

The JOURNAL *of the*
NATIONAL EDUCATION
ASSOCIATION

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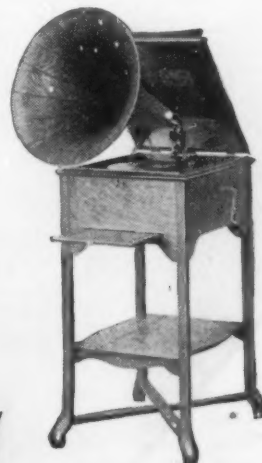
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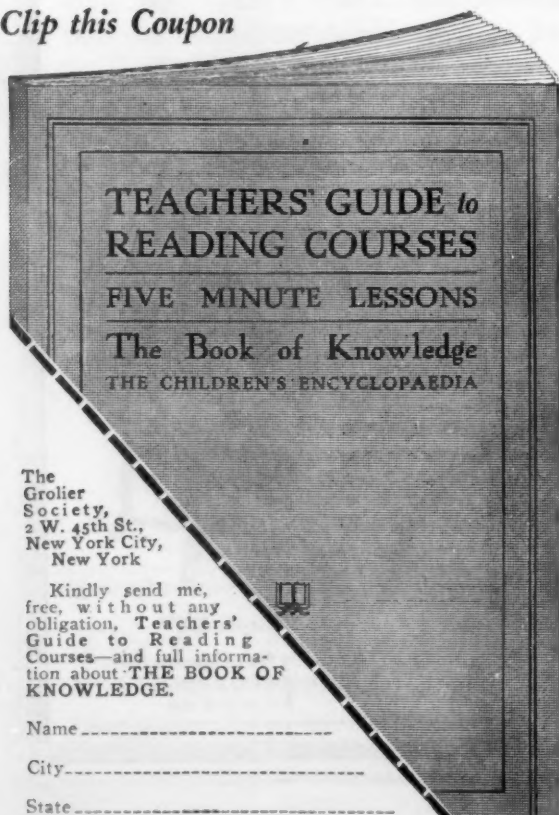
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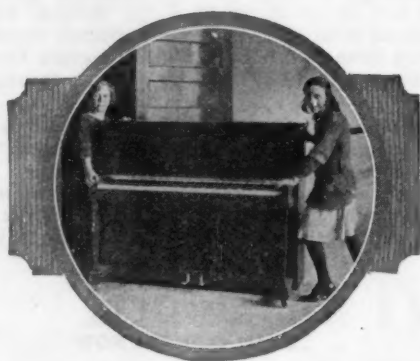
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The Teacher and the Banker

JOHN H. PUELICHER¹

A TEACHER in a middle-Western high school, with some hesitation came to a banker-lecturer, disliking, as she thought, to disturb that busy man, with what to her seemed, nevertheless, a worthwhile incident. It was Saturday of the week in which he had spoken at the school on the subject of "Credit."

The teacher related how a boy of family, where honesty and right living were the rule, had come to her, white of face, insisting that it was necessary that he confer with her at once. A faculty meeting made immediate conference impossible, but the boy was waiting, if anything a bit more white and with mouth set. He began the conversation by asking that he be marked zero on a recent examination paper. The teacher did not understand, as the paper merited a high mark. Then the boy burst out, "The banker who talked to us this morning stated that real success went only to men of character and that character was developed at school; that the boy who cheated at school was cheating himself, because he was developing a trait that would later on lose him the confidence of his fellows, without which success was impossible."

"I but half prepared my lessons and I was, therefore, compelled to copy a part of that examination. I cheated and deserve and want a zero. I shall do my school work hereafter and quit cheating myself."

The banker had dwelt with much earnestness on character as one of the important constituent elements of our entire credit structure, and as an essential quality of individual success.

"Credit rests on confidence," he had said, "and bankers speak of the four C's of credit which beget that confidence, as being character, capacity, capital, and collateral."

"While life at school has little to do with presently acquiring capital or col-

lateral, it has everything to do with the development of character and capacity. A boy who cheats in school, "putting it over on the teacher," is in reality cheating himself. He is developing what in after life loses for him the confidence of



JOHN H. PUELICHER, who on October 4, 1922, was elected president of the American Bankers Association, believes that teachers as well as bankers should be familiar with our economic problems.

men, without which a very limited, if any, success is possible.

"Then too, the element of capacity, so important in all of life's undertakings, is either made or marred during the school period. The student who but half prepares his lessons is acquiring a habit that will later get him but one half of what might have been his had he developed his capacity to its fullest."

Although the parents and teachers of this boy had made him familiar with truth and honesty, the banker's practical application of its possession in later life and his statement that it either was, or was not, being developed during school

life made a profound impression on this boy. To him the banker, a successful man, was speaking a profound truth out of an abundant experience.

And the banker can usually speak from an abundant experience. Situated as he is at the heart of our economic system, he becomes very familiar with its workings. He knows that only as we work can we save and that saving is the forerunner of all business success. He sees the practical application in everyday life of the knowledge that is acquired at school, which it is the teacher's duty to give to his pupils. When pupils leave school to go into business they usually close their relations with the teacher and begin their relations with the banker. The question naturally arises: can greater efficiency for community betterment be developed by joining the efforts of teacher and banker?

Can the work of the teacher and of the banker be so coördinated as to increase the usefulness of each to the community which he serves, and to mankind generally? The teacher is engaged in collecting and distributing information; the banker, in collecting and distributing the evidences of wealth. The teacher deals in theory; the banker deals in theory applied. The teacher prepares youth for life; the banker aids man to live. Each in his sphere has established community leadership, because each serves large community interests. One deals with the economics of life theoretically; the other deals with them practically. The world's problems today are problems to be solved only by the application of tested economic truth, and it is here that the fusion of the efforts of the teacher and of the banker must be made effective. The stability of our civilization rests on the peace and happiness of the many. Peace and happiness are the results of work well done and reasonably rewarded. It is the province of the teacher to prepare the capabilities for useful work, and of the banker to turn the results of useful work into greater productiveness.

¹ President of the Marshall and Ilsley Bank, Milwaukee, Wisconsin, and formerly Chairman of the Committee on Public Education of the American Bankers Association.

WHY I TEACH

Louis Burton Woodward
State Normal School, Gorham, Maine

Because I would be young in soul and mind
Though years must pass and age my life constrain,
And I have found no way to lag behind
The fleeting years, save by the magic chain
That binds me, youthful, to the youth I love,
I teach.

Because I would be wise and wisdom find
From millions gone before whose torch I pass,
Still burning bright to light the paths that wind
So steep and rugged, for each lad and lass
Slow-climbing to the unrevealed above,
I teach.

Because in passing on the living flame
That ever brighter burns the ages through,
I have done service that is worth the name
Can I but say, "The flame of knowledge grew
A little brighter in the hands I taught,"
I teach.

Because I know that when life's end I reach
And thence pass through the gate so wide and deep
To what I do not know, save what men TEACH,
That the remembrance of me men will keep
Is what I've done; and what I have is naught,
I teach.

There must be a solution of the misunderstandings between capital and labor; there must be a solution of the problems which presently confront the farmer; there must be a future for the nations which have survived, and for those which have grown out of the war. These solutions should be evolutionary and constructive, not revolutionary and destructive; and rest, therefore, in a large measure, on more equitable dealing between man and man. To achieve the useful must be within the capacity of many; to achieve the equitable must be within the understanding of the many; and the desire to achieve that which is useful and that which is equitable must be created in the minds and hearts of the many. This requires a knowledge of economics, the province of the teacher, and an application of economics, the province of the banker.

The teacher has, in the past, frequently lived so close to his exacting work, that he has been neither understood nor appreciated. His important task of training youth has been too often taken for granted. During the war

men began to realize the important part which the teacher plays in our National existence. It was found that in addition to teaching children reading, writing, and arithmetic, he had reached into the home life of the community and that there was reflected what had taken place in the schoolroom.

In our many communities composed almost entirely of foreigners, there was little approach to the home, other than through the teacher. The support of our Government during the war by many of these people, yet entirely unfamiliar with our institutions, desiring, if they knew how, to support them, must be attributed to what the child learned at school and took to its home.

A more active contact between the teacher and the business life of the community would be evidenced first by a greater appreciation of the part which the school man and school woman play in the potential business and civic prosperity of the community. This should result in greater material recognition of the teacher and draw to the profession many who would embrace it

because of its sphere of usefulness, but who choose other vocations because they bring greater comforts.

In the second instance, a fusion of the efforts of the teacher and the banker, both community servants in a large sense, should bring with it the solution of many of the problems which now vex men. The teacher has in his school the sons and daughters of the laborer, the farmer, the storekeeper, the manufacturer, and the professional man. The banker likewise serves the laborer, the farmer, the storekeeper, the manufacturer, and the professional man. Neither is interested in serving one as against the others. Both measure their success by the average success of all whom they serve. Therefore both are interested in seeing many become successful. America is interested in seeing many become successful. It must bend its efforts constantly to augment a hardworking, peaceful, happy, middle group, equitably rewarded for its labors, so these labors may prove neither irksome nor their results insufficient for family growth and family prosperity. This necessitates a working together of the teacher and the banker for the better understanding of the theory and the putting into practice of those fundamental economic laws on which such a condition rests.

As practically every one goes to school, so practically every one, at some time or other, uses the bank. Because the school is a public institution it is under the direction of a board representing the public, and because the bank is a quasi-public institution it is regularly examined in the interest of the public by examiners representing the public.

There is nothing new in the joint effort of teacher and banker. Teachers have appeared on the programs of bankers' conventions, and bankers have served on school boards. Each has learned more thoroughly to understand and appreciate the other and in many instances one has materially aided the other.

In many schools, teachers and bankers have been coöperating in the endeavor to instil habits of thrift in the youth of this thriftless people. During the war, the banker was often found in the schoolroom helping the teacher to develop in the mind of the child an understanding of that patriotic endeavor which resulted in the purchase of millions of dollars of War Savings Securities.

Teachers in agricultural colleges have done much, by their addresses at bankers' conventions, to arouse in the banker a greater interest in the farmer and his

problems, toward the development of the farmer-banker movement.

At the Convention of the American Bankers Association held at Los Angeles in the fall of 1921, a brilliant educator, president of a leading university, in a notable address pointed out the need of greater general economic education and made plain to the bankers their relation to this need.

The address came at an opportune time, for the Committee on Public Education of the American Bankers Association had in September of that year begun its work of putting into effect a plan which purposed to meet, in part at least, the need described.

The plan had been submitted to many educators, most of whom endorsed and promised it support. Among these were many of the State superintendents of public instruction, presidents of colleges, and city superintendents of schools, as well as principals and teachers of parochial schools.

It proposed the closest coöperation between the teacher and the banker, the banker recognizing that the success of the plan rested on the teacher's support of his efforts in a field the pedagogical end of which was entirely new to him.

In short, the plan contemplated a monthly talk on banking and the practical application of elementary economics by the banker nearest the school, before the upper classes of every grammar school, in every high school, college, and university of our whole country. That the banker approached this new civic duty with diffidence may well be believed. Accustomed to the atmosphere of the office and unused to speaking before audiences, particularly audiences of young people of school age, he recognized that time only could make him at home in this new undertaking. Nevertheless, and because of the great need of better economic understanding, he went, in most instances, cheerfully to his task, frequently encouraged and counselled as to method, by the teacher.

While much of the substance of the talks treated of matter useful in the student's business life, there was much that was presently applicable, for example, that portion of the talk on credit which dealt with the development of character and capacity.

Last year's work comprised ten talks, one for each month of the school year. These dealt with the bank and its functions. They made clear what to many seems mystery, showing that work creates savings, that the bank is a

SALARY SCHEDULES—Chicago, Illinois

Effective September, 1922

Classifications of Teachers	Groups	First year	Second year	Third year	Fourth year	Fifth year
Elementary grades one to seven	Lower	1,500	1,625	1,750	1,875	2,000
	Upper	2,125	2,250	2,375	2,500	
Eighth grade and junior high school	Lower	1,600	1,725	1,850	1,975	2,100
	Upper	2,225	2,350	2,475	2,600	
High school—general certificate	Lower	2,000	2,200	2,400	2,600	2,800
	Upper	3,000	3,200	3,400	3,600	3,800
High school—limited certificate	Lower	1,800	2,000	2,200	2,400	2,550
	Upper	2,700	2,850	3,000	3,150	3,300
Elementary principals	Lower	3,000	3,200	3,400	3,600	3,800
	Upper	4,000	4,200	4,400	4,600	4,800
High school principals		4,300	Advance \$200 per year to a maximum of \$5,700			

Teachers of the blind, of those of defective speech and in parental schools receive \$50 above elementary schedule.

Teachers of the following special groups receive \$100 above elementary schedule: subnormal, open air and open window, country hospital, Frances Juvenile Home for Girls, epileptic, science, grade teachers teaching printing, and teachers of adults.

Teachers of the following groups receive \$175 above elementary schedule: crippled, deaf, truants, extra teachers in district superintendent's offices, extra teachers in high schools.

The following teachers receive \$200 above elementary schedule: critic household arts, correctional school, detention home.

The following receive \$250 above elementary schedule: assistants to the principal, manual training, physical education in elementary schools, head teachers of the deaf.

Substitutes in elementary schools, \$7 per day; high schools, \$9 per day.

reservoir where interest is paid for the use of savings and that savings are used to make loans to the manufacturing and commercial enterprises of the community, making possible further earning and saving. Our interdependence is easily understood if we thoroughly understand the work done by the modern bank, and learn to know its part in individual and community prosperity.

The talks of last year have been carefully revised, the revision being based on last year's experience. In addition to the revised talks there has been prepared a book of outlines for the use of the teacher.¹ In some communities the teachers organized groups for discussing with the banker financial questions of present moment. One will soon conclude that an intelligent discussion of these questions will result in profit when one contemplates the financial havoc

¹ Both talks and outline may be had without cost by writing to the Secretary of the Committee on Public Education, American Bankers Association, 5 Nassau Street, New York, N. Y.

which the printing press has accomplished for Russia, where for a single dollar, one can purchase several millions of rubles—rubles which formerly cost forty-eight cents apiece; when one sees that misunderstanding regarding the purposes of the Federal Reserve System may again deprive this country, as in the cases of the First and the Second Banks of the United States, of a banking system which the country's financial stability and commercial progress absolutely require. Knowledge of the dangers surrounding fiat money and of the safety resulting from a well-regulated Federal Reserve System will result in an intelligent public opinion supporting the gold standard, and asking only the possible of our Government's present splendid financial system. Discussions of the more complex questions of finance will benefit both banker and teacher and will contribute to their greater leadership as moulders of sound economic thought and practice, which is demanded by our present-day complex existence.

The Outstanding Issue in American Education¹

HOMER H. SEERLEY

*President of Iowa State Teachers College, Cedar Falls, Iowa, and
President of the National Council of Education, 1919-1922*

AMERICAN EDUCATION has a great shortage in the rank and file of elementary teachers in the public schools due to the undesirableness of the kind of service expected and due to the impossibility of any betterment of condition likely to occur in the future of said service. The rank and file of these teachers are deficient in scholarship and training. Their successors are not being trained because the students being educated do not want to enter the vocation and hence are not making preparation for efficiency in these undesirable lines. The great issue of today is that of adjusting elementary-school work so as to make the improvement of the service an actual possibility.

There is today no certain chance of promotion in acceptability and in income of such teachers because the expenditures now required are as large as the public system of taxation can grant and the kind of work assigned has neither the attractiveness of future development or of personal progress that professionalism requires. On this account it is impossible to make such duties appeal to young people, as the narrowness of the service required is depressing and discouraging. There being no real specialization in the treadmill work required and there being no remarkable information or development expected, the making of such teachers professional is not yet a certainty, as the work expected and assigned is more of a trade than a learned vocation.

In the meantime education in higher lines has become practically special rather than general. Hence colleges and universities are offering special training in all lines of service rather than the general scholarship that this kind of teaching requires. This is done not at the initiative of the faculties or administrators, but to meet the demand of patrons and students. Expertism and specialization give the trend to modern education and the pride of the output depends upon the notable experts that

are produced. There is no remedy to this as the choice of courses has given opportunities for all kinds of specialization that persons in preparation for life demand. Hence there is no opportunity for training volunteer students for such public service as the common schools desire to have.

The work of the world must always be done by the so-called common people. Hence our educational system fails to reach this standard since education as now conducted seeks uplift, advancement, and larger possibilities than the masses require to do the service of labor and of coöperation that the greater number of people have thus far filled. If the elementary schools are to be stressed by attempting extraordinary improvement in the personnel of the teaching force in said service, the present attempts are not meeting the object sought in any particular.

