, and Purchase of Equipment.....	\$187,953.08
Depreciation Reserved.....	596.95
Expenses of Current Year unpaid at May 31, 1922.....	20,807.83
	\$209,357.86

CASH SUMMARY

Receipts for Year ended May 31, 1922.....	\$228,832.98
Overdraft at May 31, 1921.....	1,737.53
	227,095.45
Disbursements for the Current Year's Operations.....	\$187,953.08
Disbursements for Bills for Previous Year's Operations.....	10,848.50
Transferred to Increase Revolving Fund.....	5,000.00
	203,801.58
Balance on Hand May 31, 1922.....	\$23,293.87

CERTIFICATE OF AUDITORS

To the President of the National Education Association:

We have audited the accounts of the National Education Association, and of the Treasurer, and of the Secretary, for the year ended May 31, 1922, and certify that the foregoing statement of Income and Expenses is correct, and is in accordance with the books of the Association. The Secretary's Working Fund of \$10,000.00 has also been verified by us.

MARWICK, MITCHELL & Co.

40 Exchange Place, New York,
June 26, 1922.

REPORT OF BOARD OF TRUSTEES

CARROLL G. PEARSE, Chairman

PERMANENT FUND

We have audited the receipts and disbursements of the Permanent Fund and have inspected the securities in the custody of the Trust Officer of the Continental Trust Co., Washington, D. C. Details of the securities are given in Schedule "1," showing par value and cost, the market value not having been ascertained.

The cash on hand in the Permanent Fund at June 1, 1921, was \$420.51. The 4½ per cent Los Angeles School District Bond became due during the year and was paid (\$1,000), and \$100 was received for one life membership, making a total of \$1,520.51. Of this amount \$1,500.00 was expended in reducing the mortgage on the real estate owned, leaving a cash balance on May 31, 1922, of \$20.51.

The permanent investment on June 1, 1921, was \$197,425.80, to which was added \$100.00 for the life membership fee and from which was deducted \$69.29 for the loss sustained in retiring the Los Angeles School Bond, thus leaving a balance in the fund on May 31, 1922, of \$197,456.51.

The cash balance has been certified to by the depository.

The income from investments and the disbursements for the period may be summarized as follows:

RECEIPTS AND DISBURSEMENTS—PERMANENT FUND

Receipts:	
Interest from Securities Owned (Schedule "1").....	\$5,580.00
Interest from Securities Retired and Paid during Year.....	22.50
Rentals Received from Real Estate Owned.....	5,875.00
	11,477.50
Disbursements:	
Interest on Mortgages.....	\$2,310.00
Repairs to Building.....	1,078.27
Trustees' Commissions.....	460.03
	3,848.30
Surplus Transferred to Treasurer's Account.....	7,629.20
	\$11,477.50

The receipts were properly accounted for, and vouchers were produced in support of the disbursements.

Commissions paid on rental receipts, etc., which are not specifically covered in the contract with the Trustee, should be approved by the Trustees of the Association. We recommend that a new contract be drawn up with the Trustees, covering all remuneration for its services.

PRINCIPAL ACCOUNT

(As prepared by the Trust Officer.)

1921.	
May 31. Cash balance on hand as per last account.....	\$420.51
July 1. \$1000 4½ per cent Los Angeles School Dist. Bond paid.....	1,000.00
Dec. 24. W. A. Cook, Life Membership.....	100.00
	\$1,520.51
1922.	
April 2. National Savings & Trust Co. on Account of loan secured on 1201 16th St. N. W.....	\$1,500.00
May 31. Cash balance on hand.....	\$20.51
May 31. Securities on hand:	
Ten \$1000 4½ per cent Salt Lake City 20 year Water Bonds, Series "F" due July 1, 1934, Nos. 310 to 319 inclusive. Interest payable January 1 and July 1.....	\$10,000.00
Ten \$1000 3½ per cent Kansas City, Mo. School District (county of Jackson) bonds maturing July 1, 1925, Nos. 3127 to 3129 inclusive, 3133, 3135, 3136, 3190, 3191, 3192, 3200. Interest payable January 1 and July 1.....	10,000.00
Fifteen \$1000 4 per cent Terminal R. R. Association of St. Louis, Gen. Mtg. Ref. Sinking fund bonds maturing January 1, 1953, Nos. 16311 to 16325 inclusive. Interest payable January 1 and July 1.....	15,000.00
Five \$1000 4 per cent St. Louis San Francisco Rwy. Prior Lien Mtg. Series "A" bonds maturing July 1, 1950, Nos. M56051 to 56055 inclusive. Interest payable January 1 and July 1.....	5,000.00
One \$250 Same, No. Y-1527.....	250.00
Ten \$1000 4 per cent Chicago, Indiana & Southern R. R. Co. 50 year bonds of 1906, maturing January 1, 1956, Nos. 11386 to 11394 inclusive and 13786. Interest payable January 1 and July 1.....	10,000.00
Two \$1000 4½ per cent Los Angeles City School Dist. Election 1914 bonds Nos. 571 and 572, maturing July 1, 1922. Interest payable January 1 and July 1.....	2,000.00
One \$1000 5 per cent city of Clearwater Public Utilities Sedgwick Co., Kansas bond, dated August 1, 1912, No. 18. Interest payable February 1 and August 1, maturing August 1, 1930.....	1,000.00
Two \$1000 Same, maturing August 1, 1931, Nos. 19 and 20.....	2,000.00
Three \$1000 Same, maturing Aug. 1, 1932, Nos. 21, 22, 23.....	3,000.00
Two \$1000 5 per cent Maine Real Estate Title Co. First Mortgage bonds, maturing August 1, 1932, No. 151 and 152. Interest payable February 1 and August 1.....	2,000.00
Ten \$1000 4½ per cent Seattle School Dist. Series 11, maturing March 1, 1931, Nos. 586 to 595 inclusive. Interest payable March 1 and September 1.....	10,000.00
	70,250.00
Carried forward.....	\$70,270.51

Brought forward \$70,270.51

Ten \$1000 4 per cent Atlantic Coast Line R. R. Co. 1st Cons. Mtg. 50 year bonds maturing July 1, 1952, Nos. 5130, 6494, 11639, 14335, 14339, 17579, 11638, 24601, 37565, 50251. Interest payable March 1 and September 1.....	\$10,000.00
One \$1000 6 per cent St. Louis San Francisco Rwy. Adj. Mtg. Series "A" bond, maturing July 1, 1955, No. M-14552. Interest payable April 1 and October 1.....	1,000.00
One \$500 Same, No. D845.....	500.00
One \$250 Same, No. Y1033.....	250.00
Four \$1000 4 per cent Manhattan Rwy. Co. Mtg. bonds, maturing April 1, 1990, Nos. 2843, 6522, 16083 and 16087. Interest payable April 1 and October 1.....	4,000.00
Twenty \$1000 4 per cent Baltimore & Ohio R. R. Co. (Pittsburg, Lake Erie & W. Va. System) Ref. Mtg., maturing 1941, Nos. 13496 to 13500 inclusive, and 21236 to 21250 inclusive. Interest payable May 1 and November 1.....	20,000.00
Ten \$1000 4 per cent Oregon Short Line R. R. Co. Ref. 25 year bonds, maturing 1929, Nos. 4013 to 4017 inclusive, 4025 to 4027 inclusive, 4976 and 13810 interest payable June 1 and December 1.....	10,000.00
Eight \$1000 4½ per cent certificate of corporation Stock of the city of New York to provide for supply of water (issue of February 1908) maturing November 1, 1957, Nos. 554/W-6 to 561/W-6 inclusive. Interest payable May 1 and November 1.....	8,000.00
Nine \$1000 4½ per cent certificates of corporation stock of New York (issue of February 1908), maturing November 1, 1957, Nos. 26816/V-7 to 26824/V-7 inclusive. Interest payable May 1 and November 1.....	9,000.00
	62,750.00
Total principal on hand.....	\$133,020.51

Real Estate—1201 16th Street, N. W., Washington, D. C., carried at purchase price.....	\$98,000.00
Subject to trusts.....	31,500.00
(This property now worth in neighborhood of \$150,000.)	66,500.00
	\$199,520.51

INCOME ACCOUNT

Income from Securities:	
\$10,000 Salt Lake City 4½ per cent: Interest due July 1, 1921.....	\$225.00
Interest due January 1, 1922.....	225.00
	\$450.00
\$10,000 School District of Kansas City 3½ per cent: Interest due July 1, 1921.....	175.00
Interest due January 1, 1922.....	175.00
	350.00
\$15,000 Terminal R. R. Assoc. of St. Louis 4's: Interest due July 1, 1921.....	300.00
Interest due January 1, 1922.....	300.00
	600.00
\$5,250 St. Louis San Francisco Rwy 4's Prior Lien: Interest due July 1, 1921.....	105.00
Interest due January 1, 1922.....	105.00
	210.00
\$10,000 Chicago, Indiana & Southern R. R. 4's: Interest due July 1, 1921.....	200.00
Interest due January 1, 1922.....	200.00
	400.00
\$1,000 Los Angeles City Sch. Dist. 4½ per cent: Interest due July 1, 1921.....	
Los Angeles Sch. Dist. 4½ per cent: Interest due July 1, 1921.....	45.00
Interest due January 1, 1922.....	45.00
	90.00
\$1,000 City of Clearwater Pub. Util. 5 per cent: Interest due August 1, 1921.....	25.00
Interest due February 1, 1922.....	25.00
	50.00
\$3,000 City of Clearwater Pub. Util. 5 per cent: Interest due August 1, 1921.....	50.00
Interest due February 1, 1922.....	50.00
	100.00
\$3,000 City of Clearwater Pub. Util. 5 per cent: Interest due August 1, 1921.....	75.00
Interest due February 1, 1922.....	75.00
	150.00
\$2,000 Mine Real Estate Title Co. 5 per cent: Interest due August 1, 1921.....	50.00
Interest due February 1, 1922.....	50.00
	100.00
\$10,000 Seattle School Dist. 4½ per cent: Interest due September 1, 1921.....	225.00
Interest due March 1, 1922.....	225.00
	450.00
\$10,000 Atlantic Coast Line R. R. 4 per cent: Interest due September 1, 1921.....	200.00
Interest due March 1, 1922.....	200.00
	400.00
Carried forward.....	\$3,372.50

Brought forward	\$3,372.50
\$1,750 St. Louis San Francisco R. R. 6 per cent:	
Interest due October 1, 1921.....	52.50
Interest due April 1, 1922.....	52.50
\$4,000 Manhattan R'w'y Co. 4 per cent:	
Interest due October 1, 1921.....	80.00
Interest due April 1, 1922.....	80.00
\$20,000 B. & O. R. R. Co. 4's:	
Interest due November 1, 1921.....	400.00
Interest due May 1, 1922.....	400.00
\$10,000 Oregon Short Line R. R. 4's:	
Interest due June 1, 1921.....	200.00
Interest due December 1, 1921.....	200.00
\$8,000 City of New York (Water Sup.) 4½ per cent:	
Interest due November 1, 1921.....	180.00
Interest due May 1, 1922.....	180.00
\$9,000 City of New York:	
Interest due November 1, 1921.....	202.50
Interest due May 1, 1922.....	202.50
Total Income	\$5,602.50
REAL ESTATE—1201 Sixteenth Street, N. W., Washington, D. C.:	
Swedish Legation:	
Rent for 1 month to June 30, 1921.....	\$325.00
(Since which time this portion of building has been occupied by N. E. A.)	
National Congress of Mothers:	
Rent for 13 months to May 31, 1922.....	1,170.00
Joy E. Morgan:	
Rent for 12 months to May 31, 1922.....	780.00
National Education Association:	
Rent for 12 months to May 31, 1922.....	3,600.00
Repairs and Interest:	\$5,875.00
1921.	
June 27. F. P. Gilliam, elevator.....	\$15.00
July 6. Nat'l Sav. & Tr., 6 mos. int. on \$33,000 trust	1,155.00
Aug. 17. Henry F. Allen, plumbing.....	10.30
Aug. 17. F. P. Gilliam, elevator.....	21.20
Sept. 15. F. P. Gilliam, elevator.....	30.00
Sept. 16. Henry J. Allen, plumbing.....	23.80
Oct. 16. W. F. & E. L. Smith, decorating..	24.00
Oct. 27. Frank Elec. Shop, electrician....	19.70
Nov. 12. Julius T. Becker, plumbing.....	78.00
Nov. 12. W. F. & E. L. Smith, decorating..	40.70
Nov. 12. A. S. Johnson Co., furnace.....	150.00
Nov. 29. Frank Elec. Shop, electrician....	15.00
1922.	
Jan. 5. Nat'l Sav. & Tr., 6 mos. int. on \$33,000 trust	1,155.00
Jan. 9. W. L. Cary Co., plumbing.....	161.00
Jan. 13. Frank Elec. Shop, electrician....	61.30
Jan. 24. Nat'l Sav. & Tr., insurance.....	137.20
Feb. 24. Frank Elec. Shop, electrician....	133.03
Mar. 14. Frank Elec. Shop, electrician....	103.44
Mar. 17. Henry J. Allen, plumbing.....	24.10
Apr. 12. Henry J. Allen, plumbing.....	30.50
May 31. Commission at 5 per cent on \$5,875.00 rents collected.....	293.75
	3,682.02
	2,192.98
	\$7,795.48
Continental Trust Co.:	
½ per cent on \$133,020.51, par value of cash and securities	\$166.28
November 30, 1921. To National Education Ass'n	4,300.00
May 31, 1922. To National Education Ass'n.....	3,329.20
	\$7,795.48

Washington, D. C.,

May 31, 1922.

The foregoing is a correct statement of the funds and accounts of the National Education Association of the United States, for the year ended May 31, 1922, as same appear on the books of this company.

CONTINENTAL TRUST COMPANY,
 ERSKINE GORDON,
 Trust Officer.

SCHEDULE "1"

SECURITIES ON HAND

As at June 12, 1922

	Par value	Book value	Income
Municipal and School Bonds:			
City of New York 4½ per cent Corporate Stock due 1957, Nos. 554 to 561.....	\$8,000.00	\$8,510.00	\$360.00
City of New York 4½ per cent Corporate Stock due 1957, Nos. 26816 to 26824.....	9,000.00	9,810.00	405.00
Kansas City, Mo., School District 3½ Bonds due 1925, Nos. 3127 to 3129, 3133, 3135, 3136, 3190 to 3192, 3200	10,000.00	9,500.00	350.00
Clearwater, Kansas, Water Works Bonds 5 per cent due 1930, Nos. 18 to 23.....	1,000.00	1,000.00	50.00
Clearwater, Kansas, Water Works Bonds 5 per cent due 1931, Nos. 18 to 23.....	2,000.00	2,000.00	100.00
Clearwater, Kansas, Water Works Bonds 5 per cent due 1932, Nos. 18 to 23.....	3,000.00	3,000.00	150.00
Salt Lake City, Utah, Water Bonds 4½ per cent due 1934, Nos. 310 to 319	10,000.00	10,000.00	450.00
Seattle, Washington, School Bonds 4½ per cent due 1931, Nos. 586 to 595	10,000.00	10,266.30	450.00
Los Angeles, California, School District Bonds 4½ per cent due 1922, Nos. 571-572	2,000.00	2,187.20	90.00
Railroad Bonds:			
St. Louis & San Francisco R. R. Co. Temporary Prior Lien Mortgage Bonds 4 per cent due 1950, Nos. M 56051 to 56055, Y 1527.....	5,250.00	4,331.25	210.00
St. Louis & San Francisco R. R. Co. Temporary Adjustment Bonds 6 per cent due 1955, Nos. M 14552, D 845, Y 1033.....	1,750.00	1,443.75	105.00
Terminal R. R. Association of St. Louis, Gen. Ref. Sink. Fund Gold Bonds 4 per cent due 1953, Nos. 16311 to 16325.....	15,000.00	15,050.00	600.00
Baltimore & Ohio R. R. Co. (Pittsburgh, Lake Erie & West Virginia System) Ref. Gold Bonds 4 per cent due 1941, Nos. 13496 to 13500, 21236 to 21250.....	20,000.00	19,942.50	800.00
Oregon Short Line R. R. Co. Ref. Gold Bonds 4 per cent due 1929, Nos. 4013 to 4017, 4025 to 4027, 4976, 13810	10,000.00	8,895.00	400.00
Chicago, Indiana & Southern Ry. Co. 4 per cent due 1956, Nos. 11386 to 11394, 13786.....	10,000.00	9,500.00	400.00
Manhattan Railway Co. Cons. Mtge. Gold Bonds 4 per cent due 1990, Nos. 2843, 6522, 16083, 16087	4,000.00	3,900.00	160.00
Atlantic Coast Line R. R. Co. 1st Cons. Mtge. Bonds 4 per cent due 1952, Nos. 5130, 6494, 11638, 11639, 14325, 14339, 17579, 24601, 37565, 50251.....	10,000.00	9,600.00	400.00
Corporation Bonds:			
Maine Real Estate Title Company 1st Mtge. Gold 5 per cent due 1932, Nos. 151-152.....	2,000.00	2,000.00	100.00
Total	\$133,000.00	\$130,936.00	\$5,580.00

To the President of the National Education Association:

We have examined the books and reports of the Board of Trustees of the National Education Association, and certify that, in our opinion, the foregoing statement correctly shows the condition of the permanent funds and the securities in custody of the Continental Trust Company, Washington, D. C.

MARWICK, MITCHELL & COMPANY,
 Certified Public Accountants.

New York, N. Y., June 22, 1922.

The most wasted of all days is the day when we have not laughed.

—French Proverb.

GUIDE TO NEW BOOKS

Select List

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

ANDREWS, MRS. MARY RAYMOND (SHIPMAN). His soul goes marching on. N. Y., Scribner, 1922. 84p. 75c.

"After the manner of *The perfect tribute*," but not its equal. Twelve-year-old Jimmie, alone and fishing, has a chance encounter with Roosevelt, whose identity he does not guess until later. But his words and admonitions so impressed the boy that his life was governed by them—"Love America and work for her. And fight for her, if need comes."

CAMPBELL, JOHN CHARLES. The southern highlander and his homeland. N. Y., Russell Sage Foundation, 1921. 405p. illus. maps. Music. \$3.50.

Interesting, authoritative, and detailed account of these mountain people, whose isolation has preserved among them so many old-world manners and customs, and whom some one has called "our contemporary ancestors." The author spent twenty-five years in the mountain country of the South and at the time of his death was secretary of the Southern highland division of the Russell Sage Foundation. Includes statistical appendixes and bibliography.

FASSETT, CHARLES MARVIN. Assets of the ideal city. N. Y., Crowell, 1922. 177p. \$1.50.

A brief listing of what the practical, common sense assets of a city should be, a compilation of the more important institutions, activities, and undertakings which tend to the progressive development of better citizens and their welfare. Mr. Fassett was a successful engineer, the president of the Chamber of Commerce and afterward mayor of Spokane, Washington, and is now on the faculty of the University of Kansas.

HILL, FREDERICK TREVOR. High school farces. N. Y., Stokes, 1920. 106p. \$1.

Three short plays, *Dinner's served!*—*The heathen Chinese*—*A knotty problem*, written originally for a boys' club and a boy scout troop, requiring the simplest of properties and easily learned by young actors.

HUNGERFORD, EDWARD. The romance of a great store. N. Y., McBride, 1922. 281p. illus. \$2.50.

The entertaining story of the founding, development, and present management of the R. H. Macy store in New York.

MARDEN, ORISON SWETT. Round pegs in square holes (Marden inspirational books). N. Y., Crowell, 1922. 294p. \$1.75.

Advice to young people on the choice of a vocation, the result of the numerous letters received by the author from applicants seeking advice. Practical talks for those who enjoy the Marden philosophy.

NATIONAL CONFERENCE ON WORKERS' EDUCATION IN THE UNITED STATES. Workers' ed-

ucation in the United States (Proceedings, 1921). 465 W. 23d St., N. Y., Workers' education bureau of America, 1921. 144p. paper, 50c.

"Report of proceedings first national conference on workers' education in the United States held at the new school for social research, New York City, April 2-3, 1921."—*Subtitle*. An interesting survey of what is being done by the various labor organizations for the education of their members, with a discussion of their methods of organization, control, finance, enrolment, attendance of students, nature of courses, aims, and plans.

TANNENBAUM, FRANK. Wall shadows. N. Y., Putnam, 1922. 168p. \$2.

A clear presentation of the evils of our prison system by one who speaks from experience, both as a prisoner and a student of prison conditions. His criticism is constructive, and he proposes other agencies which can do efficiently and humanely what the prison does ineffectively and brutally. He has high praise for the work in prison reform of Thomas Mott Osborne. Partly reprinted from the *Atlantic*.

TARKINGTON, BOOTH. Clarence. N. Y., French, 1921. 124p. illus. paper, 75c.

Clarence, whose last name is uncertain, but who "has been in the army," enters the Wheeler household in a rather vague capacity, which develops into that of solvent for the perplexities of the whole family. Sparkling comedy with one of Mr. Tarkington's inimitable adolescent boys.