The profession of law, medicine, theology, business, or education does not any longer receive in the colleges and the universities a training and a preparation for practice in the small city or town or country community. The former lawyer, doctor, minister, and business man, as well as the teacher, have passed from these lines of general service into the class of specialists and experts. Hence the world is now a patron of many persons in many special fields rather than the patron of one in each line of intellectual and professional activity—all of these in the larger centers and none of them in the places where practice is general and special needs are not remunerative. This has made a great change in civilization and has made the problem of business of all kinds and of preparation of all kinds a much different proposition.

The attempt to make teaching a profession has produced the tendency to expect experts even where actual expertness is not needed. The policies of rural education of fifty years ago have failed to function because of this trend of education and hence consolidation has become the new philosophy in order to increase centers of population

for the endeavor. This attempt has developed consolidated schools, large high schools, immense colleges, and huge universities in order to have the opportunities for large variety of studies, for extensive organization of multitude of courses for such outcome and for vast opportunities to make experts of the highest order. This is not a possibility in the elementary school. It deals with fundamentals and with the tools of education rather than with any form of specialization whatsoever.

The outstanding educational problem of today in the United States is not to be found in the professional schools, the universities, the colleges or the high schools—however important these services are—but in the elementary schools, the centers for training the masses. Every attempt for their improvement has in mind the necessities of higher education more than the effective training of the children of the American people for real efficiency. This comes from the fact that elementary education is a much more difficult proposition to accomplish than all other educational efforts combined.

It is customary for this situation to be much talked about, much deplored, and much considered by legislators and by educators, but in the end nothing directive has ever been done. No plans now under consideration in any of the States of the American Union are more than tentative compromises with no positive hope of successful solution.

This situation of the elementary teachers demands a new system of education and of training them while in service as an addition to the system of training now offered as preliminary to entering the public service. There must be a much changed status in the elementary teacher's opportunities and independence, to secure enough volunteers to give two or more years of preparation before being accepted in the educational system. To meet this exigency there are two agencies now in existence in some States that can be depended upon to give training to these teachers in service. These are the thoroughly organized summer schools that are conducted on plans to meet this absolute need by educational institutions now existing and by the States opening summer schools in many more centers for the vacation period. For this purpose the State can secure public-school buildings of high-school standard that are uniformly closed during these weeks of the year. In addition it can offer instruction under an extension system

¹ The address of its president before the National Council of Education at Boston, Saturday morning, July 1, 1922.

that covers the entire State during the school year. It can organize classes in sufficient number for outside service hours to give these elementary teachers a rapid way of making up deficiencies in scholarship and of advancing professional qualifications and knowledge so that they may meet the standard in training adopted.

This new evolution in teacher training should be compulsory below certain qualifications and should finally relieve the teacher from the giving of much

time to what is now camouflaged under the name of professional interest and development. This instruction and training should be provided free for all these teachers, as it is of sufficient importance for the welfare of the schools to make this investment. This system should continue in action until the emergencies that necessitate it no longer exist. By these combinations of effort and coöperation the elementary schools will come to standard by a few years of intensive development of the teachers in service.

The Chicago High School Teachers' Council

HALSEY H. MATTESON

*Lake View High School, Chicago, Illinois,
President of the Council*

THE Chicago High School Teachers' Council had its beginnings in the days of Superintendent Ella Flag Young, who established councils to discuss and vote on pedagogical questions proposed from the superintendent's office. Her successor did not continue these meetings. In 1919 the officers of several more or less competing organizations of high-school teachers conferred in order to create a universal democratic organization, of which each teacher should be automatically a member. Among the teachers who worked out the details were Miss Lucie Allen, Mr. W. T. McCoy, Mr. C. B. Stillman, Mrs. L. J. Trowbridge, Mr. G. W. Tanner, Mr. C. C. Willard, and Mr. C. S. Winslow. Their plan met the approval of Superintendent Mortenson. A successful existence of three years seems to demonstrate that the older organizations have not suffered because of the new, but have added a clearing-house for all ideas from whatever source. At the same time the council is not dominated by any other body but stands solely for the best interests of the schools of Chicago as the united classroom teachers themselves see those interests.

Each of the twenty-four high schools, the nine continuation schools, and the Normal, holds a local council once in five weeks, and is represented by one or more annually elected delegates at the central council the following week. Only classroom teachers attend the meetings, the purpose being to secure the uninfluenced expression of those actually

teaching, who must meet daily and wear down smilingly the baffling problems of a cosmopolitan school system. Since the principals have always had meetings of their own they lose nothing by this arrangement. On several occasions they have found that their teachers work out some problems better in their local council meetings than under authority at faculty meetings, and to the advantage of the principals themselves. Matters relating to professional ethics and standards have been quickly and fearlessly thrashed out without the offence that comes from criticism by authority, just as student councils often deal more directly and effectively with cases of discipline than their teachers would.

The local meetings originate all resolutions and recommendations that are later carried to the Central Council. The Central Council in turn may order a referendum on any resolution to the united high-school faculties, now totaling nearly two thousand teachers, a clear majority being necessary in order to carry any such measure. All conclusions are of course only advisory to the superintendent, "who invites the suggestions of the Council, not with the idea that all can be adopted immediately, but for the guidance of the policies of the schools." Whether all recommendations are accepted or not, the teachers value this outlet of expression, and have repeatedly had the satisfaction of seeing their own ideas put to use. Some of the plans presented to the superintendent are mentioned later in connection with

the work of the committees of the Central Council.

The Central Council has had a nomadic experience. Sometimes it has preempted the mahogany swivel chairs of the board of education for its meetings. At other times it has perched on the seventeenth floor of a skyscraper overlooking the roofs of the Loop, or squeezed into some beaver-board cubby-hole at the Teachers' Club rooms, close to the traffic noises of Harrison Street. The round-table spirit prevails. Pomp and circumstance would be ridiculous, parliamentary sparring and spread-eagle display out of keeping. The usual business of the day is attention to and action on reports of standing committees, prepared in advance of the meeting. The standing committee plan was adopted early and is a great time saver since it throws most of the discussion into the meetings of committees, whose findings the Council may order to a referendum of all high-school teachers. If the Council meeting is short, committee meetings follow at once; if long, adjourned committee meetings must be arranged from day to day.

Much precious time has also been saved by requiring that all resolutions from local meetings should be typed and mailed to the president and the secretary in advance of Central meetings, and that copies should be furnished for each delegate at the meeting. Typewriting classes have been of great service in this time-saving arrangement. The president is enabled to allot all resolutions to the proper committee in advance of the meeting, and the secretary can report totals on referendums as soon as the meeting is called. These regulations save many hours and extra meetings. In these ways Council duties are prevented from becoming burdensome to the delegates.

The committees receive recommendations without limit, ranging from regulation of clocks to suggestions for revision of board rules. During the last Presidential campaign one committee interested the National political leaders in recognition of the needs of the public schools. The Republican and Democratic platforms each gave this subject a prominence never before granted.

At one Council meeting two special committees gave exhaustive reports on proposed bills before the Illinois legislature for revision of the teachers' pension law, one of which was later enacted and is now in force. Special meetings have

been devoted to visual and aural education, with demonstrations by moving picture and phonograph experts.

The publicity committee has aimed to arouse interest in the schools throughout the city. By moving pictures it has shown the schools in action. Through a speakers' bureau it has brought the needs of the schools to lodges, churches, and clubs. Through the newspapers it has secured a finer quality and larger quantity of school news than had ever been run in the past. The public has responded favorably to these activities.

The simplified records committee has declared war on red tape and clerical lost motion of every form. Every transcription of records increases liability of final and undiscoverable error. A growing school system produces complexities of records in something like arithmetical progression. The burden on the teacher is at the expense of best teaching. Poorly planned routing, unnecessary data and needless copying require useless clerk expense and must ultimately be paid for by the taxpayer; in Chicago this pay is extracted from the teachers' fund. This committee submitted the designs for the simpler and more efficient class books and attendance record books now in use, and hopes for other improvements later. Other cities may have suffered from mediæval record ceremonies. This committee invites their advice and improvements.

The teaching-conditions committee has submitted plans for faculty control of school lunchrooms; for Sabbatical years; for establishing zones of quiet around schools; for handling relays and shifts resulting from overcrowded conditions caused by stoppage of building during the war; for salary adjustment in certain cases of absence.

Free texts for Chicago were authorized by a popular vote at the city election last year. The free-text committee requisitioned the experience of all teachers who have worked where this system is in use. They desire a voice in the selection, and simple efficiency in the handling and care of these books.

For many years the Chicago schools have suffered greatly from tax restrictions much more rigid than apply to other Illinois cities. The financial-welfare committee has worked in harmony with other organizations for the improvement of these laws. As a result of these combined efforts the legislature has placed Chicago on practically an equal basis with the rest of the State,

and great improvements are expected in consequence.

The educational committee has worked on various problems in regard to relative values of studies, and their place in the course. The curriculum committee has united the Council with the long existing subject sections, connected with the semi-annual all day meetings of the entire high-school force. The connection will be better understood by a sketch of these sections.

The all day meetings begin with a morning assembly, and end with separate afternoon meetings by sections, thirty or more in all. These sections have existed since the memory of the oldest teacher and hold independent sessions without limit. Their activities are also without limit. For instance the Latin section is now collaborating a complete derivative dictionary of the English language. The flourishing classical club of Chicago owes its origin largely to this section. The English section recently published a comprehensive syllabus, while other groups have molded courses or produced manuals. Each section now has a delegate on the curriculum committee of the Council. Those who teach the subjects will naturally have an important part in any changes that may be made in the course of study. Their aim is a course—or rather several courses—broad but not confusing, adaptable yet thorough. To that end they stand ready to coöperate with any administrative group that may be interested in the same matter.

This spirit of coöperation makes the Council look cheerfully forward to the perplexities of overcrowding or unexpected local congestion; to correlation of elementary and high-school interests; to the fullest utilization of museums, public libraries, and other educational facilities; to the destruction of red tape and unprofitable processes; to the continuous and constructive survey of the Chicago school system, as a whole or in part. The teachers believe that they have received a broader outlook and better understanding through the varied activities of the Council. They believe that the superintendent has capitalized the good will of the teaching force, has drawn on a great reservoir of professional interest and experience, and has inspired the energy and action of all to a common mission.

The superintendent's opinion of the value of the Council may be inferred from the fact that he has lately assisted

in forming a similar council for the elementary teachers. He can now utilize the collective experience and professional wisdom of the entire teaching force, while the teachers on their part now have official means of expression, a most valuable privilege for any free profession. This spirit of comradeship between superintendent and teachers is surely contributory to the "great calm" lately ascribed to the educational situation in Chicago. For a superintendent not to invite and profit by the collective experience and wishes of his teachers would now seem to the great majority of the teachers of Chicago a mark of inefficiency and wastefulness.

The Gifted Child

AGNES KERRIGAN

Washington Court House, Ohio

THE PSYCHOLOGIZING OF INSTRUCTION is one of the tendencies of the present day. It is the fitting of educational agencies to the needs of the individual child. For centuries we have had a pedagogy of the normal child. For decades we have had a pedagogy of the sub-normal child. At the present time the public is much interested in the super-normal child; the press is eager for information concerning this type of child; the school is realizing that he has long been a neglected factor.

The segregation of sub-normal groups into classes has proven highly beneficial to the normal and bright classes. It has led to the conclusion that it is still more highly important to segregate the bright groups into classes. The super-normal or gifted child is not identical with the genius or the child prodigy. Dr. Grossmann, the well-known child expert, divides super-normal children into four groups as follows:

The first group includes children endowed with a good memory. These children do good mechanical school work for a time, at least. Often they are not really bright, but mediocre. When the time comes for higher reasoning powers to be brought into play, they are likely to be failures. Their memory endowment helps them to develop skill in certain lines of activity but will not make them socially efficient in the sense of higher competency. They will not be leaders of society.

The second group of gifted children includes children of accelerated physical and mental growth. They have rapid

development without pathological precocity. These children need tasks commensurate with their strength and advancement. They need careful observation and skillful handling. At certain growth periods—e. g., the fatigue period, about the eighth year, or at the adolescent period—there may be tension between the mental and physical development. The children of this second group, the non-pathological group, will furnish its complement of leaders of thought and action, of genius and brilliancy.

The third group of gifted children comprises children of one-sided development. This is the type of child in which one faculty or group of related faculties is developed at the cost of all or most of the other faculties or group of faculties. These children will be bright and progressive in certain directions and dull and ineffective in others. Distinct types will be differentiated: (1) the *motor* type is largely constructive along motor lines; (2) The *sensory* type in which sense perceptions are particularly keen and impressions dominate expressions; (3) the *artistic* type—musical, poetic, graphic, descriptive; (4) the *mathematical* type which is distinctly abstract; (5) the *scientific* type in which abstract and constructively practical elements blend; (6) the *linguistic* type, characterized by facility in learning language or languages.

Also there will be combinations of these types. The sculptor and architect are artists but they are motor types of artists. The architect must have good mathematical endowments and sufficient scientific instinct to judge of material and the problems of structural security. Occasionally a "universal genius" of this group is developed. Michael Angelo combined such elements and was proficient in each and all of them. Longfellow was a poetic genius of the linguistic type. He was a master of words capable of re-creating foreign masterpieces instead of translating them.

In this group there is danger of loss of balance. The children of this group need a training which takes its lead from their specialty and makes all other mental activities focus in it. The child's special gift furnishes the point of vantage from which he will enter the field of learning and so acquire an all around culture. Under wise treatment children of this group will become genuine social assets.

The fourth group comprises children

RESPECT THE FLAG!

When you see the Stars and Stripes displayed, son, stand up and take off your hat. Somebody may titter. It is in the blood of some to deride all expression of noble sentiment. You may blaspheme in the street and stagger drunken in public places, and the bystanders will not pay much attention to you, but if you should get down on your knees and pray to Almighty God, or if you should stand bareheaded while a company of old soldiers marches by with flags to the breeze, most people will think you are showing off.

But don't you mind! When Old Glory comes along, salute, and let them think what they please! When the band plays The Star Spangled Banner in a restaurant or hotel dining room, get up, even if you rise alone; stand there, and don't be ashamed of it, either.

Don't be ashamed when your throat chokes and the tears come when you see the flag flying from the masts of our ships on the great seas or floating from every flagstaff of the Republic. You will never have a worthier emotion. For of all the signs and symbols since the world began there is none so full of meaning as the flag of this country.

Other flags mean a glorious past; this flag means a glorious future. It is not so much the flag of our fathers as it is the flag of our children, and of countless children yet unborn. It is the flag of tomorrow, the signal of the "good time coming." It is not the flag of your king; it is the flag of yourself and your neighbors.

Your flag stands for humanity, for an equal opportunity to all the sons of men. Of course, we have not yet arrived at that goal; injustice still dwells among us; senseless and cruel customs of the past still cling to us, but the flag leads the way to righting the wrongs of men.

Our flag is the world's symbol of liberty. That piece of red, white, and blue bunting means five thousand years of struggle upwards. It is the full-grown flower of generations fighting for liberty. It is the century plant of human hope in bloom.—Alvin M. Owsley, of Texas, National Director, Americanism Commission, American Legion, Indianapolis, Indiana.

of neuropathic and psychopathic tension. This group includes the future genius, the crank, and the criminal, the leader of men, the prince of commerce, the poet, the philosopher, the musical prodigy, and the artist of high degree. Gifted children, especially of the last three classes need very careful consideration, and should be educated in a manner that will be fair to them and helpful to the race. At present they receive less attention than the feeble-minded and the defective, though their number is at least equal to the number of abnormals at the other end of the scale, and they are infinitely more worthwhile.

Psychological tests show that children of very superior ability are likely to be misunderstood in school. In the past

about one third have failed to reap any advantage from promotion. By the old method children were promoted by age rather than by ability. Bright children were held back, dull children were promoted beyond their mental ability; and so the retardation problem was found to be exactly the reverse of what we had thought it to be. The bright children were retarded, the dull children were accelerated.

The original capacity of a child is determined by heredity or physiological factors very early. Original capacity, whether intelligence or special talent, is fixed before the age of entering school. The difference between the dull child and the bright child becomes greater as they grow older. The school must

know the nature of the child's abilities and the best environment for their exercise. Every child who constantly gets high marks in his school work with apparent ease should be given a mental examination. If his intelligence level warrants it, he should either be given extra promotion or should be placed in a class for superior children where faster and continuous progress can be made.