THE ATLANTIC MONTHLY. Youth and the new world; ed. by Ralph Philip Boas. Bost., Atlantic Monthly, 1921. 320p. \$1.50.

Essays chosen from the *Atlantic Monthly* dealing with a wide variety of subjects, problems of current thought and living. Designed for use in classes of English composition, especially those that seek to enable the pupils to express ideas that seem important to them, appertaining to their own interests and ability.

U. S. AGRICULTURE DEPARTMENT. The paper dress form (Circular 207). Wash. D. C., Supt. of Docs., 1922. 10p. illus. paper, 5c.

Full, practical instructions for the making of a heavy paper dress form, each step being clearly illustrated. Designed as a time and labor-saving device for the rural homemaker.

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* from May 20 to August 26 inclusive, and the *Monthly Catalogue* of U. S. Public Documents, No. 331, for July, 1922.

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. *The ethics of the professions and of business*. Annals for May, 1922. Phila., The American Academy of Political and Social Science. 315p. \$1.

AMES, EDGAR WILLEY and ELDRED, ARVIE. *Community civics*. N. Y., Macmillan, 1921. 387p. \$1.48.

ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS. *Social studies in secondary schools; the commission on correlation of secondary and collegiate education; with particular reference to business education*. Chic., Univ. of Chic. Press, 1922. 127p. \$1.

BAKER, FRANKLIN T., and others. *Everyday classics—Primer*. N. Y., Macmillan, 1922. 108p.

—*Everyday classics—First Reader*. N. Y., Macmillan, 1922. 144p.

—*Everyday classics—Second Reader*. N. Y., Macmillan. 192p. 68c.

BAKER, GEORGE P. *The Pilgrim spirit; a pageant in celebration of the tercentenary of the landing of the Pilgrims at Plymouth, Massachusetts, December 21, 1620*. Boston, Marshall Jones Co., 1921. 136p.

BALDWIN, BIRD T., and STECHER, LORLE I. *Mental growth curve of normal and superior children; studied by means of consecutive intelligence examinations*. Iowa City, Iowa, Univ. of Iowa, 1922. 61p. Paper. Free.

BALTIMORE. *Board of school commissioners; abstract of a survey of the Baltimore public schools*. Balt., Board of School Commissioners, 1921. 54p. Free.

BEARD, ANNIE E. S. *Our foreign-born citizens; what they have done for America*. N. Y., Crowell, 1922. 296p. \$2.

BEARD, CHARLES AUSTIN, and BAGLEY, WILLIAM C. *Our old world background (European history for grade schools)*. N. Y., Macmillan, 1922. 515p. \$1.20.

BEMAN, LAMAR T. *Selected articles on the study of Latin and Greek*. N. Y., H. W. Wilson Co., 1921. 288p. \$1.80.

BINDER, RUDOLPH MICHAEL. *Business and the professions*. N. Y., Prentice-Hall. 443p. \$3.

BOBBITT, FRANKLIN. *Curriculum-making in Los Angeles*. Chicago, Univ. of Chic., 1922. 106p. Paper. \$1.

BOSSARD, JAMES H. S. *Child welfare; with a supplement on present-day social and industrial conditions in Austria*. Phila., Am. Academy of Political and Social Science, 1921. 222p. \$1.50.

BRETT, GEORGE SIDNEY. *The history of psychology*, 3 vols. N. Y., Macmillan, 1921. 388-394-322p. \$4.50 each.

BROWN, ROBERT NEAL RUDMOSE and others. *The scope of school geography*. N. Y., Oxford Univ. Press, 1922. 158p. \$1.85.

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BUREAU (THE) OF VOCATIONAL INFORMATION. *Women in chemistry; a study of professional opportunities*. 2 W. 43d St., N. Y. (Author). 288p. \$1.60.

BUSWELL, GUY THOMAS. *Fundamental reading habits; study of their development*. Chicago, Univ. of Chic., 1922. 164p. \$1.50.

CARVER, T. N., and C. E. LADD. *Agriculture and country life*. Home reading course 22. U. S. Bureau of Education, Wash., D. C. 6p. Free.

CLARK, HARRIET BAILEY. *Mothers' problems; a textbook for parents' classes, mothers' associations, and teachers of children*; intro. by Frank L. Brown. Phila., Judson Press, 1922. 136p. 75c.

CLARKE, JAMES EVERITT. *Education for successful living*. Phila., Westminster Press. 166p. \$1. Paper, 75c.

- COBB, WALTER FRANK. *Graded outlines in hygiene: book one. Kindergarten to grade 3.* Yonkers, N. Y., World Bk. Co., 1922. 220p. \$1.50.
- COLEMAN, SATIS N. *Creative music for children; a plan of training based on the natural evolution of music, including the making and playing of instruments; dancing, singing, poetry; with 48 illustrations.* N. Y., Putnam, 1922. 236p. \$3.50.
- COLUMBIA UNIVERSITY, TEACHERS COLLEGE. *Social hygiene education; report on a social-hygiene program given at Teachers College in the summer session of 1920, under the auspices of Teachers College of Columbia Univ., U. S. Interdepartmental Social Hygiene Board, U. S. Bureau of Education, U. S. Public Health Service, Am. Social Hygiene Association.* N. Y., Teachers College, Columbia Univ., 1921. 24p. Free.
- COLVIN, CARL and STEVENSON, JOHN ALFORD. *Farm products: a textbook in agriculture for 7th and 8th grades and junior high schools.* N. Y., Macmillan, 1922. 373p. \$1.20.
- COUNTS, GEORGE SYLVESTER. *The selective character of American secondary education.* Chic., Univ. of Chicago Press, 1922. 175p. Paper. Free.
- CUBBERLEY, ELLWOOD PATTERSON. *Rural life and education: a study of the rural-school problem as a phase of the rural-life problem.* Rev. ed. Boston, Houghton Mifflin, 1922. 392p. \$1.90.
- CURTIS, WINTERTON CONWAY. *Science and human affairs; from the standpoint of biology.* N. Y., Harcourt, Brace. 337p. \$3.50.
- DEFFENBAUGH, W. S. *Administration of schools in smaller cities.* U. S. Bureau of Education Bulletin No. 2, 1922. Supt. of Docs., Government Printing Office, Wash., D. C. 78p. Paper. 10c.
- DEWEY, JOHN. *Human nature and conduct: an introduction to social psychology.* Rev. ed. N. Y., Holt, 1922. 336p. \$2.25.
- DIMNET, ABBÉ ERNEST. *French grammar made clear.* N. Y., Funk & Wagnalls. 251p. \$1.50, postage 12c.
- DOW, GROVE SAMUEL. *Society and its problems: an introduction to the principles of sociology.* N. Y., Thomas Y. Crowell Co., 1922. 608p. \$2.75, postage extra.
- DOWNNEY, JUNE E. *Group will-temperament test.* Yonkers, N. Y., World Book Co., 1922. 12p. Paper. Free.
- DRURY, AUBREY. *World Metric Standardization: an urgent request.* San Francisco, World Metric Standardization Council, 1922. 524p. \$5.
- DUNN, FANNIE WYCHE. *Educative equipment for rural schools.* N. Y., Teachers College, Columbia Univ., 1921. 23p. 25c.
- EARLE, EDWARD MEAD. *An outline of the economic development of the United States.* N. Y., Am. Inst. of Banking, 1921. 44p. 75c.
- EDIE, LIONEL D. *Principles of the new economics.* N. Y., Crowell, 1922. 550p. \$2.75.
- EDSON, NEWELL W. *Sex instruction: status of sex education in high schools.* U. S. Bureau of Education Bulletin 14, 1922. Supt. of Docs., Govt. Printing Office, Wash., D. C. Paper, 5c.
- EMPIRE JUNIOR HIGH SCHOOL. *Cleveland Guide Book.* Cleveland, Empire Junior High School, 1922. 118p. Free.
- ETTINGER, WILLIAM LOUIS; SHIMER, EDGAR DUBS, and O'REGAN, JAMES J. *The progressive road to silent reading.* Boston, Silver, Burdett & Co., 1922. 240p. 76c.
- FAIRBANKS, HAROLD WELLMAN. *The problem method in geography.* Phila., Blakiston, 1921. 34p. Paper.
- FISHER, ARNE. *The mathematical theory of probabilities, and its application to frequency curves and statistical methods; tr. from the Danish by Charlotte Dickson and William Bonyng; introd. by M. C. Rorty and F. W. Franklin; vol. 1; new and enl. ed.* N. Y., Macmillan, 1922. 289p. \$5.
- FRANZEN, CARL GUSTAVE FREDERICK. *A comparison between general and special methods courses in the teaching of high-school subjects.* Iowa City, Iowa, Univ. of Iowa, 1922. 36p. Paper. 50c.
- FRAZIER, GEORGE W. *Control of city school finances.* Milwaukee, Wis., Bruce Pub. Co., 1922. 132p. \$1.25.
- FROST, NORMAN. *A comparative study of achievement in country and town schools.* N. Y., Teachers College, Columbia Univ., 1921. 70p. Paper, \$1; \$1.50.
- GALLOWAY, THOMAS WALTON. *Biology of sex; for parents and teachers.* Rev. Ed. Boston, Heath, 1922. 162p. \$1.24.
- GOLDBERGER, HENRY HAROLD. *Advanced English for coming citizens.* N. Y., Scribner, 1921. 230p. \$1.
- GREENE, LEON S. *School shop installation and maintenance.* Peoria, Ill., The Manual Arts Press, 1922. 100p. \$1.25.
- GROVES, ERNEST RUTHERFORD. *The rural mind and social welfare; with foreword by Kenyon L. Butterfield.* Chic., Univ. of Chicago Press, 1922. 219p. \$2.10.
- HALDANE, VISCOUNT. *The University and the Welch Democracy; an address delivered at the Central Hall, Swansea, on Nov. 26, 1921.* N. Y., Oxford Univ. Press, 1922. 24p. Paper, 50c.
- HAMILTON, JOSEPH GREGOIRE DE ROULHAC and KNIGHT, EDGAR WALLACE. *The making of citizens.* Chicago, McClurg. 146p. \$1.
- HANNA, AGNES K. *Home economics in the elementary and secondary schools.* Bost., Whitcomb & Barrows. 333p. \$2.50.
- HARTWELL, ERNEST CLARK. *Teachers' manual; story hour readings; fourth year, fifth year, sixth year.* N. Y., Am. Bk. Co., 1922. 336p. \$1.
- *Teachers' manual; story hour readings; seventh year, eighth year.* N. Y., Am. Bk. Co., 1922. 269p. \$1.
- HARVEY, NATHAN ALBERT. *Psychology of the common school subjects.* Ypsilanti, Mich., Standard Press Co., 1921. 91p. Free.
- HENDERSON, HUBERT D. *Supply and demand; with an introd. by J. M. Keynes.* N. Y., Harcourt, Brace, 1922. 191p. \$1.50.
- HERRING, JOHN P. *Herring revision of the Binet-Simon tests; examination manual.* Yonkers, N. Y., World Bk. Co. 56p. \$1.
- *Revision of the Binet-Simon tests; individual record card.* Yonkers, N. Y., World Bk. Co., 1922. 1p. Paper, \$1.
- HERTZOG, WALTER SCOTT. *State maintenance for teachers in training.* Baltimore, Warwick & York, 1921. 149p. \$1.60.
- HOADLEY, GEORGE ARTHUR. *Teachers' manual, essentials of physics.* Rev. ed. N. Y., Am. Bk. Co., 1921. 70p. 40c.
- HOLT, LUTHER EMMETT. *Food, health, and growth: a discussion of the nutrition of children.* N. Y., Macmillan. 281p. \$1.50.
- *Home economics in rural schools.* Home economics circular 13. Supt. of Docs., Govt. Printing Office, May, 1922. 15p. Paper, 5c.
- HOPKINS, L. THOMAS. *The marking system of the college entrance examination board.* Cambridge, Mass., Graduate School of Education, Harvard Univ. 15p. Paper, 40c.
- HOWE, JOHN BENEDICT. *Howe's new era civics; for the students of today and the citizens of tomorrow, to show them what government is and means in Nation, State, and at home, to deepen their interest in community affairs, and to light their path to public duty and service.* Syracuse, N. Y., Iroquois Pub. Co., 1922. 430p. \$1.50.
- HUGGINS, WILLIAM L. *Labor and democracy.* N. Y., Macmillan. 225p. \$1.25.
- HYATT, LLOYD F. *Furniture weaving projects.* Milwaukee, Wis., Bruce Pub. Co., 1922. 140p. \$1.25.
- JENKS, JEREMIAH WHIPPLE, and LAUCK, WILLIAM JETT. *The immigration problem: a study of American immigration conditions and needs; rev. and enl. by Rufus D. Smith.* N. Y., Funk & Wagnalls, 1922. 687p. \$3.
- JENKS, JEREMIAH WHIPPLE, and SMITH, RUFUS DANIEL. *We and our government.* N. Y., The American Viewpoint Society, 1922. 223p. Ills.
- JOHNSTON, CHARLES HUGHES, and others. *Junior-senior high-school administration.* N. Y., Scribner, 1922. 409p. \$1.88.
- JONES, HAROLD SYDNEY. *Calculus for beginners; a textbook for schools and evening classes.* N. Y., Macmillan, 1921. 299p. \$2.
- KEAL, HARRY MORTON, and others. *Technical mathematics.* Vol. 1. N. Y., Wiley, 1922. 236p. \$1.50.
- *Technical mathematics.* Vol. 2. N. Y., Wiley, 1922. 278p. \$1.75.
- KIMBLE, ERNEST J. *Vocational vocabularies for stenographers and court reporters; compiled from actual work, for the use of schools, colleges, teachers, civil-service examinations, students, etc.* 332 Pine St., San Francisco, Calif. (Author). 262p. \$2.50.
- KING, HORACE W., and WISLER, CHESTER O. *Textbook on hydraulics.* N. Y., Wiley, 1922. 244p. \$2.75.
- KNIGHT, EDGAR WALLACE. *Public education in the South.* Boston, Ginn, 1922. 502p. \$2.
- LAMBORN, EDMUND A. GREENING. *Expression in speech and writing.* N. Y., Oxford Univ. Press, 1922. 120p. \$1.50.
- LATHROP, EDITH ANNA. *Dormitories in connection with public secondary schools.* U. S. Bureau of Education Bulletin 12, 1922. Supt. of Docs., Govt. Printing Office, Wash., D. C. 44p. Paper, 10c.
- LAW, FREDERICK HOUK. *Modern essays and stories; a book to awaken appreciation of modern prose and to develop ability and originality in writing; ed. with introd. notes, suggestive questions, subjects for written imitation, directions for writing, and original illustrations.* N. Y., Century. 340p. \$1.25.
- LEAGUE OF NATIONS. *Société des nations: handbook of international organizations; (Associations, bureaux, committees, etc.)* 40 Mt. Vernon St., Boston, World Peace Foundation, 1921. 167p. 80c.
- LEE, GERALD STANLEY. *Invisible exercises; seven studies in self-command with practical suggestions and drills.* N. Y., Dutton, 1922. 307p. \$2.
- LEONARD, STERLING ANDRUS. *Essential principles of teaching reading and literature in the intermediate grades and the high school.* Phila., Lippincott, 1922. 460p. \$1.80.
- LETHABY, WILLIAM RICHARD. *Form in civilization; collected papers on art and labour.* N. Y., Oxford Univ. Press, 1922. 250p. \$1.20.

- LEVI, G. *New, easy, and practical method for Italians to learn English*. Milwaukee, Wis., C. N. Caspar Co., 1922. 458p. \$3.
- LEWIS, B. ROLAND. *Contemporary one-act plays; with outline study of the one-act play and bibliographies*. N. Y., Scribner, 1922. 420p. \$2.
- LEWIS, WILLIAM D., and HOSIC, JAMES F. *Exercises in practical English*. N. Y., Am. Bk. Co., 1922. 112p. 28c.
- Library Division of the U. S. Bureau of Education. *Education*. Record of current educational publications, comprising publications received to May 15, 1922. U. S. Bureau of Education Bulletin 21, 1922. Supt. of Docs., Govt. Printing Office, Wash., D. C. Paper, 5c.
- LIONBERGER, ISAAC H. *The meaning of property; a study in economics*. Boston, Stratford, 1922. 121p. \$1.50.
- LORD, KATHARINE. *Plays for school and camp*. Boston, Little, Brown, 1922. 240p. \$1.50.
- McCLENAHAN, BESSIE AVERNA. *Organizing the community; a review of practical principles*. N. Y., Century. 278p. \$1.75.
- McKINSLEY, J. O. *Budgetary control*. N. Y., Ronald Press, 1922. 474p. \$4.25.
- MAGILL, HUGH S., and others. *The Towner-Sterling bill*. Legislative Com., Series No. 3, Wash., D. C., National Educ. Assn., 1922. 73p. Limited supply free to members.
- MARDEN, ORISON SWETT. *Self-discovery, or why remain a dwarf?* N. Y., Crowell, 1922. 92p. 90c.
- MARSHALL, LEON CARROLL and LYON, LEVERETT S. *Our economic organization*. N. Y., Macmillan, 1921. 503p. \$1.88.
- MERRIAM, CHARLES EDWARD. *The American party system: an introd. to the study of political parties in the United States*. N. Y., Macmillan. 449p. \$3.
- MOORE, JARED SPARKS. *The foundations of psychology*. Princeton, N. J., Princeton Univ. Press, 1921. 258p. \$3.
- MOWAT, ROBERT BULMAIN. *A new history of Great Britain; pt. 3; from the treaty of Vienna to the outbreak of the Great War*. N. Y., Oxford Univ. Press, 1922. 1689p. \$1.50.
- MUNRO, WILLIAM BENNETT, and OZANNE, CHARLES EUGENE. *Social civics*. N. Y., Macmillan. 710p. \$1.72.
- MUZZEY, DAVID SAVILLE. *The United States of America*. Vol. 1. Through the Civil War. N. Y., Ginn, 1922. 667p. \$3.
- NATIONAL CONFERENCE ON WORKERS' EDUCATION IN THE UNITED STATES. *Workers' education in the United States (Proceedings, 1921)*. 465 W. 23d St., N. Y., Workers' Education Bureau of America, 1921. 144p. Paper. 50c.
- NATIONAL DANTE COMMITTEE. *Dante*. Home reading course 18. U. S. Bureau of Education, Wash., D. C. 5p. Free.
- NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES. *The first yearbook of elementary school principals; the technique of supervision*. Wash., D. C., N. E. A., 1922. Paper. 143p. \$1.25.
- NEILSON, WILLIAM ALLAN, and THORNDIKE, ASHLEY HORACE. *A manual for teachers to accompany History of English literature*. N. Y., Macmillan, 1921. 60p. 40c.
- NORRIS, JAMES FLACK, and MARK, KENNETH L. *Laboratory exercises in inorganic chemistry*. N. Y., McGraw-Hill, 1922. 548p. \$2.
- NUTT, HUBERT WILBUR. *Principles of teaching high-school pupils by means of the high-school subjects*. N. Y., Century, 1922. 373p. \$2.
- OSGOOD, WILLIAM FOGG, and GRAUSTEIN, WILLIAM CASPER. *Plane and solid analytic geometry*. N. Y., Macmillan, 1921. 614p. \$3.75.
- O'SHEA, M. V. *The world book; organized knowledge in story and picture; loose-leaf annual*. Chicago, W. F. Quarrie & Co., 1922. 6700p. \$57.50.
- PARKER, SAMUEL CHESTER. *General methods of teaching in elementary schools, including the kindergarten*. Rev. ed. Boston, Ginn, 1922. 356p. \$1.60.
- PETERSON, ANTOINETTE ROTAN (Mrs. Frederick Peterson). *Child health alphabet*. N. Y., Macmillan, 1922. 10c.
- PETERSON, HENRY JOHN. *The teaching of citizenship; an outline for grades 1 to 9 inclusive*. N. Y., Houghton Mifflin, 1922. 89p. 28c.
- PHILLIPS, MARGARET. *The young industrial worker; a study of his educational needs*. N. Y., Oxford Univ. Press, 1922. 142p. \$1.50.
- POLK, ANNIE E. *Better speech (a textbook of grammar)*. N. Y., Century. 277p. \$1.
- PRESSEY, SIDNEY L., and PRESSEY, LUELLE COLE. *Introduction to the use of standard tests*. Yonkers, N. Y., World Bk. Co., 1922. 263p. \$1.80.
- RED CROSS; U. S., AMERICAN NATIONAL. *Teachers' handbook of first aid instruction; a handbook designed to assist teachers in adapting first-aid instruction to groups of girls and boys of junior and senior high-school age*. Phila., Blakiston, 1922. 67p. 25c.
- REISNER, EDWARD HARTMAN. *Nationalism and education since 1789; a social and political history of modern education*. N. Y., Macmillan. 588p. \$2.60.
- RICHARDSON, WILLIAM L., and OWEN, JESSE M. *Literature of the world*. N. Y., Ginn, 1922. 526p. \$2.
- ROBINSON, CLARENCE C. *The find yourself idea; a friendly method of vocational guidance for older boys*. 347 Madison Ave., N. Y., Association Press, 1922. 134p. \$1.40.
- ROGET, PETER MARK. *Thesaurus of English words and phrases; classified and arranged so as to facilitate the expression of ideas and assist in literary composition; enlarged and with full index by John Lewis Roget*. N. Y., Crowell, 1922. 760p. \$1.50.
- RUSSELL, JAMES EARL. *The trend in American education*. N. Y., Am. Bk. Co., 1922. 240p. \$1.28.
- ST. LOUIS (MO.) PUBLIC LIBRARY. *Branch libraries in school buildings; material gathered by members of the staff*. St. Louis, Mo., St. Louis Public Library, 1922. Paper. Free.
- SARGENT, PORTER E. *A handbook of American private schools: an annual survey*. Boston (Author), 14 Beacon St. 894p. \$4.
- SCHOLES, PERCY A. *The beginner's guide to harmony*. N. Y., Oxford Univ. Press, 1922. 62p.
- SLOSSON, EDWIN EMERY. *The American spirit in education: a chronicle of great teachers*. Vol. 33. New Haven, Conn., Yale Univ. Press, 1921. 319p. Sold only in sets of 50 vols. Apply.
- SMITH, FREDERICK MILLER. *Essays and studies; prose selections for college reading*. N. Y., Houghton Mifflin, 1922. 363p. \$1.40.
- SNEDDEN, DAVID SAMUEL. *Civic education; sociological foundation and courses*. Yonkers, N. Y., World Bk. Co., 1922. 333p. \$2.16.
- *Educational sociology*. N. Y., Century. 701p. \$4.
- STEVENSON, JOHN ALFORD. *The project method of teaching*. N. Y., Macmillan, 1921. 305p. \$1.80.
- STUART, LEONARD. *The age of understanding; or, Americanism the standard of world nationalism; a true outline of history and science*. Boston, Badger, 1922. 146p. \$2.
- SULLIVAN, MARK. *The great adventure at Washington; the story of the Conference*. N. Y., Doubleday, Page, 1922. 301p. \$2.50.
- SWIGGETT, GLEN LEVIN. *Foreign trade*. Home reading course 17. U. S. Bureau of Education, Wash., D. C. 6p. Free.
- TERMAN, LEWIS M., and others. *Intelligence tests and school reorganization; prepared as a subcommittee report to the Commission on Revision of Elementary Education, National Educ. Ass'n, Yonkers, N. Y., World Bk. Co., 1922. 119p. Paper. 96c.*
- THEIS, SOPHIE VAN SENDEN, and GOODRICH, CONSTANCE. *The child in the foster home*. 105 E. 22d St., N. Y., School for Social Work. 150p. Paper. 75c.
- THORNDIKE, EDWARD LEE. *The teachers' word book*. N. Y., Columbia Univ., Teachers College. Free.
- THURSTONE, LOUIS LEON. *Thurstone vocational guidance test; algebra test*. Yonkers, N. Y., World Bk. Co., 1922. 4p. Paper. \$1.
- *Thurstone vocational guidance test; arithmetic test*. Yonkers, N. Y., World Bk. Co., 1922. 4p. Paper. \$1.
- *Thurstone vocational guidance test; geometry test*. Yonkers, N. Y., World Bk. Co., 1922. 4p. Paper. \$1.
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- U. S. BUREAU OF EDUCATION, STATISTICAL DIVISION. *Training of Teachers: Statistics of teachers' colleges and normal schools, 1919-20*. U. S. Bureau of Education Bulletin 8, 1922. Supt. of Docs., Govt. Printing Office, Wash., D. C. 79p. Paper. 10c.
- VAN SCHAIK, JOHN, JR. *The little corner never conquered; the story of the American Red Cross work for Belgium*. N. Y., Macmillan, 1922. 282p. \$2.
- VILES, JONAS. *An outline of American history for use in high schools based on Muzzey's American History*. Rev. ed. Boston, Ginn, 1922. 102p. 76c.
- WATTS, RALPH LEVI. *Vegetable growing projects*. N. Y., Macmillan, 1922. 341p. \$1.80.
- WELLS, GEORGE ROSS MAURICE. *Youth and the open door; the relation of habit and character to success*. N. Y., Dutton, 1922. 183p. \$2.
- WELLS, LOUIS RAY. *Industrial history of the United States*. N. Y., Macmillan. 597p. \$2.
- WESEEN, MAURICE HARLEY. *Everyday uses of English*. N. Y., Crowell, 1922. 462p. \$2.
- WEST, WILLIAM MASON. *American democracy*. Boston, Small, Maynard, 1922. 758p. \$4.