Important points to be considered in the segregation of gifted children are: (1) How shall such a selection be made? (2) At what grade shall the selection be made? (3) How many should be placed in a given class? (4) Does the teacher need special qualifications? (5) Ought the course of study be changed or supplemented? (6) What should be done to foster unusual ability? (7) Ought the pupils do more or less home work?

Sound health should be a prerequisite for admission to the gifted class. The nervous child, who has undoubted ability, but whose school work is a perpetual source of worry, who maintains his place at the head of his class by overwork and at the sacrifice of physical health, has no place in the class for gifted children. The method of selection is by far the most important point of the problem. Teachers' estimates of the pupils' ability and administrators' inferences from school marks should not be taken. Ordinarily the enrolment of a special room for gifted children should represent the top ten per cent of the enrolment of the grades represented.

A group of exceptional children has an unusual range of interests and a wealth and variety of mental associations. They have points of contact not always available in the instruction of ordinary children. For this reason the teacher of gifted children should possess an unusually large fund of general information. With gifted children the ordinary stock methods of teaching will not do, and so the teacher must have sound professional knowledge of the theory and practice of teaching with an ability to grasp and execute adaptations suited to the education of the gifted child.

Gifted children have an unusual capacity for work and this capacity often needs to be stimulated and inspired. For this reason the teacher should be characterized by unusual energy, enthusiasm, and an inspiring personality. Gifted children have much initiative and should be given an opportunity for self-

reliance and free expression. Gifted children easily grasp broad underlying principles and so detached facts will need little emphasis. Gifted children find it easy to make immediate application of what they have learned and so the wise teacher will make large use of this principle in review work.

The ability to obtain and maintain proper perspective in learning is of vital interest to the gifted child and so the teacher must have the ability to estimate the relative importance of different topics and subject matter in order to distribute time and energy properly as well as to give the proper perspective to the child. Experience has proved that gifted children need fifty per cent less explanation and fifty per cent less drill than ordinary children. Experience has also proven that democratic ideas and attitudes are prevalent in classes of gifted children and that the egotism so often shown by the brightest in ordinary classes does not

prevail in classes for superior children.

Gifted children sometimes cause trouble in ordinary rooms, but given plenty of work to do, they are almost never subjects of discipline. Gifted children need a course of study that requires different material—usually cultural material—from that found in the ordinary course of study. By lessening the amount of drill, decreasing the amount of explanation, by passing over the subject matter already known as of relative unimportance, enough time can be saved so that all the essentials of two years' work can be mastered in one.

Gifted children will have their minds enriched by the study of cultural material and their lives enriched by the realization of what it means to do hard mental work. The future welfare of our country depends in no small degree upon the right education of these superior children. Leaders they will be, either for evil or for good.

The Four-Quarter System

THE OHIO STATE UNIVERSITY has started on its four-quarter system. The change from the semester system with an eight-weeks summer session began with the summer quarter just past. The quarter was divided into two terms, the first ending July 26th, and the second beginning July 27th. This change has been under consideration by the trustees and the faculty of the University for the past five years. The final adoption and the working out of policies, plans, and budgets were not made without much careful study and consideration by the faculty, the president, and the trustees. Their committees had the assistance and cooperation of two eminent experts in organization and administration, both of whom have first-hand knowledge of university organization and the four-quarter system.

The adoption of the system must have resulted from the conviction that such action is clearly in line with the function of the university as an organization ministering without interruption to the educational needs of the State. Besides its function as a center for educational service and leadership, touching continuously the various communities of the State, the four-quarter plan of operation will enable the institution better to meet on the campus the needs of the following groups of people: (1) beginning stu-

dents desiring to enter immediately after graduation from high school, instead of waiting for the autumn or winter quarter; (2) undergraduate students who wish to shorten the time in terms of years required to earn a degree and begin remunerative employment or professional life as early as possible; (3) teachers in the public and private schools who wish to use six or twelve weeks of their summer vacation to perfect their qualifications by undergraduate or graduate work toward degrees; (4) resident graduate students who desire to continue their studies uninterruptedly; and (5) graduates and teachers of collegiate and professional institutions who wish to use the facilities for research.

The arrangement has been most successful this summer. An elaboration of the new organization is going forward with complete cooperation and great enthusiasm. It is difficult to understand why more institutions have not adopted this plan.—Editorial from the *Educational Review* for September, 1922.

AS WE BECOME better teachers we also become in some sort better persons. Our beautiful art, being so largely personal, will at last be seen to connect itself with nearly all other employments. Every mother is a teacher; every minister.—From George Herbert Palmer's *The Ideal Teacher*.

Revising the Elementary Curriculum

KATHERINE D. BLAKE

Principal of Public School No. 6, New York City, Chairman

IN THE LAST DECADE of the last century the National Education Association published the Report of the Committee of Ten and the Report of the Committee of Fifteen, and these two reports set the standards for the course of study in the elementary and in the high schools of America. Courses of study in most places have not materially wandered from the standards then set. Yet a generation has come to maturity since then; the world has learned to use the trolley, the automobile, wireless telegraphy, the airplane, the phonograph, moving pictures, the submarine, and poison gas; the World War has destroyed the old map of Europe and changed living conditions all over the world. The child of today faces a new world, and should not be tied to the course of study of the world of 1895.

The present elementary-school curriculum is determined largely in its content by the simpler conditions of life which prevailed two generations ago. At that time the average child went to school only a few weeks in the year and never expected to make fluent or frequent use of the arts which he acquired in school. He lived during the larger part of the year in a simple rural en-

vironment where the conditions of life were open to the observation of everyone. The Commissioner of Education has given us a concrete picture of those early days by estimating that in 1800, the average schooling of an American citizen was eighty days; in 1840, two

radical reorganization of school work so as to give pupils adequate preparation to take their places in the modern world.

No more striking example of the need of the enlargement of the elementary curriculum can be found than that which is brought out by the persistent demand of the times that we teach pupils about the community in which they live. The simple rural community of former times has disappeared. Even in the rural districts there are appliances of civilization, the telephone, the automobile, and the mail which complicate life beyond the possibilities of direct observation. The modern child never sees the great majority of the people on whom he is dependent for the ordinary commodities used in his life. If he is to know anything about his personal relationships he must be taught to look beyond his observable environment.

The urgent need of expansion of the elementary curriculum becomes so apparent in the light of such considerations that it hardly seems necessary to argue further along these lines. It is, however, true that within the schools and in the community there are powerful conservative forces which make expansion slow. The parent wants his child taught as he was taught. Teachers and school officers are reluctant to abandon practices which long usage has made familiar. It is well, therefore, that organized effort be brought to bear on the problem with a view to bringing the schools a richer program, better suited to modern conditions.

English for Tomorrow

In most courses of study the literature read and studied in school is "classic." The real difficulty before the school is, that we are training children who face not *yesterday*, but *tomorrow*. Some of the best modern writing should be presented to the youth of America. In any event, the literature of the schools should lead away from the superstitions and folklore follies of the days when our ancestors painted themselves with woad and so feared strangers that anyone painted differently was killed as soon as seen.

No fairy story should be told to children unless it has a real ethical value.



KATHERINE DEVEREUX BLAKE, *Chairman of the Committee on Changes Needed in the Elementary School Course, believes that school courses should keep pace with the enormous growth in every phase of modern life—that they should prepare children to face the problems of tomorrow.*

hundred and eight; in 1870, five hundred and eighty-two; in 1890, seven hundred and seventy; and in 1916, about twelve hundred.

During the last thirty or forty years conditions have rapidly changed in the social life of the States, as well as in the amount of schooling received by the average citizen. There has been some effort to enlarge the school program to meet these new conditions. There have been added courses in geography, nature study, history, and the constructive arts. The new courses thus added have, however, by no means kept pace with the needs of the times. We are beginning to be keenly aware of the necessity of a

¹ This is the final report of the Committee of the National Council on Changes Needed in the Elementary School Course as it was presented to the Council by the Chairman at Boston on July 3, 1922. In addition to the chairman, the Committee includes the following: Georgia Alexander, District Superintendent, Indianapolis, Ind.; Abby Louise Day, Professor of Education, State Normal School, Lowell, Mass.; Lida Belle Earhart, Professor of Education, University of Nebraska, Lincoln, Nebr.; Joseph Marr Gwinn, Superintendent of Schools, New Orleans, La.; Florence Holbrook, Principal, Forestville School, Chicago, Ill.; Charles H. Judd, Director, School of Education, University of Chicago, Chicago, Ill.; W. A. Lewis, President, State Normal School, Hays, Kansas; Homer H. Seerley (*Ex Officio*), President, Iowa State Teachers' College, Cedar Falls, Iowa; Jacques Redway, Geographer, Mount Vernon, N. Y.; Elizabeth M. Sherman, Principal, Jefferson School, Oakland, Calif.; H. L. Smith, Dean of School of Education, University of Indiana, Bloomington, Ind.; Richard O. Stoops, Superintendent of Schools, Joliet, Ill.; James H. Van Sickle, Superintendent of Schools, Springfield, Mass.; Kate Van Wagenen, Principal, Public School 53, New York City; Robert H. Wright, President, East Carolina Teachers' College, Greenville, N. C.



THIS IS the marble memorial amphitheatre in the National cemetery at Arlington, Virginia. Here were held on November 11, the ceremonies preceding the burial of America's "unknown soldier," killed in the world war.

The old-fashioned allegory trains imagination quite as well as does the fairy story, and has a moral value that lasts through life. So also have the well-known myths which once were the religious beliefs of a people, and they have an historical value as well. Anyone with average intelligence and even a low order of imagination can tell fairy stories by the hour. Knowledge of life, reality, or verisimilitude are not required. That is why fairy story telling is so popular. But to invest with life and interest real people, who have moved the world, requires study and a high order of imagination as well as a certain dramatic ability. Yet such are the only stories worth telling to our children. Such are the tales that will kindle their imagination and lead them to higher levels, and will fit them to take up the burden of life, knowing that each must give his share of work and self-sacrifice in order that all may be happier.

Most of the Mother Goose rhymes were originally lampoons, political or personal; for instance, London Bridge was a lampoon of the time of Charles II. When their history is taught, those which have an historic value may be taught to advantage; the others might better be omitted, and simple songs with equal rhythmic value, written by our great authors, be substituted for them. It is absurd to teach to children six or seven years old the foolish rhymes that we older people learned in the nursery at the age of two or three.

The task before us in all English work is to try to make it vivid to the pupil. No child should ever be asked

to write a composition on a subject which is not clear and distinct to him as a personal experience. Vague subjects and glittering generalities destroy a child's interest in the composition lesson. It is better for him to write bad English with a punch to it, than to write correct English that is dull.

Technical grammar should be omitted from the first six years in school. The grammar studied in the seventh and eighth years should be simple in character.

History for Progress

America thus far has been the greatest experiment in democracy that the world has seen. The children of today face a new world and must learn history in the light of present-day developments.

While world conditions of today must not be neglected, the best training for the child is a study of the laws and government of his own community, the things which he can readily understand.

History, as taught in the past, has focussed the pupils' attention upon military greatness. Democracy demands that the pupils of today shall study the progress of nations and races rather than the story of kings and generals. To this end periods of history should be chosen and the life of the people during these periods made real by means of research and project teaching, culminating in pageants. The life of the mass of the people in each period should be studied and the causes for their advancement or retardation discussed and the far-reaching effect of *new discoveries, new inventions, and new ideas* should be shown.

Each period studied should be vividly

contrasted with the every-day conditions of the present time. This will render interesting research into our own life and community conditions, and these should be carefully studied, defects noted, and the pupils taught that it is their duty to make the world better, and to bring nearer the brotherhood of men and the peace of the world.

Teachers should be leaders in their community, not followers. Sir Auckland Geddes, British Ambassador to the United States, in his address last November, before the Annual Convention of the Minnesota Education Association, stated that improved education would make future wars impossible and that the schoolroom is the hope of peace. He said "An ambassador's duty is to promote the cause of peace." How infinitely more it is the duty of the teacher! Continuing, "I have participated in two wars, and I have no desire to see another, nor for my children to see one. . . . You and your companions in the teaching profession have an almost absolute control over the mental bias of the citizens of the future. That knowledge emboldens me to say that if you are understandingly faithful to your trust there will be new hope for mankind and for the peace of the world."

Common-sense Arithmetic

At the conference of the National Council of Education on July 5, 1920, after a discussion participated in by grade teachers, principals, normal-school instructors and presidents, and college professors and presidents, it was unanimously voted to omit entirely from the elementary course all the so-called higher arithmetic — all arithmetical conundrums, and to confine the work in arithmetic to those processes which are fundamental in character and are needed by the ninety per cent of the people in America who do not go to high school. Twenty-five years ago the N. E. A. urged the elimination of arithmetical conundrums, yet they are still present in most elementary school arithmetics.

Elementary school arithmetic (the first six years) should be confined to those processes with whole numbers, fractions, and decimals used in the every-day life of the great mass of our population outside of technical or special vocations. The substantial mastery of a certain number of often used abilities is better than half knowledge of twice that number.

The application of these processes should be confined to the problems that

arise in the lives of the children and in the homes and communities of the average family. The work should be confined largely to the class period in which the teacher can see that proper habits of computation are formed, as well as that proper methods of attack in the study of a problem are developed. There is little value in out-of-class assignments before the fifth or sixth year.

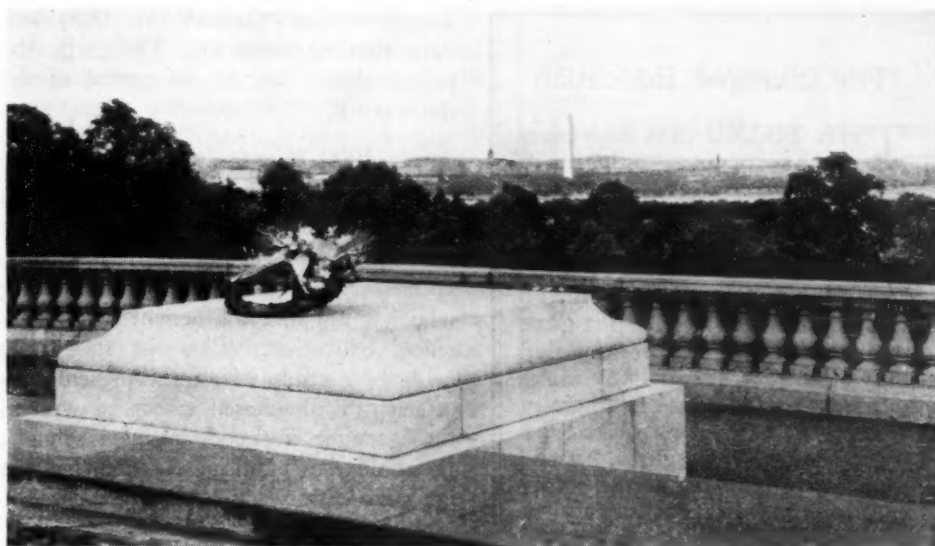
All mathematical puzzles and conundrums should be eliminated; and all problems, where in the real world the data of the problem are obtained from the answer, and all business, economic, and industrial problems (studied for social instead of vocational needs) should be left for the Junior High School.

This would eliminate the addition and subtraction of all fractions except those arising in the expression of units of one denomination in terms of a higher in our ordinary tables of measure. Such an elimination would render unnecessary methods of finding the least common multiple and the greatest common divisor. It would also greatly reduce the amount of complex work in multiplying fraction by fraction and dividing fraction by fraction.

Such a course would also revolutionize the teaching of decimals. Instead of teaching the pupils to express the remainders in long division as meaningless fractions with large terms, the division would be carried to tenths or hundredths as the nature of the problem required. These quotients could be added or subtracted as easily as dollars and cents. Thus the work in decimals would be confined to such use of a decimal in the division of whole numbers; to the addition and subtraction of decimals; and to multiplying or dividing a decimal by a whole number, all of which is paralleled in what he does in United States money when written with the decimal point and the dollar sign.

Multiplying and dividing decimals by decimals should be left until the latter part of the sixth year, and then lightly stressed. Percentage should be taught as notation for hundredths and but the two problems of everyday life should be given—namely, finding the relation of two numbers and expressing it in per cent and finding the per cent of a number.

The reduction of compound denominate numbers as a separate topic independent of the usual work of multiplication and division should be eliminated, as well as the four fundamental processes in denominate numbers. Mensuration should be confined to the simple



THIS TOMB of the "unknown soldier" in the Arlington National Cemetery has come to be a sacred spot, visited by many thousands annually. In the distance across the Potomac may be seen the city of Washington with the tall and graceful Washington Monument in the center.

needs of areas and volumes of the house.