SCHOOL-BUILDING PROGRESS

Bond issues, architects, contracts let, and other essential information. School officers are requested to send reports on all new buildings to the Editorial Department, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. A special list of books on school building and school architecture will be sent free on request. Seating capacity reported this month, 36,984; reported during 1922 to date, 228,332. Cost reported this month, \$16,299,059; reported during 1922 to date, \$87,826,329.

Name of State and County	Name of Town or District	Name and Kind of Building	No. of Pupils Provided For	Cost of Building or Amount of Appropriation	Date Authorized	Date Contract let or to be let	Name of School Officer in Charge	Name of Architect
1	2	3	4	5	6	7	8	9
Alabama								
Jefferson	Birmingham	Hudson (negro)	1000	55,772	8/21/17	12/14/21	C. B. Glenn	W. A. Rayfield
Jefferson	Birmingham	Avondale, Grade	800	177,421	8/21/17	11/ 5/21	C. B. Glenn	Miller & Martin
Jefferson	Birmingham	Wylam, Grade	1000	182,562	8/21/17	10/31/21	C. B. Glenn	D. O. Whilldin
Jefferson	Birmingham	Woodlawn, High	700	298,550	8/21/17	1/24/21	C. B. Glenn	H. Wheelock
Jefferson	Birmingham	J. H. Phillips, High	1500	672,957	12/11/19	6/29/21	C. B. Glenn	D. O. Whilldin
California								
Los Angeles	Glendale	Glendale Ave.	3000	260,000	2/ 7/22	4/28/22	R. D. White	A. F. Priest
Los Angeles	Glendale	Grandview Ave.			1/24/22	2/21/22	R. D. White	G. M. Lindsey
Los Angeles	Glendale	Add. Acacia Ave.			1/10/22	2/21/22	R. D. White	G. M. Lindsey
Los Angeles	Glendale	Add. Columbus Av.			3/14/22	4/11/22	R. D. White	A. F. Priest
Los Angeles	Glendale	Union High	3000	685,000	5/ 2/22	—/—/—	G. U. Moyse	Austin & Lindsey
Los Angeles	Inglewood City	Queen St. Grade	500	39,000	3/—/22	4/15/22	W. W. Hodgkins	N. F. Marsh
Los Angeles	Citrus Dist.	Union High	1500	300,000	12/14/20	3/ 6/22	F. S. Hayden	Austin & Austin
Idaho								
Bonner	Sandpoint	High	525	125,000	1/—/22	6/10/22	W. S. Finney	Whitehouse & Price
Illinois								
Vermilion	Danville	High	1200	1,000,000	4/22/22	6/ 8/22	G. P. Randle	Lewis & Dougherty
Iowa								
Dubuque	Farley	High & Grade	150	20,000	3/25/22	5/18/22	T. J. Connell	Carl Saam
Polk	Des Moines	Roosevelt High	1700	986,659	—/—/—	3/21/22	Secy. of Board	Proudfoot, Bird & Rawson
Kansas								
Barber	Sun City	Rural High	198	30,000	8/—/20	7/ 1/22	Board of Edn.	Smith & English
Douglas	Baldwin City	High & Grade	530	80,000	10/—/22	5/ 5/22	C. A. Lane	C. A. Smith
Greenwood	Eureka	High, remodeled	350	85,000	4/ 5/22	—/—/22	C. U. Phillips	J. H. Felt & Co.
Greenwood	Eureka	Grade	300					
Montgomery	Caney	High	500	85,000	—/—/22	5/31/22	D. M. Leach	Williamson & Co.
Sedgwick	Wichita	High	2200	1,000,000	2/ 1/22	6/22/22	L. W. Mayberry	L. Schmidt
Kentucky								
Mercer	Harrodsburg	High	350	60,000	—/—/19	9/—/22	A. K. McKemie	Nevin, Wischmeyer & Morgan
Jefferson	Louisville	High (colored)	400	125,000	11/—/21	7/28/22	S. D. Jones	Nevin, Wischmeyer & Morgan
Warren	Bowling Green	High	400	140,000	4/ 4/22	7/10/22	L. D. Hanes	C. Shapbell
Minnesota								
Becker	Audubon	Consolidated	150	40,000	2/23/22	6/ 9/22	School Board	Sund & Dunham
Cottonwood	Jeffers	Consolidated	450	40,000	9/ 1/21	5/25/22		Silas Jacobson
Norman	Twin Valley	High	800	80,000	10/15/21	11/20/22	R. A. Lee	Foss & Foss
Pennington	Thief River Falls	Grade	560	80,000	5/—/21	5/—/21	I. T. Smiley	Sund & Dunham
Watsonwan	Odin	Semi-Graded	140	20,000	4/25/21	4/12/22	C. L. Olson	K. T. Snyder
McLeod	Silverlake	Grade	175	43,000	6/30/21	11/30/21	W. O. Merrill	K. T. Snyder
New York								
Cattaraugus	Olean	Grade Sch., No. 1	500	169,000	4/ 6/22	—/—/—	Board of Edn.	
Cattaraugus	Olean	Grade Sch., No. 9	300	78,000	4/ 6/22	—/—/—	Board of Edn.	
Cattaraugus	Olean	Grade Sch., No. 11	300	78,000	4/ 6/22	—/—/—	Board of Edn.	
Kings	Brooklyn	New Utrecht High	2500	2,500,000	5/13/21	—/—/23	W. L. Ettinger	C. B. J. Snyder
New York	12th St. Ave. A	Training	1500	2,500,000	5/13/21	—/—/23	W. L. Ettinger	C. B. J. Snyder
Onondaga	Syracuse	Roosevelt Jr. H.	1176	500,000	4/11/21	—/—/—	Thomas Mather	Gordon Wright
Ohio								
Belmont	Martins Ferry	High	700	250,000	8/ 8/22	—/—/22	R. C. Maston	C. W. Bates
Clinton	Wilmington	High (addition)		58,000	11/ 7/21	4/17/22	O. K. Probasco	O. D. Howard
Clinton	Wilmington	Junior High	350	110,000	11/ 7/21	4/17/22	O. K. Probasco	O. D. Howard
Lucas	Maumee	Additions		150,000	8/13/21	1/ 5/22	School Board	G. B. Rheinfrank
Madison	Mt. Sterling	High & Grade	500	100,000	4/25/22	6/—/22	Board of Edn.	J. Q. Adams
Montgomery	Dayton	Roosevelt High	2000	1,500,000	4/ 1/22	4/ 1/22	P. C. Stetson	Schenck & William
Ottawa	Port Clinton	High	600	130,000	3/13/21	3/20/22	A. F. Myers	Thayer & Johnson
Pennsylvania								
Philadelphia	Junior High	Tilden Addn.	240	15,000	—/—/22	1/10/22	J. D. Cassell	James Gaw
Philadelphia	Elementary	65th St. & Lansdowne Ave.	1240	464,638	—/—/22	4/11/22	J. D. Cassell	I. T. Cathacine
Erie	Erie	Junior High	1050	450,000	5/15/22	9/ 1/22	R. L. Scobell	W. W. Meyers
Northampton	Nazareth	High	300	115,000	9/20/21	6/19/22		Rasmussen & Wayland
York	Stewartstown	High & Grade	300	23,000	5/26/22	—/—/22	T. B. Fulton	H. E. Gessler
Texas								
El Paso	El Paso	Bowie, Grade	750	75,000	5/ 1/22	5/ 1/22	A. L. Eager	G. C. Burnett
El Paso	El Paso	Burleson, Grade	450	60,000	6/ 1/22	6/ 1/22	A. L. Eager	Barlebaugh
El Paso	El Paso	Crockett, Add.	250	60,000	5/ 1/22	5/ 1/22	A. L. Eager	Bentell & Hardie
El Paso	El Paso	Morehead, Add.	400	50,000	5/15/22	5/15/22	A. L. Eager	Trost & Trost
Lubbock	Lubbock	High	500	152,500	—/—/22	7/17/22	M. M. Dupre	Taylor & Peters

The Menace of Illiteracy¹

THE NATION'S ILLITERATES could have outvoted the States of Pennsylvania, Maine, Michigan, Alabama, and California in the 1920 Presidential election. This refers only to illiterates over twenty-one years of age. There was one adult illiterate in the country for every six persons who voted for President at the last election.

Such a condition is not tolerated in any other enlightened nation in the world. Reports on illiteracy in other advanced countries are characterized by such statements as "illiteracy is limited to mentally deficient people or idiots," and "there are no people who cannot read and write but those suffering from certain mental or physical defects." The 1910 census contains the statement: "In some of the more advanced European countries illiteracy is so uncommon that questions regarding it are not included in the general census enumerations."

The United States, on the other hand, harbors millions capable of learning to read and write, but who are illiterate through lack of opportunity. We have the highest percentage of illiteracy, according to latest available figures, of ten enlightened countries of the world.

Percentages of Illiteracy

Germany	.2
Switzerland	.5
Netherlands	.6
Finland	.9
Norway	1.0
Sweden	1.0
Scotland	3.5 ²
France	4.9
England	5.8 ²
United States	6.0

The responsibility for illiteracy cannot be placed upon immigration. Of the five million illiterates enumerated at the last census over three million, or sixty-two per cent were native born. Of these 1,109,875 were native white of native white parentage—in short, what is often called pure American stock.

¹ Prepared by the Research Department of the National Education Association.

² The figures for England and Scotland, the last available, probably overstate the present amount of illiteracy. The British Library of Information of New York reports in 1922: "as far as England and Scotland are concerned, illiteracy is practically unknown except among a few quite old people who did not enjoy the benefits of compulsory education which has been in existence for years."

The inadequacy of our educational system—or more exactly, of our rural schools—is the principal cause of illiteracy. In our cities 1.82 per cent of the native-born are illiterate. The percentage of illiterates among the native born in the rural districts is 7.01. Illiteracy is therefore nearly four times as prevalent in rural as in urban communities. If the rural had been as effective as our city schools in preventing illiteracy—that is, if they had kept the per cent of illiteracy down to 1.82—there would have been 1,829,915 fewer native illiterates in the country in 1920. Native-born illiteracy would have been but a side issue of the problem of illiteracy. We would be free to concentrate our attention upon the foreign-born and a comprehensive program of Americanization would in a decade all but eliminate illiteracy from our borders. Under prevailing conditions, the removal of illiteracy is principally a problem of dealing with the native-born. Our willingness to tolerate the makeshift rural school is responsible for the existence in the country of nearly two million native-born persons doomed to go through life lacking that most elemental educational attainment, the ability to read and write.

The progress that is now being made in the removal of illiteracy is not encouraging. In twelve States the number of illiterates *actually increased* during the last census decade. (Table below.)

The total number of illiterates in the country decreased from 5,516,163 to 4,931,905 between 1910 and 1920. This represented a drop in the percentage of illiteracy in our population over ten years of age from 7.7 to 6.0 and an average annual decrease of 58,426.

Illiterates in the United States

1910	5,516,163
1920	4,931,905

State	No. of Illiterates	
	1920	1910
Massachusetts ...	146,607	141,541
Connecticut	67,265	53,665
New York	425,022	406,020
New Jersey	127,661	113,502
Ohio	131,006	124,774
Illinois	173,987	168,294
Michigan	88,046	74,800
Texas	295,844	282,904
Colorado	24,208	23,780
Arizona	39,131	32,953
Washington	18,526	18,416
California	95,592	74,902

If this rate of decrease were maintained illiteracy would not disappear for eighty-four years. It is known, however, that illiteracy does not disappear according to any such regular decrease as has been assumed. If present conditions continue illiteracy bids fair to be a problem in our national life for at least a century. Can we afford to have our effectiveness as a democracy diluted for a century by a menace that would quickly fade before an adequate educational system?

Illiteracy is not confined to any particular section of the country. There is not a State that does not number its illiterates in the thousands. New York with 425,000 has more than any other State in the Union. Three of our northern States contain a greater number than any other three States in the Union.

Number of Illiterates, 1920

Northern States—

New York	425,022
Pennsylvania	312,699
Illinois	173,987

Total

Southern States—

Georgia	328,838
Alabama	278,082
Mississippi	229,734

Total

That the percentage is smaller in our northern than in our southern States is beside the issue. A cancer whether large or small is a dangerous thing. It is the number of illiterates not the percentage of the total population or their distribution that constitutes the problem.

The basic source of illiteracy data is the Federal Census. Owing to the definition of illiteracy used in the census and the methods employed in making the enumeration, it often serves to conceal rather than to reveal illiteracy. In interpreting census figures it should be kept in mind that they include only those who might be termed *absolute and confessed illiterates*. The following quotations more clearly define this term:

1. In general the illiterate population as shown by the Census reports should be understood as representing only those persons who have had *no schooling whatever*.³

2. . . . the "literate" population in this Federal Census Report should be understood as including all persons who have had *even the slightest amount of schooling*.⁴

³ Volume III, 1920 census, page 10.

⁴ Volume No. 1, 1910 census, page 1185.

NATIVE-BORN ILLITERATES (Over Ten Years of Age)									
	WHITE			NEGRO			TOTAL NATIVE		
	Population Over Ten Years	Number of Illiterate	Per- cent Illiterate	Population Over Ten Years	Number of Illiterate	Per- cent Illiterate	Population Over Ten Years	Number of Illiterate	Per- cent Illiterate
Urban	30,666,242	211,100	.69	2,999,642	402,170	13.4	33,665,884	613,283	1.82
Rural	30,195,621	1,031,459	3.4	5,053,583	1,439,991	28.5	35,249,204	2,471,450	7.01
Rural with equal opportunity ¹	30,195,621	208,350	.69	5,053,583	677,180	13.4	35,249,204	641,535	1.82

¹ If rural schools had been as effective in preventing illiteracy among our native-born population as have our urban, the illiteracy figures for rural districts given in the next to the last line would be replaced by those given in the last line.

3. The Census Bureau classifies as illiterate any person ten years of age or over who is unable to write in any language, . . . regardless of ability to read.¹

4. A statement by a foreigner that he is able to read and write in a foreign language is sufficient to cause him to be returned by the enumerator as literate.²

5. No test to determine illiteracy is made by the census enumerator, but the statement of each person enumerated, or a statement made on his behalf by some member of his family or another person, is accepted by the enumerator.³

An illiterate person, according to the Federal Census, therefore, is one who *confesses* that he has had "no schooling whatever," and that he is "unable to write in any language." Any one who states he has had "even the slightest amount of schooling" is classified as literate.

When these facts are fully comprehended the five million illiterates enumerated in 1920 have a new significance. Doubtless many who are unable to read and write in any language, owing to the fear of the stigma of illiteracy falsify their statements to the enumerator, and are wrongly included with the literates. This possibility is frankly admitted in the reports of the Federal Census. The census is therefore an understatement of the amount of illiteracy.

Not until statistics on illiteracy resulting from the draft examinations became available, was it realized how far the Federal Census really hides

the problem. In connection with the psychological tests, a total of 1,552,256 men were examined during the draft. The men examined were distributed among twenty-eight camps located in every section of the country and therefore may be accepted as reasonably representative of the draft as a whole. The figures below give the summarized results of these examinations as they bear upon illiteracy:

Number of men examined . . . 1,552,256
Per cent illiterate 24.9

The figures of the Federal Census show that in 1920 six per cent of the population over ten years of age was illiterate. The draft figures show that 24.9 per cent of the men examined was illiterate. The principal cause of the discrepancy between these two figures is the difference between the definitions of illiteracy of the census and of the draft. The meaning of illiteracy according to the census, has been explained above. Illiteracy in the draft meant a lack of the "ability to read and understand newspapers and write letters home," using the English language. Men who were not able to read sufficiently well, so that they could do themselves justice in a test involving the following type of reading matter were classed as illiterate:

Get the answers to these examples as quickly as you can. Use the other side of this page to figure on if you need to.

1. How many are 30 men and 7 men? Answer ()
2. If you save \$7 a month for 4 months, how much will you save? Answer () and so on for 20 increasingly difficult problems.

Considering the difference in the definitions of illiteracy employed in the census and the draft it is not surprising that the figures on illiteracy from these two sources show a wide divergence. The Director of the Census has stated that "the census figures undoubtedly underestimate the number of illiterates in the United States," if illiteracy is defined as it was during the draft.