This will not result, however, in a very great curtailment of time, but in giving a knowledge that will function in the uses to which the pupil will need arithmetic in later life rather than in the great inefficiency of today due to the awful waste in studying the non-essentials.

Live Geography

The airplane, wireless, telegraph, and telephone link the ends of the world in such close connection today that the people in the antipodes have become our neighbors. It therefore becomes imperative for us to know them intimately. As Dr. Wallace Walter Atwood, President of Clark University, has said:

"We have reached the stage in development when our further growth, perhaps our peaceful existence, depends upon our judgment in dealing with the other peoples of the world." That is to say, the peaceful existence of nations lies in the hands of the geography teacher, who therefore must become the foremost factor in training humanity to the conscious knowledge which will bring about a peaceful brotherhood and solidarity of nations—their friendly characteristics rather than their objectionable differences.

Geography is fundamental to the history of the human race, for geographical features have controlled the development of nations. Physical and climatic conditions dominate human industries, and a study of geography, to be effective, must show how and why human industries are located as they are and why

humanity is concentrated in specific regions which are either topographical or climatic.

The physical map of the continent should be the one continuously used, so that the geographical features may be firmly fixed in the mind of the pupil, who will thus learn to know why population is sparse in certain regions while others are crowded. The countries should be located approximately, in connection with their geographical features, rather than with accuracy, according to the calico-colored political maps which have hitherto been regarded as the more important. These last have their specific uses, and may be employed when necessary, particularly in the older classes.

The regions of production should be placed clearly before the children—the great coal and iron regions, making possible structural steel and intensive manufacturing; the grain areas of the world; the cotton districts; the fruit and timber regions; the roadways of commerce, tying cities together with waterways and railways, and ere long, with airways. Somewhere or other in the course, both the history and the geography of such trade routes as the Erie Canal and Mohawk Valley, the Santa Fe Trail, the Overland Mail, the Danube, the Khaibur Pass, the Suez Canal, the Panama Canal, the Berlin to Bagdad Railway, and other historic highways should be studied in detail. These are instances of the intense geographic control of human history.

Pictures on paper and screen, still and moving, cannot be too strongly em-

The Changed Education

THE THING that impresses me as most significant in our educational development of the last few years is the change in our objectives from one of individual gain to that of service. Ten years ago we believed in education for the help it gave to the individual; it enabled him to get ahead, to make money, to become financially successful. It was talked by the parents to the child, by the teacher to the student. Now we do not say that nearly so much.

The whole philosophy of the schools has been transformed. It has become socialized. Now we say, "If you get an education it will enable you to understand other people, to get the other person's point of view; it makes you compassionate; you will be more helpful; you can serve better and work better with others in this service."—Payson Smith, State Commissioner of Education, Boston, Massachusetts.

phasized; they naturally fall under these heads: physiographic scenery, social and industrial life, and transportation. Through pictures the child learns to know people on the other side of the world; their homes; igloos, tents, thatched dwellings, stone and wooden houses, palaces; their occupations; hunting, planting and harvesting, mining, manufacturing, and transportation.

The teacher should be the selector of her own pictures. Various side excursions may be taken through the use of pictures; for instance, the garb of the Bedouin nomad shows that cotton grown in Texas and woven into cloth in New England may be marketed in the Arabian desert.

As a rule, motion pictures are less useful than still life scenes. For illustration of plant and animal life development by the use of retarded motion, motion pictures are highly educative. They also illustrate manufacturing processes more interestingly than any other form of picture. The chief advantage in the use of lantern slides is the fact that the whole class can see them simultaneously and discuss them. And then there is the wonderful story of the world, round and whirling, going no one

knows whither, through the starry universe that surrounds us. The geography period should be the joy period of the day's work.

1000 Words for Spelling

The National Education Association should issue an authoritative list of the one thousand words which form the vocabulary of the average human being who has not had the benefit of a high-school education. This list should be made by a study of all the present lists of scientifically-chosen words, as well as those taught in good business schools. It could be published either by the National Education Association or the United States Bureau of Education.

With this could be arranged a simple compendium of the rules required for punctuation in proof-reading.

Training for Parenthood

By scientific research and patient study we have learned the best methods of feeding and environment for plants and animals. The flowers are infinitely more beautiful, the fruits larger and more perfect, the farm animals more productive, than those of half a century ago. But during this half century we have done little to improve the human animal. The training and environment of children have been forgotten while human beings struggled for a livelihood. As a rule, the most wasted years of life are those from birth to school age. Nevertheless, the schools as a whole are not yet awake to their duty in preparing boys and girls for parenthood. This does not mean sex hygiene, but a continuous training in the ideals and joys of parenthood, and a knowledge of the self-sacrifice needed in order to win the crown of loving devotion that children give to wise and affectionate parents. Such training must not be left to the high schools but should be taught in the first six years of school life, for a majority of the school population leave school at the end of the elementary school course or earlier.

Humane education, care of babies, training for health of children of pre-school age, and the training of their powers of observation, and games that will help to develop either the body or the brain of the younger brother or sister, or the child that may come to their arms later in life—all these should be taught in the schools, to both boys and girls.

In our factory-built world of today thousands of children are acting as little mothers or little fathers to younger

brothers and sisters. Untutored in the care of children and in the joy of training them aright, their little charges are merely heavy burdens borne in silence, or with grumbling, and sometimes with the abuse taught them by their illiterate parents. Such training as this would come to these little foster-parents as a revelation and a delight. It would help toward bringing to the schools in a short time better-trained kindergarten children, and, for the future, would mean an infinitely better generation.

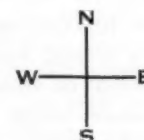
Science and Manual Training

The world is calling for people who think, because the life of today is dependent on scientific research. Science, more than any other study, demands thought; it is therefore imperative that our children should study at an early age the beginnings of science, both organic and inorganic.

The child of today faces a world that is dominated by machines. Life is made easier for him by machines, and a great majority of the children will earn their living by caring for machines. It is well, therefore, that their training in the use of machines should begin early. There is a toy typewriter that is not expensive that would train for accuracy in spelling as no amount of written work will do, and there are simple arithmetical

News

THE word "news" is said to have been originally taken from the points of the compass—



meaning reports of interest from the four corners of the earth. Neither gossip, conjecture, nor exaggeration constitute "news," and conclusions or acts based upon such reports are ultimately seen to be mistakes, while conclusions or acts based upon truthful and unprejudiced reports, the only real news, are constructive, bringing progress in the march of human endeavor.—From the Christian Science Monitor.

calculating machines that are interesting and helpful. There are similar devices which can be used for "busy work," to save the voice and the nerves of the teacher—and of the child—for the machine, like nature, is quietly inexorable.

Science work, in so far as it relates to machines, should be spread through the child's school life and not left for the last two years of school, as is frequently done in courses of study. In the city and on the farm, in its daily life, the child sees machines in use, and its toys frequently contain applications of the lever, pulley, wedge, and the like.

A seven-year old child can learn something of the force of gravitation when illustrated by its own bumps, and of adhesion, when it glues a picture to a piece of cardboard. As it progresses in school the child should learn to watch for examples of the power of gravitation, cohesion, capillary attraction, light, heat, combustion, electricity, magnetism, the lifting power of the screw, inclined planes, and other mechanical devices. Our great inventors did not postpone their work until they were ready for high school or college, but tinkered in their childhood, trying to find new ways of doing the things their parents did more slowly.

Just as inorganic science should be studied through the grades, so also

should simple organic science. The fundamental difference between living organisms and inorganic matter should be taught with special emphasis on feeding, breeding, and growth. In large cities this study must perforce focus on plant life and human life, for dusty, dead specimens from a museum do not train a child in true nature study. Only in rural or semi-rural communities can the great panorama of nature really be studied. Nevertheless, school gardens, parks, and herbariums can do much for the city child, while corn clubs, calf clubs, and farm culture generally, will open the eyes of the rural child to the wonders possible of achievement in the plant and animal world through right feeding and environment. In all study of growth, the needs of plants and animals should be compared with those of growing children, and likenesses and differences studied to the end that the next generation may be better equipped for the struggle of life than the present one.

Shop work and cooking should not be confined to the seventh and eighth years, as at present because of expense, but should be taught throughout the school life of the child, the younger children taking the place of helpers to the older girls and boys. All manual training, science, and art work should follow taste and ability lines, rather than sex lines. Boys should be free to learn cooking or sewing, and girls to do shop work; for in the industrial world today thousands of men are cooking and sewing, while in thousands of homes women are doing upholstery and carpentry work.

In ancient times education was transmitted from father to son by word of mouth. Today visual instruction is far more important than oral instruction. We appeal to the eye of the child through books and pictures, and the appeal to the eye is more powerful than that which is addressed to the ear. We all know the old saying, "In at one ear and out at the other," but no one has ever said, "In at one eye and out at the other," because things seen are best remembered. For this reason it is imperative for the up-to-date school to introduce visual instruction in all branches as far as possible. Stereoscopes are excellent, and moving pictures are still better. No town should be without the means of teaching its children through the medium of moving pictures. History, literature, and science can all three be illuminated in this way.

What of the Schools?

ILLITERACY and crime are closely related. It is more economical to educate children than to prosecute criminals, and maintain jails, eleemosynary, and penal institutions. In fact, the right kind of education is exceptionally fine insurance. It insures against crime and against poverty. It gives security to life and property.

Illiteracy among the negroes in Oklahoma is six times as great as among the whites. There are six times as many negroes in the Oklahoma penitentiary per 10,000 of their population as there are whites per 10,000 of their population.

It is the boast of Tuskegee Institute, the greatest negro school in the South, that not one of the graduates has ever been convicted of crime.—An Editorial in *The Oklahoma Teacher*.

Unless our normal schools can teach the inspiration of the new century which lies before us, the course of study suggested in this report cannot be properly carried out. The normal schools of this country should be leaders of school thought and method, not followers of the course of study as already laid out.

No student should be permitted to receive a diploma from a normal school who has not specialized along some one line of study as well as accomplished the general course. Only a person who is too dull to make a competent teacher is unable to become a specialist in one or more of the subjects required in the elementary schools.

In closing, the Chairman desires to thank the entire committee for their willing helpfulness, and especially the secretary, Dr. H. L. Smith, for his continuous assistance. Mr. Charles H. Judd, Superintendent Joseph M. Gwinn, and Dr. Jacques Redway have earned the gratitude of the Chairman by their prompt and efficient aid. This final report has the unanimous approval of the committee and was adopted as a whole by the National Council of Education on July 3, 1922, during the Boston meeting of the National Education Association.

Whither Goest Thou?

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

The American's Creed and Flag

EVERY TRUE AMERICAN wishes to understand his country and to respect its flag. The marks of respect which are due the flag may well be taught in preparation for American Education Week, December 3-9. The rules to be observed, which are an important part of the training of every soldier, have been stated as follows:

Rules of Respect for the Flag—The flag should never be festooned. It should always be hung flat or open.

The flag should not be raised before sunrise, and should be lowered at sunset. It should not be displayed upon stormy days or left out over night. On Memorial Day, it should be displayed at half-staff from sunrise until noon, when it should be raised to full staff where it should remain until sunset.

Before the flag is half-staffed or hauled down, it should always be run to the top of the staff. No other flag should be hoisted above the American flag, except the white triangle and blue cross of the church pennant, which is allowed to fly at the masthead above the Stars and Stripes when religious services are in progress in a military chapel or aboard a ship of the Navy.

When the flag is carried with other flags in a parade, it should claim the place of honor at the right of the other flags. It is never dipped in salute.

When the flag is passing in parade or in a review, a spectator should halt, if walking, and if sitting should arise uncovered. When the American flag is draped with that of another country or the banner of an organization, it should always be at the onlooker's right. When the flag is hung in a horizontal position the starry field is placed in the upper left as one faces the flag. When it is hung in a vertical position or used as an altar covering, the starry field should be on the right.

The man who is in uniform salutes in military style when the flag goes by. The man in civilian clothes takes off his hat with his right hand and places it against the left shoulder, standing at attention. Women stand at attention.

What not to do with the Flag—The flag should not be sewed into a sofa pillow or used as a silk handkerchief. It should not appear in any form of advertising or be worn as a costume or in any comical way. It should not be

used in fantastic design or as bunting. It should not be allowed to touch the ground—even at unveilings. It should not be used as a table cloth. Nothing but the Bible should rest upon it. It should not be draped below a platform

The American's Creed

IN PREPARATION for American Education Week, which will be held throughout the country December 3-9, every child should memorize the following creed which was compiled by William Tyler Page and which was officially adopted by the United States Congress, April 13, 1918:

I BELIEVE in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity, for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies.

or below a person sitting. *Remember* that the Stars and Stripes always claim the place of honor, the forefront, the highest elevation. When *The Star-Spangled Banner* is played, face the music or the flag and stand at attention.

Pledge of Allegiance and Salute of the Flag—The pledge and salute are given frequently. In some schools they are required once each week. They are especially fitting for American Education Week. *The Pledge*—"I pledge allegiance to my flag and to the Republic for which it stands: one Nation indivisible, with liberty and justice for all."

This pledge of allegiance was given

under the leadership of *The Youth's Companion* by more than 12,000,000 public school pupils during the National Public-School Celebration of October 21, 1892. It was so patriotic and appropriate that it has been perpetuated and is now the official pledge in public schools throughout the Nation.

How to Give the Salute to the Flag—Stand with right hand extended, palm downward, to a line with the forehead and close to it. Repeat the pledge slowly. At the words "to my flag" the right hand is extended gracefully, palm upward, toward the flag and remains in this position till the end of the affirmation, whereupon hands immediately drop to the side.

The American's Creed—This creed, which appears in the box on this page, was compiled by William Tyler Page, chief clerk of the House of Representatives. In 1916 when it daily grew more evident that America must be drawn into the great war, the idea was conceived of promoting a contest for a National creed which should be the briefest possible summary of the fundamental things in American history and tradition.

Early in 1917 the proposed contest was announced at a large gathering of American authors, artists, and editors. The American press and a number of the leading magazines took up the challenge and on behalf of the city of Baltimore, in the name of Francis Scott Key and the Star Spangled Banner, Mayor James H. Preston offered an award of \$1000 for the winning creed.

Committees were appointed to pass upon the several thousand creeds submitted, and on April 3, 1918, *The American's Creed* by Mr. Page was publicly announced by the United States Commissioner of Education and the late Speaker Champ Clark.

The American's Creed has twelve historical phrases or parts and the whole of it is expressed in just one hundred words. Its purpose is to stimulate research into the historical documents which constitute the American's political Bible. The creed sums up the things for which America stands and which have made America great. It brings together in composite form those principles for which Americans have always stood but which were never before expressed concretely.

John Williston Cook

THE NEW INDIVIDUALISM will usher in the time when the finest sentiments of our best moments will become urgent and strenuous guides in the commonplace duties of ordinary living." With these words Dr. John Williston Cook closed his presidential address before the National Education Association at St. Louis, Missouri, in 1904. They were characteristic of the man who uttered them, who, until three years ago, when he retired from active educational work, had devoted practically his entire life to the teaching profession—fifty-four years of professional leadership.

Dr. Cook was fundamentally a normal-school man, having been associated with normal schools almost continuously since his graduation from the institution at Normal, Illinois, in 1865. He was more than a teacher of methods; he was a philosopher and educator. He led his students to search for underlying truths, impressing upon them the value of definite aims and definite knowledge.

Dr. Cook was born in Oneida County, New York, April 20, 1844. At the age of seven he came with his parents to Illinois, where they settled on a farm in McLean County. Two years later the family moved to the village of Kappa, where the boy attended the village school, clerked in a store and assisted his father, who was station agent for the railroad company. For two years he worked on a farm but gave this up to complete his education. At the age of eighteen he entered the university at Normal as a student.

Dr. Cook began his teaching career as principal of schools at Brimfield, in Peoria County. He later took charge of the training school at Normal which had just been established in connection with the Normal. In 1868 he was appointed to the Normal-school faculty where he served continuously for thirty-one years. In 1890 he was made president. In 1899 he resigned to accept the presidency of the new Northern Illinois State Normal School at DeKalb, now known as the DeKalb State Teachers' College.

Always a man of vision, Dr. Cook left the presidency of one of the best normal schools in the United States to become the administrator of the new institution at DeKalb because he saw in

the school an opportunity to build an institution according to his own ideals, untrammelled by tradition. Williston Hall, an attractive dormitory at DeKalb, stands as a monument to his memory.