Fine distinctions as to the definition and the exact percentage of illiteracy, however, are beside the point. It is not necessary to accept absolutely either the census or the draft definition. The question of fundamental importance to the welfare of the Nation is this: In a democracy in which universal suffrage is in force can we safely disregard the fact that five million of our population are absolute and confessed illiterates, and that 24.9 per cent of our young men are so limited in their command of the English language that they are unable "to read and understand newspapers and write letters home"? The fact clearly exists that an alarming number of our citizens are so limited in their ability to read that they are obviously unable intelligently to discharge their civic duties. Furthermore, this situation is primarily the result of the inadequacy of the school systems of our rural communities. Until these schools are reorganized we can expect but small progress in eradicating this menace to a democratic country.

IS IT NOT REASONABLE to assume that if a young man, because of the lack of fundamentals of an education in English is disqualified to discharge his duties as a soldier in times of war that he is for the same reason disqualified to perform his obligations in the civil affairs of citizenship in times of peace? Can an uneducated man be more effective in civil affairs than he can be in military affairs?

Should not the Nation, therefore, prescribe as its minimum intellectual standards for all citizens in times of peace those which are the equal of the intellectual standards prescribed by the Government for military service in times of war?—Dr. Thomas E. Finegan, State Superintendent of Public Instruction for Pennsylvania, in an address delivered before the National Education Association, at Boston, July 6, 1922, on *The Education of Our Illiterates*.

¹ Volume III, 1920 census, page 10.

² Quoted from communication from Mr. W. M. Steuart, Director of Census, dated April 13, 1922, directed to the National Education Association.

NOTES and ANNOUNCEMENTS

SECRETARIAL HELP for the various departments of the Association is being provided under the plan outlined in the annual report of the Secretary and adopted by the Representative Assembly at the Boston meeting. This plan provides for the assignment of members of the Headquarters' Staff to act as assistants to the officers of the Departments in planning programs, sending out material, and other activities.

A LETTER from Sir James Yoxall, General Secretary of the National Union of Teachers, London, expresses the best thanks of the British teachers to the American teachers for the courtesies extended to President W. G. Cove during his visit to America in July.

MR. CORNELIUS J. HEATWOLE succeeded Dr. William T. Sanger as full-time secretary of the Virginia State Teachers Association on September 1, 1922. Dr. Sanger is now secretary of the Virginia State Board of Education.

THE DEPARTMENT OF SCIENCE INSTRUCTION, under the leadership of its new president, Mr. Leslie O. Johnston, is making a list of science teachers throughout the country who wish to be members of this Department and who are interested in the strong program that is being prepared for its meeting next July. Science teachers who are interested should send their names and addresses to Mr. Arthur H. French, Secretary, in care of the Francis W. Parker High School, San Diego, California.

THE BICENTENARY of the birth of Samuel Adams occurred on September 27. *The Journal of Education* for September 14, 1922, contains an account of his contribution to National independence and international justice.

THE GROWING STRENGTH of the cause represented by the Towner-Sterling bill is the subject of two editorials in the *Educational Review* for September. Dr. Frank P. Graves, State Commissioner of Education, Albany, New York, is editor.

THE BIRTHDAY ANNIVERSARY of Theodore Roosevelt occurs on October 27. He was born in 1858.

THE BIRTHDAY ANNIVERSARY of James Whitcomb Riley will be observed by many schools on October 2. Mr. Riley was born near Greenfield, Indiana,

in 1847. Indiana will celebrate *Riley Week* October 1-8.

DR. JOHN W. COOK, who died on July 15, was a contemporary of the late Dr. William T. Harris and Colonel Francis W. Parker.

MR. W. N. SHEATS, State Superintendent of Public Instruction for Florida, who died suddenly on July 20, left a long record of service as State Superintendent, having held that office from 1893 to 1905 and again from 1912 until the time of his death.

THE FOURTH NATIONAL CONVENTION of the American Legion will be held in New Orleans, October 16-20.

Department of Superintendence—Owing to difficulties in completing adequate arrangements in Chicago, the Executive Committee of the Department of Superintendence considered other locations and has decided to hold the meeting in Cleveland, February 26 to March 1, 1923.

THE COLORADO EDUCATION ASSOCIATION will meet November 7 to 11. The Western Division meets at Grand Junction; the Southern Division at Pueblo, and the Eastern Division at Denver.

THE FLORIDA STATE TEACHERS' ASSOCIATION will hold its annual meeting at St. Petersburg, December 27 to 30.

THE ILLINOIS STATE TEACHERS' Association will meet October 8-14. The Chicago Division will meet in Chicago, October 8. The Illinois Valley Division meets at Princeton; the South-eastern Division at Lawrenceville; and the Eastern Division at Charleston October 12-14.

THE MISSISSIPPI STATE TEACHERS' ASSOCIATION, at its last convention, changed its name to the Mississippi Education Association, giving as reasons the desire to conform with the nomenclature of similar organizations in other States

and of the National Association and also the fact that the organization seeks to advance not only the teacher but also the cause of education.

THE NEBRASKA STATE TEACHERS' ASSOCIATION will meet in sections October 11-16. There will be meetings in Omaha, Norfolk, McCook, and North Platte.

THE WYOMING STATE TEACHERS' ASSOCIATION meets in Cheyenne, October 11, 12, and 13.

AMERICAN EDUCATION WEEK will be observed December 3 to 9. A joint committee of the Legion and the Association is well along with its program for the Week and many State associations and State departments of education are preparing special programs of their own. Copies of the program for the week suggesting subjects and slogans for each day may be had by applying to the National Education Association Headquarters.

THOROUGHGOING child health programs are to be conducted in three typical American cities for a period of five years. These programs will be financed by the Commonwealth Fund and will be carried out under the auspices of the American Child Hygiene Association and the Child Health Organization of America. A joint committee will have charge of general policies and plans. The first city will be selected from the upper-half of the Mississippi-River-Valley region. Full information may be had from the Child Health Committee, 522 Seventeenth Street Northwest, Washington, D. C.

THE \$20,000-PRIZE-CHARACTER-EDUCATION plan which was described in *THE JOURNAL* for April has been printed by the Character Education Institution, Washington, D. C. Distribution is being made through State superintendents, each of whom will be furnished about fifty copies for use in consultation with educators as to the best methods of promoting character education.

OVER 250,000 PUPILS of high-school age participated in the recent good-roads contest and wrote essays on *How Good Roads are Developing My Community*. Fifty-four manuscripts, which are the prize essays from the various States and territories, are now in the hands of the judges, who are the Honorable Henry C. Wallace, Secretary of Agriculture; George Horace Lorimer, editor of the *Saturday Evening Post*, and Dr. John Grier Hibben, president of Princeton University.

IN THE FIELD

DULUTH, MINNESOTA, under the leadership of Superintendent J. H. Bentley, recently voted half a million dollars to be used in the purchase of school sites.

A CONCRETE STADIUM seating 50,000 persons and costing \$750,000 is being completed at the University of Pennsylvania and is to be used for the Army and Navy game on November 25. The seats in the stadium will be of wood and the space beneath the stands is to be used for physical education.

SAN ANTONIO, TEXAS, has recently voted \$2,000,000 for a school-building program. With a population of 161,379 San Antonio ranks forty-first among the cities of the United States, according to the 1921 Census. Mr. Jeremiah H. Rhodes is superintendent of schools.

THE BUDGET prepared by the Board of Education of New York City for 1922-23, calls for an expenditure of \$95,007,766 for the school needs of the city. This is an increase of less than \$5,000,000 over the budget of last year.

A MINE-CAVE destroyed a three-story school-building at Larksville, Pennsylvania, on August 26.

ONE-HUNDRED PUBLIC SCHOOLS in New York City will be obliged to close in October unless coal becomes available, according to a statement recently made by Mr. Patrick Jones, superintendent of supplies, of the Board of Education.

MR. GEORGE EASTMAN has given the city of Rochester, New York, a municipal theatre which is to cost \$5,000,000.

A STATE SPELLING CONTEST was held in the Exhibit Hall of the Wyoming State Fair Grounds at Douglas on September 14. The contest was between winners representing each of the Wyoming counties.

THE KENTUCKY SCHOOL NEWS on September 1 published a special Shelby County edition featuring the rapid improvement and high standing of the schools of Shelby county.

THE CONTEST for the State superintendency in Nebraska is between the present superintendent, Mr. John M. Matson, and Principal E. Ruth Pyrtle, of the Lincoln schools, these two receiving the greatest number of votes in the recent primaries.

MR. H. R. BONNER, who resigned in June as specialist in educational statistics of the United States Bureau of Education, has accepted the directorship of educational research for the American Alcohol Association, whose headquarters are in the Bealey Building, Pasadena, California.

MR. HOWARD BURGE, recently elected superintendent of schools at Bronxville, New

York, has resigned to accept the presidency of the State Normal School at Fredonia, New York.

SUPERINTENDENT W. H. MORTON, of the Fairbury (Nebraska) schools, goes to Beatrice to succeed Mr. A. J. Stoddard, who has taken the superintendency at Bronxville, New York. Both men were members of the Representative Assembly at Boston.

MR. G. H. REAVIS, Dean of the School of Education, Pittsburgh University, has been promoted to the deanship of the University.

THREE STEPS given by Superintendent C. W. Washburne, of Winnetka, Illinois, to aid in breaking the "lockstep" of the schools are: 1. Reconstruct the curriculum in terms of definite and specific objectives. 2. Construct tests to cover each specific objective, the tests being complete and diagnostic. 3. Prepare self-instructive and self-corrective practice material leading up to these tests.

A SURVEY was taken among the 125 members of the graduating class of the Pennsylvania State College in June to ascertain what they considered had been the greatest benefit to them in the course of study. Of the total forty-four gave "association with students and others." Only five men said that an education was the greatest benefit to be secured, while five others said that a technical education was the chief advantage. Twenty-five students said that a college education was valuable because of the broader view of life that it gave, twelve said they had been taught to think seriously, six said that self-confidence was the primary product of their training, and five said that worldly experience was the outstanding gain.—New York Evening Mail.

BACHELOR OF EDUCATION COURSE FOR TEACHERS—The Boston University School of Education has formulated a curriculum leading to the degree of bachelor of education. It is a four-year course comprising at least two years of broad and intensive work in college, added to the two or more years of normal school or other professional educational study. A total of 120 points of college work is required for the degree, including six points in psychology, six in laboratory science, ten in English composition, ten in a foreign language, twelve in social science, and two points in public speaking; the completion of a major and a minor subject and assigned practical work. At least four fifths of all the credits must be of grade "C" or higher.—New York Evening Mail.

NEW YORK CITY ENROLMENT—The total enrolment in the schools is estimated at approximately 945,000, of which 101,000 will be in the high schools; 436,000 in the elementary; and the remainder in trade, training, and other special schools. These figures do not include the continuation schools, which expect from 20,000 to 30,000 pupils.—New York Evening Mail.

NEW YORK CITY HIGH SCHOOLS—"Crowded almost to capacity after resorting to double sessions and part time," is the announcement of practically all high-school principals except the three who have had new additions built to their schools. "Standing room only" sign had to be put up at the Commercial High School in Brooklyn. Registration is 3400 and the seating capacity is 1800. Some of the classes are so large that some of the boys have to stand during recitations. The pupils alternate in standing, so that all of them have seats part of the day. "Open from 7.50 to 5.05" is the announcement at the Erasmus Hall High School, Brooklyn.—New York Evening Mail, September 12, 1922.

MR. LEO B. BAISDEN, principal of the Jefferson Elementary School and formerly president of the Principals' Association in Seattle, Washington, has been elected principal of the Everett High School, Everett, Washington.

DR. HERBERT R. HARPER, of Boston University, will begin work as chancellor of the University of Denver on November 2.

PRESIDENT W. G. COVE, of the British Association, who was present at the Boston meeting, has begun a series of sketches on his visit to America in *The Schoolmaster* (London).

NORTHWESTERN UNIVERSITY conducted tests for mental alertness on freshmen who registered for work during the current semester. Mr. L. Winfield Webb, professor of psychology, conducted the tests.

DR. CHARLES F. THWING, president emeritus of Western Reserve University, was unanimously elected president of the United Chapter Phi Beta Kappa, at the fourteenth National council, which was held on September 12 at Cleveland, Ohio. Dr. Edward A. Birge, president of the University of Wisconsin and of the United Chapter, declined re-election and was made a life member. Other officers elected were: Virginia C. Gildersleeve, dean of Barnard College; Dr. A. Lawrence Lowell, president of Harvard University; Professor Clark S. Northum, of Cornell University; Ellen F. Pendleton, president of Wellesley College; Albert Shaw, editor of *The Review of Reviews*; Talcott Williams, professor emeritus of Columbia University; Frederick C. Ferry, president of Hamilton College; Alexandria R. Hatfield, dean of the University of California; Charles Evans Hughes, Secretary of State, and John D. Rockefeller, Jr.

DR. CHARLES W. FLINT, who took charge of Syracuse University on June 15 at the retirement of Dr. James R. Day, will be formally inaugurated chancellor on November 3.

RUSSIAN UNIVERSITY STUDENTS have an average age of thirty years, according to a report of a member of the American Relief Administration who has just returned. Students in Russia have for years been unable to complete their education.

THE NEW ENGLAND CONSERVATORY OF MUSIC, Boston, is expanding its course for public school supervisors and teachers under the direction of Mr. Samuel W. Cole, of Brookline, Massachusetts.

Cantilever Stores

Put this out for reference

Akron-11 Orpheum Arcade
 Albany-Hewett's Silk Shop-15 N. Pearl St.
 Altoona-Bendheim's, 1302-11th Ave.
 Asbury Park-Best Shoe Co.
 Asheville-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.
 Butte-Hubert Shoe Co.
 Camden-Curran's, 110 Broadway.
 Cedar Rapids-The Killian Co.
 Charleston-J. F. Condon & Sons
 Charlotte-221 Piedmont Bldg.
 Chicago-130 E. Randolph St. (Room 502)
 Chicago-14750 Sheridan Rd. (Room 214)
 Cincinnati-The McAlpin Co.
 Cleveland-Graner-Powers, 1274 Euclid Av.
 Columbia, S. C.-Watson Shoe Co.
 Columbus, O.-104 E. Broad St. (at 3rd)
 Dallas-Leon Kahn Shoe Co.
 Davenport-R. M. Neustadt & Sons
 Dayton-The Rike-Kumler Co.
 Denver-224 Foster Bldg.
 Des Moines-W. L. White Shoe Co.
 Detroit-41 E. Adams Ave.
 Easton-H. Mayer, 427 Northampton
 Elmira-C. W. O'Shea
 El Paso-Popular Dry Goods Co.
 Erie-Weschler Co., 910 State St.
 Evanston-North Shore Bootery
 Fall River-D. F. Sullivan
 Galveston-Clark W. Thompson Co.
 Grand Rapids-Berpolksheimer Co.
 Harrisburg-26 No. 3rd St.
 Hartford-86 Pratt St.
 Holyoke-Thos. S. Childs, 275 High St.
 Houston-306 Queen Theatre Building
 Huntington, W. Va.-McMahon-Diehl
 Indianapolis-L. S. Zayres & Co.
 Jackson, Mich.-Palmer Co.
 Jacksonville-Golden's Bootery
 Jersey City-Bennett's, 411 Central Ave.
 Kansas City, Kan.-Nelson Shoe Co.
 Kansas City, Mo.-300 Altman Bldg.
 Kingston-E. Stille & Son
 Knoxville-Spence Shoe Co.
 Lancaster, Pa.-Frey's, 3 E. King St.
 Lansing-F. N. Arbaugh Co.
 Lawrence, Mass.-G. H. Woodman
 Lexington, Ky.-Denton, Ross, Todd Co.
 Lincoln-Mayer Bros. Co.
 Little Rock-Poe Shoe Co., 302 Main St.
 Los Angeles-505 New Pantages Bldg.
 Louisville-Boston Shoe Co.
 Lowell-The Bon Marche
 McKeesport-Wm. F. Sullivan
 Macon-The Danneberg Co.
 Memphis-Odd Fellows Bldg. (2nd floor)
 Milwaukee-Brouwer Shoe Co.
 Minneapolis-25 Eighth St., South
 Mobile-Level Best Shoe Store
 Montgomery-Campbell Shoe Co.
 Mt. Vernon, N. Y.-A. J. Rice & Co.
 Nashville-J. A. Meadors & Sons
 Newark-897 Broad St. opp. City Hall
 New Bedford-Olympia Shoe Store
 New Britain-Sloan Bros.
 New Haven-153 Court St. (2d floor)
 New Orleans-109 Baronne St. (R. 200)
 New Rochelle-Ware's
 New York-22 West 39th St.
 Norfolk-Ames & Brownley
 Oakland-205 Henshaw Bldg.
 Omaha-108 Howard St.
 Paterson-10 Park Ave. (at Erie Depot)
 Pawtucket-Evans & Young
 Peoria-Lehmann Bldg. (Room 203)
 Philadelphia-1300 Walnut St.
 Pittsburgh-The Rosenbaum Co.
 Pittsfield-Fahey's, 234 North St.
 Plainfield-M. C. Van Arsdale
 Portland, Me.-Palmer Shoe Co.
 Portland, Ore.-353 Alder St.
 Poughkeepsie-Louis Schonberger
 Providence-The Boston Store
 Reading-Sig. S. Schweriner
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NEWS OF THE BUSINESS WORLD

Notes and Comments of Interest to Educators and relating particularly to the sale of School Supplies and School Equipment Advertised in this magazine.

May H. Prentice, Director of Elementary Training of the Teachers' College in Kent, Ohio, is the winner of a \$1000.00 prize trip through Europe offered to the members of the National Education Association by F. E. Compton & Company, Chicago, Illinois, for the best exposition of practical educational value of their new "Compton's Pictured Encyclopedia." The second prize, a \$500.00 trip to Alaska, was won by Thomas C. Blaisdell, Dean of the Normal School, Slippery Rock, Pennsylvania, and the third prize, a \$250.00 trip to a National Park, was awarded to Dr. George E. Smith, Deputy Superintendent, Buffalo, New York.

The judges were W. C. Bagley, Professor of Education, Teachers' College, Columbia University; Marion L. Burton, President of the University of Michigan; and Mr. H. B. Wilson, Superintendent of Schools at Berkeley, California.

Interesting New Catalogue

The Prang Company of Chicago and New York have just published a sixty-four page "Illustrated Catalogue" that is unique in several ways.

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send their name and address on a post card for a copy of it.

Swem's Comeback

Charles Lee Swem, who for eight years followed with his nimble fingers the rich vocabulary of ex-President Wilson, and whose high speed shorthand records once astonished the world, has "come back" in competition.



MAY H. PRENTICE
Director of Elementary Training,
Teachers' College, Kent, Ohio

At the speed contest held by the National Shorthand Reporters' Association at New London, Connecticut, in August, a name was entered which aroused the memory of many an old-time writer. That name was Charles Lee Swem. And when the count was taken, to the astonishment of the committee, Mr. Swem had won second place in the Championship Contest and again broken two previous world's records. On the high-speed court-matter test, dictated at the extraordinary speed of 280 words a minute, Mr. Swem, although never a court reporter, won second place.

As Mr. Swem modestly explained, "I wrote the Gregg system based on ordinary longhand. How could I forget it!"

Ginn and Company are advertising the Frye-Atwood New Geography which has a human appeal to the children. Little, Brown & Company and the Macmillan Company are presenting new

books on domestic science and history respectively.

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Barnhart Brothers & Spindler show the need of printing in the schools. Printing not only helps in education, but also in giving one a vocation.

The McConnell Map Company are bringing their maps before our readers with a striking advertisement. This artistic page helps much in adding color to the magazine.

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Fairbanks, Morse & Company emphasize the responsibility of school authorities for the physical well-being of every child in their care. Their scales have a nation-wide reputation.

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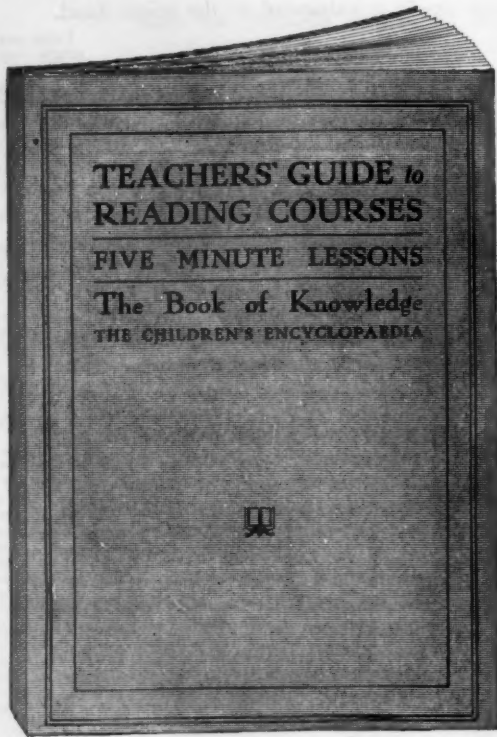
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