Dr. Cook was a graduate of Knox College, where he received his master's degree in 1891. In 1904 he was honored



JOHN WILLISTON COOK, president of the National Education Association 1903-04, who died at his home in Chicago, Illinois, July 15, 1922.

with the degree of LL. D. by the University of Illinois. At an early age he trained himself in public speaking and was in demand as a speaker throughout the State. He was editor and publisher of the *Illinois School Master* and of the *Illinois School Journal* for a number of years, also author of the *Educational History of Illinois*.

His devotion to the profession of teaching was exemplified by the fact that he often spent his summers teaching in institutes and helping to recruit students for the normal schools. He was a familiar figure in the legislative halls at Springfield, where he appeared many times before the committee on appropriations to emphasize the needs of teacher training.

Dr. Cook's interests were not confined to the profession to which he devoted his life. He was always closely associated with the business life—as well

as with the church and social life—of the community in which he lived.

Dr. Cook's professional leadership brought him many honors. He served as president of the Illinois State Teachers' Association in 1880. He became a member of the National Education Association in 1890 and was president of the Department of Normal Schools in 1896. He served on various committees and at Boston, in 1903, at the largest meeting in point of numbers the Association has ever held, he was elected its President. Upon retirement from the presidency he became a life director and took an active interest in the growth and progress of the Association until his death. In the volumes of Proceedings his name appears often as the leader in discussions on the training of teachers and on the work of training institutions. He also took a leading part in the work of the National Council of Education and in 1921 was made an honorary active member of that body.

Dr. Cook is survived by his wife, a daughter—Mrs. Henry Gale, wife of one of the professors of Chicago University—and a son, John Lorrington Cook.

The high regard in which Dr. Cook was held by his associates is typified in the following statement prepared especially for THE JOURNAL by his successor, President J. Stanley Brown, of the Northern Illinois State Teachers College, De Kalb, Illinois:

"The State of New York contributed one of the great souls of America to the cause of education when it ushered into being John Williston Cook, April, 1844. A man of rare natural ability he was, who continued throughout his entire career to study human kind, and interpret human life, and to make his contributions to the characters of the young men and young women who in hundreds and thousands came before him during his fifty-four years of active service in public education in Illinois.

"After graduating from the oldest normal school in the west, at the close of the most critical period of our country's history, 1865, he applied his vigor and energy, his keenness of perception, and his breadth of vision to the instruction of the young men and young women of Illinois. Men and women who came in contact with him in the classroom, and members of the faculty who knew him

intimately for years, are unanimously agreed that he possessed rare qualities as an instructor, and that he left an impression on the lives of the people with whom he came in contact such as few men ever make. He had a natural gift as an administrator, whether leading and directing the forces of public education through the State Teachers' Association of Illinois, or presiding over the great Department of Superintendence, or as president of the National Education

Association at a time when groups of men and women assembled here from all the nations of the world. He exhibited that same ease and confidence, that same masterly ability, which seemed to be the natural possession of a man of his bend, his genius, and his devotion.

"But passing from the field of education of John Williston Cook, after such a service had been rendered, leaves him with few equals, thousands of admirers, and a place in education imperishable."

Eyesight as a National Problem

GUY A. HENRY

*General Director, Eyesight Conservation Council of America,
Times Building, New York City*

EYESIGHT is an insistent social and economic problem. It is a problem which particularly and vitally affects both education and industry. Organized research in eye conservation has revealed an alarming situation among the children in the schools, students in the colleges, and workers in the factories. Surveys now going on confirm previous findings and make clearer the necessity for coöperation among all elements in every community—from the humblest parent to the great industrial leader—in checking tremendous losses in physical and economic wealth.

It has been shown that a majority of the population of the United States is suffering from defective vision, most of which is remedial. It is estimated that of the 42,000,000 persons engaged in gainful occupations in this country more than 25,000,000 labor under the disadvantage of defective vision or eyestrain. Tests of thousands of school children in one of our large cities proved that sixty-six per cent had defective vision. Disclosures not unlike these have been made in industry, especially through the efforts of the Federated American Engineering Societies, whose Committee on the Elimination of Waste in Industry, appointed by Herbert Hoover, exposed glaring losses through failure to meet a situation that is constantly calling for scientific treatment.

These conditions give rise to suffering and inefficiency in the business world and in school life. They interpose a barrier to industrial and educational progress. Educators and industrialists are gradually coming to appreciate the real facts, but a greater and a more rapid advance

must be made if we are to overcome the lead which our own negligence has given to the evils to be combatted. A big gap must be bridged before we have the situation under control and years of effort must be spent in arriving at the same solution which is to be found in education and publicity.

The Eyesight Conservation Council of America has been formed to conduct a Nation-wide campaign for better vision. Guided by leading educators, economists, and civic leaders, it is carrying its work into every State. This campaign is purely educational. Its purpose is to arouse public interest in the factors involved in eye hygiene and the care of the eyes so far as these relate to defective vision.

Consideration of the problem of sub-normal vision embraces not only the question of the quantitative capacity of the human eye for receiving impressions but also the vital problem of the accuracy of the information which the mind receives through the eye. Inaccurate information is more serious than decreasing quantity. Educators are now keenly aware of the necessity of accurate vision, for many hold that eighty-seven per cent of the knowledge acquired by a child is transmitted through the eyes.

The eyes of not a single school child in the United States should be neglected. No child's eyes should be subjected to the demands of school work unless it has been previously established that this delicate organ is in fit condition to withstand the strain. Less than one third of the 25,000,000 school children of America undergo tests of vision that may be called reasonably accurate. Of 100,000

school children of New York City who failed to pass their examinations, 50,000 were found to be suffering from defective vision.

Authorities everywhere have pointed out how vitally necessary it is to have children's eyes examined before and during school life. They have explained further, how easily the delicate organ of sight may be permanently injured by overstraining during the time when the eyeball is undergoing changes in accordance with the growth of the child's body. One specialist declares that only one out of every ten children have perfect eyes at school age. Yet how pathetically few communities have made provision for competent eye examinations in order to remove the handicap of poor sight.

Since it is in the classroom that the greatest strain is put upon the eyes, so also it is obvious that the teacher is frequently the first to notice lurking defects of vision. Perhaps the child that is called "lazy" or "stupid" may be suffering from eyestrain. Teachers will find it helpful to test the eyes of pupils by using for preliminary examination a Vision Chart for Schools, which will be supplied upon application to the Eyesight Conservation Council of America, Times Building, New York City.

Preliminary examination like this will aid the detection of the most serious cases of defective vision; but it should always be borne in mind that perfect vision does not mean perfect eyes, and that normal vision does not necessarily indicate a normal eye. Many children with perfect vision may have red eyes or may complain of headaches or be backward in their classes as a result of latent errors of refraction not indicated by vision less than normal. Such visual defects can be detected only by one trained to measure the refraction of the eye.

The most desirable solution is an arrangement by which each pupil receives a thorough eye examination by a competent refractionist. This is the aim that eventually should be attained, but until the goal is reached with all that it implies of needed service the preliminary acuity test made by the school teacher will serve as a half measure of value in identifying the most grievous cases.

IT IS a good and safe rule to sojourn in every place as if you meant to spend your life there, never omitting an opportunity of doing a kindness, or speaking a true word, or making a friend.
—Ruskin.

The Work-Study-Play Plan

BERTHA Y. HEBB

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WHAT is to be done for the accommodation of our vast and growing school population? In 1910, according to statistics collected by the U. S. Bureau of Education, there were 24,239,948 children in the United States of educable age. Now there are upward of three millions more—and, sad to relate, with this increase in school population the cost of building schoolhouses has likewise increased, building material and labor having more than doubled in price—hence the problem, what is to be done for the accommodation of these children?

With this same problem facing some of our city school systems a few years ago, some of our leading school officials began questioning among themselves in search of a satisfactory solution:

"Why," asked these officials, "should our large and costly school buildings, for which our citizens are taxed, be used so few hours during the day and evening; our school auditoriums, upon which thousands of dollars have been spent open but fifteen minutes a day; our commodious playgrounds, empty of children until three o'clock in the afternoon; our shop and science laboratories, upon which large amounts have been expended, practically closed to the school child until he is in the seventh grade and half of our children never reaching the seventh grade?"

"Why," continued these school officials, "should the principle that is pertinent to many other public institutions, that is, the multiple use of their facilities, not be extended to the public schools? Is there any valid reason why all the children should be in the classroom at the same time, that all should be in the auditorium at the same time, and that all should play at the same time?"

The solution to the problem pointed to but one conclusion: Some means must be devised whereby a multiple use could be made of school facilities.

Accordingly, a plan was devised called the "duplicate" or the "platoon" plan, and the "work-study-play" plan, because of the fact that the school load was to be balanced normally among these three activities. The following brief outline will throw some light upon the workings of the plan:

"For example, a school having the work-study-play plan is divided into two parts, each having the same number of classes and each containing all the eight or nine grades. The first part, which we will call the '*A school*,' comes to school in the morning, say, at 8:30, and goes to classrooms for academic work. While this school is in the classrooms it obviously cannot use any of the special facilities, therefore the other school—'*B school*'—goes to the special activities: one third to the auditorium, one third to the playground, and one third is divided among such activities as the shops, laboratories, drawing and music studios. At the end of one or two periods—that is, when the first group of children has remained, according to the judgment of the school authorities, in school seats as long as is good for them at one time—the '*A school*' goes to the playground, auditorium, and other special facilities, while the '*B school*' goes to the classrooms."¹

The economy of the work-study-play plan, owing to its duplicate use of rooms, is apparent. For instance, in the one item of classrooms: In a fifty-class school under the "all-study" plan—which the traditional plan may be called by way of distinction—fifty classrooms are needed. Under the work-study-play plan only twenty-five are needed, thus eliminating the cost of twenty-five classrooms. The average cost of a classroom at the present time is about \$12,000; therefore, the price of twenty-five classrooms at \$12,000, or a total of \$300,000, is saved for other educational facilities.

Another important feature is the adaptation of the work-study-play plan to individual needs. A child might be backward in a subject, and there might be danger of his being held back in his grade. Under this plan there is opportunity for doubling up in a subject for a number of weeks by appropriating the time, say, from the auditorium period, for the subject. Thus the child may be enabled to catch up and go on with his grade.

The most important point, however, about the work-study-play plan is not

alone its practicability, its economy, and its adaptation to individual needs. It is rather the fact that it makes possible an enriched education for children. The name itself, work, study, and play, suggests its threefold value to the child—and without which trinity of purpose the life of no child can be complete.

For instance, instead of shop-work being practically closed to the child until he is in the seventh grade, as in the all-study plan, he may have thirty to sixty minutes of shop-work every day for a third of the year, thereby giving him at an early age an opportunity to prepare for, and to develop some choice as to, a vocation; instead of the bare few minutes a day for the auditorium, music, and drawing, these periods have all been extended; and lastly instead of the ten-minute recess, the child has the opportunity of thirty to sixty minutes upon the playground.

The value to the child of a wholesome intermission upon the playground is inestimable: physically, owing to change of posture and exercise in the open air; mentally, because it refreshes him and makes him more alert. But of equal value is the moral effect upon the child of associating with, and being one of, his own world. It is here that the child is himself—if he has any mean traits they will manifest themselves, and the supervisor of play can correct them. Upon the playground the child begins to learn the greatest lessons of life. He learns to respect the rights of others, to be unselfish, and to appreciate the meaning of the word *coöperate*—without which appreciation he will soon find that he is indeed Robinson Crusoe upon a desert island. Lastly, the child learns to know that a good player is little less than one of our own good soldiers—observant of all the rules of fair play, game in defeat, and magnanimous in victory.

In other words, through this normally balanced plan of *work*, of *study*, and of *play*, the child is actually living his life *now*, and it is not all a storing-up for some future use as is too often found under the all-study plan.

In order to have the school program enriched by the work-study-play plan, the school day, of course, must be lengthened. But what more wholesome for the modern city child than that some of his idle street time be taken over? In what other way can the child's time be so wholesomely spent as in the sixty-minute additional play period each day; or in the additional

¹ U. S. Bureau of Education Bulletin, 1921, No. 25, *A School-building program for Athens, Georgia*, by Alice Barrows Fernandez.

periods for shop-work, science, music, drawing, and auditorium for which the plan provides?

Forty-one cities have reorganized one or more of their schools upon the work-study-play plan within the past few years. Complete data are not available as to the exact number of such schools in each of these cities. It is known, however, that in the city of Detroit there are forty-four schools organized upon the plan; that there are nineteen in

Dallas, Texas; twelve each in Gary, Indiana, and Newark, New Jersey; eleven each in St. Paul, Minnesota, and Warren, Ohio; in the city of East Chicago, Indiana, all of the schools are organized upon the work-study-play plan; and, according to the latest reports, the cities of Pittsburgh, Pennsylvania; Birmingham, Alabama, and Wilmington, Delaware, have voted to organize all their schools upon the plan—but this, of course, will be done gradually.

Ethics for Teachers¹

REGARDING OUR PUPILS—As teachers, we first of all acknowledge our obligation to our pupils. It is our duty to give them what we ourselves have received and to make them what we ought to be. We are paid to help them; they give us the inspiration of trusting confidence and growing powers; and if our lives are to be immortal here and count in the great contests of the future, it must be so, it can be so, only through our pupils.

Regarding our employers—1. Generally, our employers are the parents and guardians of our pupils; specifically, they are the local boards of trustees, the superintendents, principals, and other school officials—all servants of the people—whose business it is to put us into our places, to keep us at our work, to provide proper equipment, and to see that our salaries are paid.

2. To our patrons, the parents and guardians of our pupils, we owe courtesy, consideration, and impartial justice. On the other hand, from them we rightly expect sympathy, reasonableness, coöperation, and financial as well as moral support.

3. To trustees, superintendents, and principals we owe all frankness and honesty, as well as due respect, through the rules and regulations they have made.

4. In applying for a position, a teacher should urge only the claims of professional fitness. Character, personal power, scholarship, and teaching skill shall be regarded as our only legitimate claims to consideration. The use of any religious, political, or fraternal influence

shall be regarded as distinctly unprofessional.

5. In giving references for scholarship and teaching skill, we should expect consideration to be given only to the opinions of educational experts. In giving references for character and personal power, we have a right to expect that the judgment of any intelligent person, in or out of the profession, who has had adequate opportunity for acquaintance and observation, shall be credited at full value.

6. Teachers signing contracts to teach should regard these contracts as sacred and as binding as any other contracts and should endeavor to carry them out to the full letter and spirit.

7. A teacher should not give up a position in which she is expected to work without first giving the school authorities concerned definite notice. This notice should be given as long in advance as may be necessary to fill the vacated place without serious loss.

8. School boards, on their part, should always give a teacher definite notice in due time, if they expect to award the position to another.

9. When a teacher is elected to a position, whether in town or country, she should look upon herself as the permanent incumbent, and should be so regarded by others. If she desire to change her place of work, from year to year, she should give notice in advance; and if the board desire to supplant her at the end of a session it should give her definite notice in due time.

Regarding the general public—The teacher is a public servant, and should regard her service in promoting the general welfare of her community as her supreme office. Her work in the school-room is only a part of her work; the homes of the people, their churches, their fields and workshops, and their

places of social entertainment are all within the proper sphere of her activities and influence.

Regarding the profession—1. No teacher has a right to lower the dignity of the profession by poor scholarship or unbecoming habits, or to bring reproach upon herself or any other individual by improper word or act. It is the duty of the teacher to honor her profession with noble service and to raise its power by doing her full share in the promotion of trustworthiness and efficiency.

2. The profession has a right to demand adequate salaries, but must never trim the limits of service on account of small pay. Every profession is expected to give more than it receives, otherwise it can lay no just claim to professional character; it is merely a business.

3. The profession has a right to social pleasure and to social recognition, but must never allow mere social functions to absorb the energies that of right belong to classes and school organizations.

4. The profession has a right to expect a provision on the part of school authorities that will enable teachers to attend summer schools and educational conferences without financial loss. The teacher should have an income every month in the year. But when such provision is made the teacher must not prove recreant to the trust by wasting her vacation in frivolity, or by diverting her attention to interests not contemplated in the generous provisions accorded her.

Regarding ourselves—The teacher, like the worthy member of every profession, must constantly act upon the principle, "Love thyself last." But this does not mean that she dare not enjoy her work or find great pleasure in life. Her chief aim is to give rather than to get; but he who gives, like him who forgives, is twice blest; and the true teacher receives her greatest rewards in the honor and love of those whom she faithfully serves. She has a reward that the world knows not of. The efficiency of her pupils is her own life made long; but for this glory she must give her life—not all her life, perhaps, but all her life while she is in the service.

For such a service the teacher must look upon her hands and heart, upon her voice, her beauty, her manner, her dress, her speech, all as having ethical values, as well as her mind and spirit. In using her powers best for the welfare of others she finds most happiness for herself. Her great lesson for the world is that the best things come to us while we seek other things.

¹This professional Code of Ethics for Teachers, written by Dr. John W. Wayland, of the State Normal School of Harrisonburg, Virginia, was adopted by the Virginia State Teachers' Association at its meeting in November, 1913. Other codes may be found in previous issues of THE JOURNAL.

International Universities

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ACCORDING TO THE RADICALS, the poor have too little because the wealthy have too much. This popular fallacy, however, is exploded by Professor Henry B. Gardner, of Brown University, in his presidential address to the American Economic Association.¹ Dr. Gardner there marshals the most reliable statistics available. He shows that if the riches of the few were divided among the masses, the difference to the latter would be trivial. The great cause of poverty is that there is not enough to go around.

The world-wide H. C. L. is due to the inconceivable wastes of National and class struggles. The remedy is world coöperation for the greatest production of wealth. Necessarily included in this remedy, as its very first step, is an end of war. The tested surgery, then, both for high living costs and war, is the formation, among nations and classes, of strong friendships. Under the crucial test of actual trial friendship has for ages proved the matchless motive to effectual team-work. Even the worst criminals may display unlimited devotion to friends.

Youthful intimacy extending over years is required to form firm attachments. Peoples and classes, then, can become steadfast friends solely through their future leaders chumming in international universities. At least if there is another means to the liveliest feasible world coöperation, the writer has yet to hear it suggested though he has discussed the problem for years. Cosmopolitan universities for the fraternizing of prospective statesmen are the scientific key to progress hitherto unapproached.

The cosmopolitan universities advocated must be backed by governments. Classes and peoples can develop potent friendships through their prospective leaders alone. The proposed universities, then, should be such as to draw probable statesmen. They should present the highest honor. None but institutions established or authorized by peoples to train their future representatives can involve supreme distinction. To attract future leaders, professional schools of statesmanship ought also to offer the most

tempting opportunities. Only selected universities whose alumni will *prima facie* be preferred for public office by the governments and peoples who endow them can hold forth the most alluring chances for service. Government-sanctioned universities are indispensable to arouse the liveliest competition—to render election to an international university the supreme honor open to graduates of other institutions—to appeal to probable statesmen.

Space forbids outlining even one of the possible methods of inaugurating cosmopolitan education. They are many and the practical difficulties insignificant by contrast with the horrors of war to be abolished and the benefits of world team-work to be earned.

In international universities leaders will see the defects of their own peoples contrasted with the virtues of the others. They will, therefore, strive to replace National faults with foreign virtues. Thus while international and intra-national coöperation are promoted, National characters will be rapidly perfected.

The war and subsequent events have forcibly shown professional training to be incomparably more necessary in the case of statesmen than of lawyers and doctors. Hence international scholars should ordinarily be preferred for important public offices, especially by the governments and peoples who had been at the expense of specially educating them for wise leadership. And even when not elected to official position, such scholars must be men of great influence for international team-work.

The danger of political interference could be obviated by putting appointments and management in the hands of commissions of college presidents and professors, National education associations, and agencies such as the Institute of International Education. At least international universities, for reasons just given, will gradually give great-hearted statesmen a secure supremacy over self-seeking short-sighted politicians. The institution urged must thus prove self-curative even if at first involving some risk of politics not entirely removable by immediate safeguards.

As professional schools of statesmanship, the proposed institutions would

probably be postgraduate. They could not draw the best material from the colleges until graduated. Nor need government-backed international universities for the fraternizing of prospective world statesmen be National institutions. They might be private institutions endowed with government scholarships for probable leaders. The various nations uniting in the plan, instead of each founding an international university, might each choose from five to twenty-five existing institutions to educate government scholars. Suppose that half a dozen countries had everyone selected twenty representative institutions within its territories as cosmopolitan universities. Then the 12,000 government-endowed international scholars of the six peoples thus participating in the scheme, instead of attending half a dozen National institutions, would be distributed among 120 cosmopolitan universities, twenty in each country joining. Each of these approved international universities, instead of training 2000, would fraternize one hundred prospective world statesmen. Half would be from its own nation and half foreigners, ten from each of the other five powers participating.

To sense the triviality of objections and merge all doubts in enthusiasm, thoroughly vision the conception in its final possibilities and flexibility of application. It is quite adaptable according to the dictates of practical experience. Details are unimportant. The vital thing is to fit leaders for their awful responsibilities—is to provide that statesmen may usually, if not always, have formed many affectionate friendships with leaders in the other influential powers.

Those familiar with the progress of cosmopolitan culture in its infancy, do not need to be told that the project proposed was suggested by the Rhodes scholarships. Indebtedness to the far-sighted Cecil Rhodes is gratefully acknowledged.

Cosmopolitan universities have been successfully tried, not only in friendly communion, but in the Rhodes scholarships. Prospective leaders have been attracted and elected to these scholarships despite the handicaps which have hampered them. It is to be well borne in mind that even their initial efficacy as an ever-increasing force for world coöperation cannot appear until some twenty-five years hence when hundreds of Rhodes scholars shall have passed the age of fifty. Those scholars (the oldest of whom are only forty) have been un-

¹ *American Economic Review*, March, 1920.

derrated by the many fragmentary impressions published. To what extent has been exposed by Professor R. W. Burgess, of Brown University, and President Frank Aydelotte, of Swarthmore College. Their statistical studies and summaries are the sole existing scientific analyses of thorough knowledge of the Rhodes scholars' record. As opportunity comes with the necessary age and maturity, these scholars, despite numerous premature and ill-founded depreciations, promise to reach a National influence for world team-work that will win over their critics. Already seventeen Rhodes scholars are in "Who's Who," nine are college presidents or deans, about one hundred are authors of books or articles, and one is United States Commissioner of Education. Only, moreover, when the significance of the Rhodes scholarships is realized, can they be sought after in every case by those future American cabinet officers, senators, or foremost leaders in whom alone the United States can cultivate the most effectual friendship with the British Empire. Hence the ultimate power of those scholarships cannot begin to be felt until some twenty-five to forty years after their opportunities become generally known.

International scholarships, on the other hand, enjoying the prestige and opportunities of government backing, would from the first interest probable national leaders in all cases. International universities, furthermore, instead of a one-sided arrangement between two peoples only, would be a two-sided system applying to at least six of the great powers. The scheme as contemplated would have an application twenty-fold wider than the Rhodes scholarships in each nation. Cosmopolitan scholars should be, not only perhaps several times as influential, but over one hundred times as numerous, as Rhodes scholars of the past.

Even the initial success of the Rhodes scholarships, then, cannot be visioned within twenty years at the least. And the international scholarships advocated will be much more than a hundredfold, if not several hundredfold, as powerful as the Rhodes scholarships then begin to reveal themselves.

All interested in the rapid attainment of human happiness hitherto unapproached may indeed reasonably champion cosmopolitan universities as the means to that ideal. For the project has been enthusiastically approved by practically all authorities consulted.

These include, besides many university leaders, both professors and presidents, other American and English educational experts. Among the latter are Dr. Stephen P. Duggan, director of the Institute of International Education, who pronounced the scheme admirable, Sir George R. Parkin, retired organizing secretary of the Rhodes Trust and contributor to the *Atlantic* on the Rhodes scholarships, Dr. S. P. Capen, director of the American Council of Education, and Dr. P. P. Claxton, former United States Commissioner of Education. The last believes that the ". . . central idea at least . . . will probably . . . come about . . ."

And the present, forward-looking United States Commissioner of Education awaits only sufficient support to give humanity the incalculable benefits of international universities with all reasonable promptness. For Dr. John J. Tigert has endorsed the notion in terms visioning its ultimate possibilities, ". . . the central idea is calculated to bring the great nations and classes under the influence of over 100,000 specially trained statesmen who shall be former college chums or at least brothers in a cosmopolitan fraternity consecrated to world team-work. It may, then, reasonably be relied on, at a negligible cost, not only to end war, but, though peace be soon facilitated by disarmament, to bring the additional immeasurable advantages of the liveliest attainable world cooperation. It should, moreover, supplant self-seeking politicians with professionally trained statesmen, public-spirited and far-sighted."

While international universities are most clearly foreshadowed in the Rhodes scholarships, the latter are only one of a number of movements all rapidly tending toward the same goal. The Institute of International Education in New York City, the British Committee on Anglo-American Academic Relations backed by the British Government, and the Committee on Friendly Relations among Foreign Students—these all have cosmopolitan universities as their logical culmination. And some governments are already far-sightedly assisting students abroad, according to one of the possible plans for launching international universities. The Japanese government is educating about 200 of her future statesmen in American universities and South American nations have some 750 prospective leaders in universities of the United States on government scholarships.

According to expert estimate,¹ \$450,000,000 is only one one-thousandth of that mere economic calamity of the last war alone which multiplied the cost of living all over the world. And even the many-times-worse evil, which this appalling waste but aggravated, was rivalled or exceeded by side and after tragedies. For instance, there was the death in India of 32,000,000 in a year (90,000 a day!),² a succession of minor wars and Bolshevism with its starving millions, general demoralization, and hundreds of millions irretrievably injured. And any next war, by improved airplanes and gas bombs, may worse than exterminate whole peoples. Are not, then, cosmopolitan universities, competently endorsed not only to prevent future wars, but to accomplish the commensurate positive benefits of the liveliest practicable world cooperation, many times over worth the paltry three to fifteen million dollars they might cost each nation annually?

For half a dozen National universities endowed each with 2000 international scholarships of \$2500 apiece could be easily managed by each country with \$15,000,000 a year. And 12,000 international scholars could be endowed with \$1500 apiece to be fraternized at 120 authorized institutions at an expense of \$3,000,000 a year to each of six peoples.

A billion is soon sunk in armaments. \$35,000,000 each is the price of battleships. These raise the cost of living and may presently be rendered worthless by improved bombing planes. Would it not be intelligent to divert a few trifling millions to international universities? Their graduates will not be self-seeking politicians. They will be professionally trained statesmen, public-spirited and far-seeing. International scholars, moreover, will be former college chums or at least brothers in a cosmopolitan fraternity dedicated to world team-work. In forty-five to fifty years, distributed over the world as cabinet officers or other leaders, official or unofficial, over one hundred thousand strong, they would work mightily together, both among and within the great nations, to lower the cost of living—an irresistible force for world cooperation and progress. Tested in family communion and the Rhodes scholarships, international universities must prove as beneficent as economical. Can intelligent governments invest only in suicidal armaments?

¹ *American Review of Reviews*, October, 1919, p. 411.

² *American Review of Reviews*, July, 1919, p. 84.

Brazil and Its Capital¹

SOONER OR LATER, in discussing Brazil, the superlatives will out.

This biggest of the South American republics is larger than the United States if Alaska be disregarded. It has the longest river in the world, the oldest post-Columbian civilization, and one of the most beautifully situated of all capital cities. Were it as densely peopled as Massachusetts, its population, now about one fourth that of the United States, would equal that of all Asia, Europe, Africa, and North America together. Truly, Brazil is a land of magnificent distances. Our Mississippi and its tributaries have 17,000 miles of navigable waters. The Amazon and its tributaries have twice as many miles, and several times as many miles on which ocean-going steamers may ride. Such steamers may ascend 2300 miles to Iquitos; vessels of fourteen feet draft can continue five hundred miles farther. It is as if one could go by ship from New York to Salt Lake City by way of Chicago and Cheyenne.

Brazil's superlatives are not alone those of quantity. Consider the quality of her capital's exquisite beauty, a beauty now adorned with all the brilliant trappings and jewels of its International Centennial Exposition. The imaginative Brazilian, this time with as much truth as poetry, already has discarded the formidable title for the apt appellation "Our Fairyland Exposition."

The late Viscount Bryce considered three capitals, for their natural settings, to be incomparable. These capitals were Washington, Constantinople, and Rio de Janeiro. Perhaps the best mind-picture of Rio's location was given by Harriet Chalmers Adams who said recently in *The National Geographic Magazine*: "Place your hands on the table, fingers spread, wrists upraised. Each finger represents one of Rio's hills; each space between, a canyon up which the city climbs."

"As multicolored and varied in beauty as the butterflies of the tropics is the metropolis of Brazil. When autumn leaves are falling in the 'States' it is springtime in Rio de Janeiro. Then the tree-tops on the hills are all abloom in pink and purple, scarlet and gold."

¹Prepared for THE JOURNAL by the National Geographic Society, Washington, D. C. Pictures furnished through the courtesy of the Pan American Union.

"In splendor of hue and setting, this great city of the South is unrivaled the world over. Here granite peak and turquoise sea, tropic forest and rainbow-tinted town, meet and harmonize.

THERE IS a New Brazil, and in these two decades of the Twentieth Century it has moved farther in the direction of a larger and finer life for the average man than in the four hundred years that went before. If certain basic problems of a democracy—like public education—have been neglected, charge it to the Republic's youth. She has solved one great problem of a modern democracy which the United States has found well-nigh insoluble; with a population where all colors from white to black freely intermingle, Brazil knows no color problem and is torn by no race hatred. She enjoys peace within a land empire which one day will support two hundred millions as easily as it now supports thirty. She is at peace with the ten sovereignties which touch her vast boundaries, and all boundary disputes have been settled in the days of her youth by the peaceful processes of diplomacy.—Roy Nash in Brazil and its Centenary, *The American Review of Reviews*, September, 1922.

"This city of lure terraces up from a glorious bay—the Bay of Guanabara, mountain-encircled, isle-bejeweled. From the shore, where parks and boulevards are fast crowding out the old Rio of narrow streets, rise the forested hills on whose slopes the lovelier portion of the city lies."

Man's major contribution to Rio's beauty lies in the gardens that seem a part of every home. Here tower fruit-laden jaqueira trees, great palms, wide-spreading mangos and Parana pines—all transplanted to adorn Rio's majestic hills. The visitor is prepared to realize

that many a cottage in this hill city will be a cliff-dwelling; yet he may not be prepared to enter many of them by the roof. One fair American relates, how, for a time, upon making a round of calls, she could not overcome the guilty feeling of being what the detective-story writers designate as a "second-story worker." And this sensation was accentuated almost to the running-away point one afternoon when she heard a clapping of hands. She was reassured, upon turning sharply around, to meet the laughing eyes of the street-vender. For clapping of hands in Rio is not a form of polite applause, but the urgent advertising device of the perambulating salesmen, whose number sometimes seems legion and whose clamorous demands for attention recall the shooting gallery at your home-county fair.

Theodore Roosevelt left his name on the map of Brazil—the River of Doubt now being officially designated the River Roosevelt—but when he returned to the United States he first impressed the name Rondon upon the consciousness of his fellow North Americans.

General Rondon's name also now has a place on the map of Brazil. It long has been on the lips of Brazilians. The name Rondonia has been given to a region some fifteen per cent larger than California, which region lies in the State of Matto Grosso. This State, eleven times as large as our State of New York, is the wild west of Brazil; a region not "wild" in the sense of being wholly made up of jungles and aborigines and primeval fastnesses. In potential wealth Brazil's "west" is comparable to our own "wild west" of a generation ago. Yet in the nature of its resources the Brazilian west is strikingly different from ours. The equator crosses northern Brazil. More than nine tenths of the giant country lies within the tropics. Its west consists, therefore, of a dense tropical forest—a veritable ocean of verdure—rich in hardwoods and rubber trees. Into this largely undeveloped country the broad Amazon stretches and up its tributaries are "sea ports" a thousand miles inland. These waterways greatly cheapen transportation.

For his "peaceful penetration" of the hitherto practically unknown Matto Grosso wilderness, General Candido Mariano da Silva Rondon has been



PANORAMA of Rio de Janeiro from Corcovado (Hunchback) Peak. The Bay of Rio de Janeiro, which is the marvelous setting of Brazil's capital, has been called the theater of a thousand hills. From many points one may count scores of pinnacles, hills, and projections, while this inland sea bathes a hundred islands.

called the William Penn of Brazil. To have found a way to the "black gold" of this rich rubber region would have distinguished Rondon, but to have conserved the native life while tapping the resources has placed this contemporary Brazilian among the great Americans whom both the North and South continents will remember.

Often in the earlier days of the Americas, industrial penetration meant the expulsion, the decline, sometimes the extermination of the aborigines. Rondon pursued a policy of kindness and non-retaliation, which resulted in savages helping him string telegraph wires through their native wilderness, and culminated in Brazil's engaging in what has been called "the greatest government conservation of aborigines in the New World today."

General Rondon accompanied Colonel Roosevelt on a portion of his Brazilian trip. Roosevelt made his first report of his Brazilian explorations before the National Geographic Society upon his return to the United States. Only a few months ago the National Geographic Society elected General Rondon to honorary membership, he being the ninth man to be so honored by the society. Roosevelt was one of the other eight. To the average American Brazil spells, or rather *smells*, coffee. That statement is no pun if one visualizes the incense aroma steaming from tens of thousands of America's breakfast table coffee cups every morning.

On the gently sloping hillsides of the

northern portion of another great State of Brazil, the State of Sao Paulo, grow seven hundred million coffee trees. Seven coffee trees for every American!

Here on the famous rich, red soil (terra rossa), under extraordinarily favorable climatic conditions, the State of Sao Paulo annually produces nearly three quarters of the world's total coffee crop. Dotting the lower slopes of the hills or on the lowlands, standing out in marked contrast with the green coffee trees, are the white buildings of the fazendas—great, substantial stone and

stucco manor-houses—with wide verandas and large windows, surrounded by gardens. At a respectful distance from the manor-house are the extensive out-buildings for stables, machinery, laborers, and superintendents.

All these Brazilian fazendas have a peculiar charm, as they lie there, surrounded by panoramas of coffee trees, with cattle grazing in neighboring fields, and with the ever-busy, gay, and picturesque Italian laborers caring for the precious crop whose market prices are quoted daily throughout the civilized world. In addition to its northern forests and its southern coffee plantations Brazil has a prairie country in its "middle west"—the south central portion of the country lying north of Paraguay and extending northeastward into the hill country. On these prairies large herds of cattle are grazed.

The southeastern portion of Brazil, paradoxically, is the heart of the country. The white population of this region, some nine or ten millions, is concentrated largely in the zone of temperate climate in the southern coastal highlands which extend inland two or three hundred miles. Northward along the coast is Brazil's "black belt" where negro ex-slaves and their descendants are more numerous than elsewhere in the country. Inland are the Indians, many of them uncivilized. Brazil is far from backward in railroad construction, having more than twenty thousand miles of track. So vast is the country, however, that railway building seems barely begun. Brazil



MARSHAL FLORIANO PLACE in Rio de Janeiro. To the left is the municipal theater. To the right of the statue is the Fine Arts Building and a corner of the Brazilian National Library projects into the far right of the picture. The statue and name of the square memorialize General Floriano Peixoto, second president of Brazil.

has yet to build its transcontinental lines. With a single exception the railroads are confined to a belt along the coast from three hundred and fifty to four hundred and fifty miles deep. A comparable situation would exist in North America if all the railway lines but one lay east of a line through Cleveland and Cincinnati and along the Ohio and Mississippi rivers. The single exceptional line, to approximate the Brazilian situation, would extend a little way west of St. Louis. Imagine Arkansas, Missouri, Illinois, and Michigan as constituting a "frontier region," all the remaining country to the west being practically a *terra incognita*, and you have a mental railroad map for the Brazil of today.

One of the most fascinating stories in royal records is that of Dom Pedro the Second, last of the Emperors of Brazil. His father left him, at the age of five, to be the ward of the Brazilian people. Tutors and regents reared the future emperor in an atmosphere of republicanism. During his reign of half a century Dom Pedro possessed the title and trappings of an emperor and the spirit of a liberal. His reign furnished an easy transition to the republic established without bloodshed in 1889.

The evolution of the Brazilian republic has not been disturbed by revolts or important civil wars. Its constitution is modeled after ours. Some passages have been taken over, word for word, and its plan of government has many similarities. There is even provision for a capital which some day is



VIEW of Avenida Beira Mar, Rio's beautiful shore drive. This boulevard, the Michigan Avenue or Riverside Drive of Rio, winds along the water front for more than four miles. Parts of it, like portions of the Potomac Park Speedway, in Washington, lie along reclaimed land.

to be built for the purpose, as Washington was, but is to be located in a central inland district, as Washington was not.

There are no parties in Brazil, as we know them. The Latin American prefers personal leadership to platform abstractions. Thus, there is a fascinating field for the student who would observe what fruit two racial branches will bear after being grafted on the same constitutional tree.

Other products beside coffee and rubber that have been "rolling down to Rio" and making up the mighty industrial snowballs of Brazil's foreign trade,

include diamonds, dye woods, gold, and cotton. Rio's charms captivate as does the belle of the ball, but there are other Brazilian cities which by no means are municipal wallflowers. Busy, modern Sao Paulo, capital of the coffee country, has half a million people. Its port, Santos, has a harbor second only to that of Rio, and takes first world place in coffee exportation. Coffee is everywhere—on the streets, in the warehouses, on the train. The Santos docks are lined with steamers, often lying two abreast, waiting to load coffee. Flags of every important nation fly in its harbor. In the bulging warehouses, lighted from above, coffee dealers carefully blend and repack the precious berries. Another State capital, Manaus, though a thousand miles inland, is a regular port of call for many ocean-going vessels. Brazil's boom city is Bello Horizonte, capital of the State of Minas Geraes, with 50,000 people living on a site where the first sod was turned only twenty years ago.

To sense Brazil in three printed pages one must put on seven-league boots. At best one may correct the too-common impression of a land of jungles and Indians with a strip of coastal settlements and imagine instead a spacious, prosperous, resource-laden nation, touching every other South American country excepting Chile, sending its argosies of rubber and diamonds, coffee and hides to every other continent, and shopping extensively throughout Europe and the United States.



LARGO DA CARIOCA, one of the many squares at Rio's street intersections. "The quaintest tram service the city provides" remarks one visitor of the line starting from this "opening of Carioca street" which terminates at Silvestre, 800 feet above the sea, where gorgeous butterflies and orchids abound.

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

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

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Life Enlistments

THE ANNOUNCEMENT that a campaign is to be made for active memberships for life will be welcomed by members of the Association generally. Even before the plans for such memberships were completed telegrams began coming to Headquarters asking for the privilege of a life connection with the Association. That a thousand such memberships will be taken out this year seems reasonable.

Life memberships have many advantages both to the Association and to the individual. For the Association they provide an increasing permanent fund. This fund gives stability and permanence to the Association and is a rock of safety in times when receipts from memberships are low. Life memberships relieve the Association of the expense of sending out bills and collecting and banking the membership fee annually. They insure a wide distribution of the publications of the Association. They provide a means of registering the men and women who have substantial life interest in the profession of education.

For the member the life connection is a most fruitful one. It insures him the privilege of receiving throughout life the Association's volume of proceedings, its *JOURNAL*, and other important publications. These are the foundation of one's professional library and of his professional growth. Four years spent in a teachers' college cost about \$4000 and

the amount is indeed well spent, but the greatest rewards cannot be realized therefrom except as these years are made the beginning of continuing professional growth. For one fortieth of what the original preparation cost, the teacher may have assurance of continued growth through the literature of his professional organization.

The life member also has the satisfaction of not having to give thought to the annual payment of dues and of having a certificate which testifies to his professional interest.

More than that the life member has the deep satisfaction of knowing that he has made a substantial and permanent contribution to the improvement of his profession. Through his investment in educational progress he will enjoy immortality of influence. There are great battles still to be fought on behalf of education for democracy. Teachers' salaries, tenure, pensions, and working conditions are far from what they should be. Hundreds of thousands of children are not getting a square deal. The professional army that must lead in the fight for better conditions will be greatly strengthened by a large number of life enlistments. Lend a hand!

The Counsel of Despair

THE MOST SERIOUS OPPOSITION to the Towner-Sterling bill at the present writing comes from the moneyed interests that are against increased taxation. As a consequence the provisions of the bill that look toward further Federal participation in the support of education are the chief objects of attack.

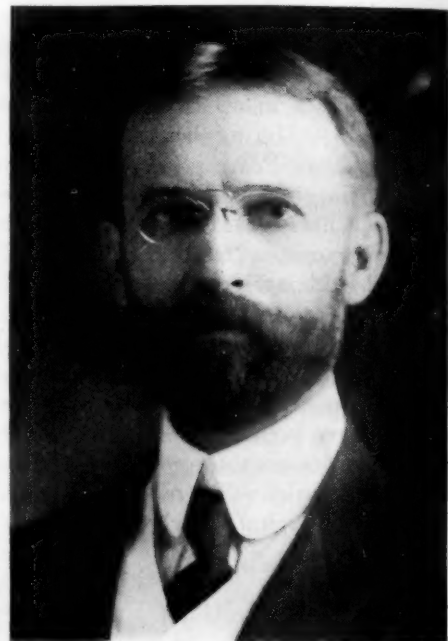
Typical of the propaganda reflecting these interests is a virulent article in the *Saturday Evening Post* of September 23, written by Mr. Kenneth L. Roberts, the Washington correspondent of that estimable and widely-read journal. After indiscriminately identifying all so-called "welfare" legislation with the "paternalistic schemes of the old German Government, the offensive and worm-eaten theories of Marx, Engels, and Proudhon, and the undesirable and communistic doctrines of Lenine and Lenkharsky," Mr. Roberts assails in particular the "fifty-fifty" laws which appropriate Federal funds to the States on the condition that the latter provide a like amount. Then comes his tirade against the Towner-Sterling bill.

"These socialistic, paternalistic, bureaucratic, constitution-busting ten-

dencies may be found in the Towner-Sterling bill which . . . starts with an initial appropriation of one hundred million dollars of the taxpayer's money to extend education at a moment when education in the various States is staggering along in a highly satisfactory manner. . . ."

The dire results of this shocking proposal to help the Nation's children and safeguard the Nation's future are depicted with lachrymose eloquence:

"No matter how much the advocates of this bill may deny it, its ultimate effect must be to standardize education as it was standardized in Prussia. It must result in the loss of individualism, in the pulling down of genius to the level of the mass mind, and in the destruction of individual creation. This is the purpose and the result of the proletarian culture,



HONORABLE GEORGE SUTHERLAND, of Utah, recently appointed by President Harding to the Supreme Court of the United States to succeed John H. Clarke, of Ohio, resigned. Mr. Sutherland has served one term in the House and two in the Senate. He was president of the American Bar Association, 1916-17. The other justices of the Supreme Court in the order of their appointment are: Joseph McKenna, of California, 1898; Oliver W. Holmes, of Massachusetts, 1902; William R. Day, of Ohio, 1903; Willis Vandevanter, of Wyoming, 1910; Mahlon Pitney, of New Jersey, 1912; James C. McReynolds, of Tennessee, 1914; Louis D. Brandeis, of Massachusetts, 1916; and William H. Taft, of Connecticut (Chief Justice), 1921.

or Prolet-Kult, which is the basis of the educational system of soviet Russia."

Mr. Roberts quotes from an unnamed congressman in support of his contention:

"Those who are behind this socialistic program of legislation now crowding the calendars of both Houses frankly use the argument that a rich State should be taxed for the benefit of the poor States, provided the object of taxation is some good purpose. Of course this means the rankest communism. This means, when applied to the individual, that the man who hath shall be deprived of a part of what he hath for the man who hath not; that wealth must be held for the common benefit, regardless of the elements that enter into human productivity and activity—of thrift, intelligence, industry, and ambition. How long would the individual work, how active would he be, what impulse to thrift would he have, what ambition in any calling, if the fruit of his labor was taken away from him by compulsion of law and given to the thriftless and worthless, even though they were needy?"

It will be noted that Mr. Roberts like the proponents of Federal aid is perfectly frank. He cannot attack the Towner-Sterling bill without also attacking and condemning the basic theory of tax-supported education. If it be the "rankest communism" for the Nation to aid the States in the support of education, it is of course equally rank communism for the States to aid the local communities and for the local communities to provide free schooling for the children of their "thriftless and the worthless" families.

We commend this quasi-editorial pronouncement of the *Saturday Evening Post* to the attention of those among our fellow-citizens who have believed the free public school to be a fundamental American institution. We call their attention to this attack which so frankly characterizes the theory and practice of tax-supported education as the "rankest communism"; which so unhesitatingly asserts that the principle of National aid and encouragement for public education is both unconstitutional and directly derived from alien sources; and which in so doing inescapably links with the names of Bismarck, Lenine, and Marx, the names of the American statesmen whose efforts over a period longer than the life of our Constitution have established in favor of this principle a series



J. O. ENGLEMAN

CHARL ORMOND
WILLIAMS

THE EXECUTIVE COMMITTEE at its meeting on September 25 elected two field secretaries to the Headquarters Staff of the National Education Association. They were elected to continue and further develop, under the general direction of the Secretary, the activities carried on during the past four years by Mr. Hugh S. Magill, whose resignation and new work were noted in the September JOURNAL.

Miss Williams has a notable record as teacher in the rural schools of Tennessee, as high school teacher and principal, and as county superintendent. Her leadership in the development of the rural schools of Shelby County, which have an annual budget of over a million dollars, is well known in educational circles throughout the country. Her work in women's organizations has won her wide recognition outside the teaching profession. It was she who led the fight in the Tennessee legislature which secured the final ratification of the nineteenth amendment to the Federal Constitution. As president of the National Education Association, last year, she addressed scores of meetings in every section of the United States, prepared a program of unusual strength and significance, and presided over the sessions at Boston with great charm and effectiveness.

Mr. Engleman has been superintendent of schools at Joliet, Illinois, since July, 1921. His previous connections include eight years as superintendent of schools, Decatur, Illinois; four years as head of the Department of Education in the State Normal School at La Crosse, Wisconsin; two years as principal of the Training School of the Indiana State Normal School, and thirteen years in the public schools of Indiana, where he began his professional service as a teacher in the rural schools. Mr. Engleman has long been active in professional and legislative work. He is now president of the Illinois State Teachers' Association, and as chairman of its legislative committee, has helped to obtain the passage of important educational measures in Illinois.

of legislative precedents unbroken by a single adverse court decision.

It is one thing to stigmatize as "socialists," "communists," and "constitution-busters" the 116,000 teachers whose certified delegates at Boston last July indorsed, with but two dissenting votes, the Towner-Sterling bill. "Teacher-baiting" is a favorite indoor-amusement of some magazine writers.

It is one thing, also, to bring into the same category the great organizations that are allied with the National Education Association in support of this measure. These organizations expect that violent opposition will emanate from the interests that are unsympathetic toward public education.

It is one thing even to apply the same stigma to notable Americans now in Congress—Mr. Roberts mentions spe-

cifically Messrs. Towner, Sterling, Fess, Ladd, Owen, Capper, Kenyon, and McCormick. Contemporary statesmen expect mud-slinging—and the teachers here may well be proud of the company in which they are found.

But it will appeal to the American citizen as quite another thing to have these insulting epithets directed, even by implication, to such men as Rufus Putnam, Manasseh Cutler, Abraham Lincoln, Charles Sumner, James A. Garfield, George F. Hoar, and Justin S. Morrill, each of whom supported one or the other or both of the two great proposals that the Towner-Sterling bill embodies.

The National Education Association has repeatedly urged the public discussion of its program as embodied in this bill. It has offered, and still offers,

whatever facilities it may command to give publicity to any rival program that will promise to correct in a better way the deficiencies and defects against which its own program is aimed. We point again to the bankruptcy of constructive ideas in the opposition to the far-reaching proposals of the Towner-Sterling bill. Unable to pit reason against reason, panic-stricken by the widespread support that the educational program has enlisted, the opposition finds itself driven to the wall. Instinctively it seeks refuge in personal vituperation, gross misrepresentation, and the basest appeals to prejudice. This is clearly the counsel of despair.

The National Honor Society

PERHAPS no effort to improve the quality of education in the high schools holds greater promise than the organization of the National Honor Society of Secondary Schools, which was described in the JOURNAL for February, 1922. The Constitution of the Society as revised in March, 1922, is printed herewith. Applications for charters should be addressed to Mr. H. V. Church, Principal of the J. Sterling Morton High School, Cicero, Illinois.

Article I. Name and Purpose. SECTION 1. The name of this organization shall be the National Honor Society of Secondary Schools.

SECTION 2. The purpose of this organization shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of the American secondary schools.

Article II. General Control. SECTION 1. The general control of this organization shall be vested in a National Council.

SECTION 2. The National Council shall consist of nine members elected by the National Association of Secondary-School Principals. The secretary of the National Association of Secondary-School Principals shall be a member, ex-officio.

SECTION 3. The nine elective members shall be chosen for a term of three years, three being chosen annually. Immediately after the first election they shall be divided into three classes for the one, two, and three-year terms.

SECTION 4. Five members shall constitute a quorum of the National Council.

SECTION 5. The National Council shall each year nominate three members to be elected by the National Association of Secondary-School Principals to succeed those whose terms expire.

Article III. National Organization. SECTION 1. This organization shall consist of chapters in the secondary schools of the United States, supported by public taxation or endowment, with standards equal to those accredited by such agencies as the North

Central Association of Colleges and Secondary Schools, the New England Association of Colleges and Secondary Schools, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, and the Southern Association of Colleges and Secondary Schools, etcetera.

SECTION 2. Each chapter, before its admission to the National Honor Society, shall have its organization approved by the National Council.

SECTION 3. Each chapter shall, for continued membership, conform to all rules of the National Council.

Article IV. Emblem. SECTION 1. This organization shall have an appropriate emblem, selected by the National Council, and this emblem shall be uniform throughout the United States.

SECTION 2. This emblem shall be copyrighted.

SECTION 3. The distribution of the emblem shall be under the exclusive control of the National Council.

Article V. Dues. SECTION 1. Each chapter of this organization shall contribute whatever amount may be assessed by the National Council, not to exceed five dollars (\$5.00) annually.

Article VI. Membership. SECTION 1. Members of chapters shall be known as active and graduate.

SECTION 2. Membership in any chapter shall be based on scholarship, service, leadership, and character.

SECTION 3. Candidates eligible to membership in a chapter of this organization shall have a scholarship rank in the first fourth of their respective graduating classes.

SECTION 4. To be eligible for membership the student must have spent at least one year in the secondary school electing such student.

SECTION 5. Not more than fifteen per cent of any senior, or graduating, class shall be elected to membership in a chapter.

SECTION 6. The election of not more than ten per cent may take place during any semester after the beginning of the seventh semester of secondary-school work in which the standards for election have been attained. The remainder may be chosen during the last semester before graduation.

Article VII. Electors. SECTION 1. The election of members in each chapter shall be by the faculty, or by the principal and a committee of four or more members of the faculty whom he may select.

Article VIII. Officers. SECTION 1. The officers of each chapter shall be a president, vice-president, secretary, and treasurer.

SECTION 2. The secretary shall certify to the National Council the number graduated in each class and the names of those elected to membership in the chapter.

Article IX. Faculty Supervision. SECTION 1. All meetings shall be open meetings and shall be held under the direction of the principal or of some member of the faculty selected by him.

SECTION 2. The activities of the chapter shall be subject to the approval of the principal.

Article X. Executive Committee. SECTION 1. The executive committee shall consist of the officers of the chapter and the faculty sponsor.

SECTION 2. The executive committee shall have general charge of the meetings and business affairs of the chapter, but any action on the part of the executive committee shall be subject to review by the chapter.

Article XI. Amendments. SECTION 1. This constitution may be amended at any meeting of the National Council, or by mail by an affirmative vote of seven members.

Enrolment and Affiliation

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

CHICAGO, ILL., *Pullman School*, Daniel R. Martin, Principal.
DETROIT, MICH., *Greenfield Park School*, W. H. Allmendinger, Principal.
GLENDALE, CALIF., *Central Avenue School*, Annie L. McIntyre, Principal; *Columbus Avenue School*, Lorraine Mitchell, Principal; *Magnolia Avenue School*, Emma Saxton, Principal; *Pacific Avenue School*, Fannie Stone, Principal.
JUNIATA, PA., *Juniata Public Schools*, M. B. Wineland, Superintendent.
MERIDEN, CONN., *Hanover School*, Nellie E. Simons, Principal.
MOUNT VERNON, N. Y., *William Penn School*, Oscar E. Coburn, Principal.
OAKLAND, CALIF., *Campbell School*, Mary M. Campbell, Principal.
QUINCY, MASS., *Willard School*, Henry F. Fisk, Master.
REDLANDS, CALIF., *Lincoln School*, M. Frieda Marti, Principal.
ST. PAUL, NEBR., *St. Paul City Schools*, H. G. Stout, Principal.
SAN FRANCISCO, CALIF., *Lincoln School*, Martha A. Watson, Principal.
SCITICO, CONN., *Scitico School*, Jennie E. Whiton, Principal.
STATEN ISLAND, N. Y., *Public School Eleven*, Alfred De B. Mason, Principal.

NO PROFESSIONAL MAN, then, thinks of giving according to measure. Once engaged, he gives his best, gives his personal interest, himself. His heart is in his work, and for this no equivalent is possible; what is accepted is in the nature of a fee, gratuity, or consideration, which enables him who receives it to maintain a certain expected mode of life. The real payment is the work itself, this and the chance to join with other members of the profession in guiding and enlarging the sphere of its activities.—From George Herbert Palmer's *The Ideal Teacher*.

Health Material for Teachers

JAMES A. TOBEY

National Health Council, Washington, D. C.

HEALTHLAND FLYER, says the cover of the pamphlet, "Tours arranged to all Points of Interest in Healthland." And inside we read that some of these points of interest are Milky Way, Drinkwater, Bathtubville, East Toothbrush, Orange Valley, Spinach Green, Hot Soup Springs, Baked Potato Hills, Play Meadows, Bookland, and Long Sleep Mountain. Then there is a time table of the Red Cheek Local and other health trains, and information that the Coffee Express, Tea Accommodation, and Midnight Owl trains have been eliminated in favor of the Cow's Milk Limited. The folder states that no cucumbers, fried potatoes, radishes, or other explosives are allowed in the baggage car. It says that the Child Health Railroad needs conductors, engineers, and telegraph operators and that Experienced Mothers, Fathers, Nurses, and Teachers are preferred.

"Where can I get such excellent pamphlets as this?" is a question which often arises in the minds of teachers. Instruction in health habits is one of the essential features of our modern scholastic system. The problem is where to get authoritative material to use for this purpose. There is much valuable matter, which can be obtained if one knows where to look. The attractive little pamphlet outlined in the first paragraph, for instance, is issued free by the Child Health Organization of America, the headquarters of which are at 370 Seventh Avenue, New York City.

This same organization has prepared ten excellent pamphlets for the United States Bureau of Education. They are known as the Health Education Series and include the following: No. 1. *Wanted! Teachers to Enlist for Health Service*; No. 2. *Diet for the School Child*; No. 3. *Summer Health and Play School*; No. 4. *Teaching Health*; No. 5. *Child Health Program for Parent-Teacher Associations and Women's Clubs*; No. 6. *Further Steps in Teaching Health*; No. 7. *The Lunch Hour at School*; No. 8. *Health Training for Teachers*; No. 9. *Your Opportunity in the Schools*; No. 10. *Suggestions for a Program for Health Teaching in the Elementary Schools*. Single copies of

any or all of these publications will be sent free of charge upon request, by the United States Bureau of Education, Washington, D. C. Material in quantity may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., who also has a catalog of all the government health pamphlets. The charge for each is five cents for single copies and from one to six cents for each additional copy, according to the particular pamphlet. The price of each is given in a little catalog of the Health Education Series. Besides these pamphlets there are also right height and weight posters for boys or girls, and a classroom weight record, which are issued by the U. S. Bureau of Education. For those interested in the general work of the Division of School Hygiene of the United States Bureau of Education the National Health Council (17th and D Streets N. W., Washington, D. C.) has prepared a report outlining its history, scope, and organization.

Open the Doors to Child Health is one of the slogans of the Child Health Organization of America. They have proceeded to do it, too, with other booklets, posters, and real, live clowns. *The Child Health Alphabet*, *Cho Cho and the Health Fairy*, *Rhymes of Cho Cho's Grandma*, and *Rosy Cheeks and Strong Heart* are some of the titles of pamphlets for children. There are more serious ones for the teachers, as *Standards of Nutrition and Growth*, and *How to Conduct a Nutrition Class*. There are likewise several pamphlets containing health playlets. Prices of any of this material can be obtained from the office of the association, which is not conducted for profit.

Other Government bureaus which issue pamphlets applicable to school health are the U. S. Public Health Service and the Department of Agriculture. The former has published a bulletin on rural school sanitation (Public Health Bulletin No. 77) and a booklet on children's teeth (Reprint 622). They also have a malaria textbook (Supplement No. 18), a pamphlet on mental hygiene for the teacher (Reprint 518), and much valuable material on sex

hygiene. The Public Health Service has many pamphlets on disease control and general health, any of which will be furnished on application without charge. A list of publications is available from the Service. Since the demand for these booklets is great and the number allowed to be printed somewhat limited, it sometimes happens that copies cannot be immediately supplied.

The Department of Agriculture issues pamphlets on *Food for Young Children* (Farmers' Bulletin 717) and on *School Lunches* (Farmers' Bulletin 712). They also have bulletins on pure milk. Any of these publications may be obtained directly from the department, as may a list of all their pamphlets. The Children's Bureau of the United States Department of Labor has put out many excellent leaflets, a list of which will be sent by the Bureau on request. While most of the material refers to the health of mothers and infants, frequently the teacher is called upon to advise where authoritative data on this subject can be secured. The National Health Council, Washington, D. C., has prepared a report on the Children's Bureau, describing its history, scope, organization, and activities.

Not only has the Government contributed much to the literature on school hygiene and health education, but many National voluntary agencies have produced noteworthy guides to health. The activities of the Junior Red Cross are well known to all teachers, but few are familiar with the fact that the American Red Cross has published for the American School Hygiene Association an excellent pamphlet entitled *The School Child's Health*. This is distributed through the Haskin Agency, Washington, D. C. The Red Cross is well known for its activities in first aid and has issued a standard textbook on this subject which is sold for forty cents. A textbook on *Home Hygiene and Care of the Sick* is sold by the American Red Cross for seventy cents.

Putting play into the practice of school hygiene is accomplished by the Modern Health Crusade.¹ This movement is familiar to most teachers, and more than six million children have been enrolled in it since 1917. Children of not less than six years of age are eligible to become Crusaders by performing seventy-two health chores a week. There are

¹ See *The Children's Crusade for Health*, by C. M. De Forest, p. 103 of THE JOURNAL for March, 1922.

ten chores which must be done daily and a bath, the eleventh chore, must be taken twice a week. By continued effort the pupil may become a knight and finally a knight banneret. A manual for teachers, superintendents and health workers, describing the Modern Health Crusade is issued by the National Tuberculosis Association, 370 Seventh Avenue, New York City. The association also issues pamphlets on tuberculosis for adults, and a number of health plays.

Of the several methods of health education, the health play or pageant is one of the best. It is a combination of lecture and exhibit. The National Tuberculosis Association has issued a leaflet entitled *Plays and Pageantry*, which describes twenty-five health plays put out in pamphlet form by various health organizations. Some of the titles include *David and the Good Health Elves*, *The Narrow Door*, *Theft of Thistledown*, and *The Jewels of Cornelia*. The Child Health Organization of America, 370 Seventh Avenue, New York City, has published some charming plays, including *The Magic Oat Field*, *The Little Vegetable Men*, and a booklet called *Health Plays for School Children*.

There are a number of other National voluntary societies, the publications of which deserve honorable mention. Not the least of these is the American Social Hygiene Association, 370 Seventh Avenue, New York City, which has printed some valuable material on sex hygiene. Such pamphlets as *Child Questions and Their Answers* should be in the hands of every teacher. A complete list of social hygiene publications can be obtained from this association. *Nervous Children and Their Training* is the title of a pamphlet of the National Committee for Mental Hygiene, 370 Seventh Avenue, New York City. This organization issues other pamphlets relating to mental hygiene. Other agencies having worthwhile material are the American Child Hygiene Association, Washington, D. C.; the American Society for the Control of Cancer, 370 Seventh Avenue, New York City; the National Committee for the Prevention of Blindness, 130 East 22d Street, New York City; the American Posture League, 1 Madison Avenue, New York City; the Playground and Recreation Association of America, 1 Madison Avenue, New York, and the Metropolitan Life Insurance Company, New York City.

In this brief outline an attempt has been made to set forth the sources of the best material available for health education. The whole field is such an important one that a committee of sanitarians and educators is now engaged under the auspices of the National Child Health Council, Washington, D. C., in preparing a report on standards of health education and other phases of school health work. The report will suggest methods in health education which will

apply from the kindergarten through the high school. It will be a great guide post on the high road to school health. This highway is one deserving of much travel and those who point the way will have had no small share in the welfare of the Nation. For, as Phillips Brooks said, "He who helps a child helps humanity with a distinctness, with an immediateness, which no other help given to human creatures in any stage of their human life can give."

American Education Week

THE FOLLOWING PROGRAM for American Education Week has been prepared by the American Legion with the advice and coöperation of the National Education Association and the United States Bureau of Education. It has been made general in character so that it may fit easily into the plans of hundreds of different organizations which are preparing to observe the week. It is a suggestive program which may be modified and adapted to meet the requirements of various localities and organizations. The following are the general slogans for the week.

Children today, citizens tomorrow
A man of knowledge increaseth might
No illiteracy by 1927
A sick body makes a sick mind

Sunday, December 3, 1922

For God and Country

1. Education in the home
2. Education in the school
3. Education in the church

Slogan—*A Godly nation cannot fail*

Ministers of all denominations are urged to preach a sermon on education, either morning or evening. All communities are urged to hold mass meetings. Requests for speakers should be made to the American Legion Posts throughout the country for meetings during this week.

Monday, December 4, 1922

American Citizenship Day

1. Children today, citizens tomorrow
2. Naturalization for all men and women
3. Help the immigrants to become Americans
4. The duties of citizenship

Slogans—*American all by 1927*
Visit the schools today

Tuesday, December 5, 1922

Patriotism Day

1. The flag—the emblem of freedom
2. Music as a nation builder

3. Universal use of the English language in the United States
4. The citizens' duty to vote

Slogans—*Visit the schools today*
Patriotism is the basis of a happy Nation

Wednesday, December 6, 1922

School and Teacher Day

1. The necessity of schools
2. The teacher as a nation builder
3. The schools' influence on the coming generation
4. America as an educated nation

Slogans—*Visit the schools today*
Better trained and better paid teachers, more adequate buildings

Suggestions

for

Churches, Chambers of Commerce, Women's Organizations, Fraternal Bodies, Labor Organizations, Luncheon Clubs, and Other Co-operating Agencies.

1. Urge ministers of all denominations to preach upon the subject of education, Sunday, December 3, 1922.
2. Urge the Mayor to issue a proclamation setting aside this week as American Education Week and asking the people to co-operate.
3. Urge the newspapers to give all space possible to educational matters, articles, editorials, and news material.
4. Urge the merchants to use window displays appropriate for the occasion. Urge them to devote as much space as possible to matters of education in their newspaper advertisements.
5. Ask the moving-picture theaters to flash slides on the screen urging the people to visit the schools and study educational questions.
6. Have speakers at all public meetings held that week talk a few minutes on the necessity of education.
7. Co-operate with the educational officials and other patriotic, civic, and fraternal organizations.
8. Advertise American Education Week on letterheads and envelopes.

The American Legion's local Post is working with you. The country looks to The American Legion to pave the way to patriotism and education—service to Nation, State, and community. No permission is required to reprint this program. All persons interested are authorized to make the widest use thereof.

Thursday, December 7, 1922

Illiteracy Day

1. Illiteracy as a blot on our nation
2. No illiteracy in 1927
3. A citizen's duty toward the uneducated
4. No immigration until illiteracy among native and foreign-born is removed

Slogans—*Let every citizen adopt and teach an illiterate to read and write*
Visit the schools today

Friday, December 8, 1922

Equality of Opportunity

1. Equality of opportunity in education for every American boy and girl
2. Rural schools—city schools

3. High schools—colleges
4. American institutions

Slogans—*Visit the schools today*
Let all have an equal opportunity for education
A square deal for the country boy and girl

Saturday, December 9, 1922

Physical Education Day

1. Playgrounds
2. Physical education and hygiene
3. The great out of doors
4. The country's need in conservation and development of forests, soil, roads, and other resources

Slogans—*A sick body makes a sick mind*
Playgrounds in every community
Athletes all

Preparing for American Education Week¹

WHEN we assumed the soldier we did not lay aside the citizen." These words, chiseled in classic marble over the stage of the Memorial Amphitheater at Arlington National Cemetery, typify the spirit of those who having fought in the Nation's service are dedicating themselves to the continued responsibility of citizenship.

The American Legion in initiating American Education Week has justified the words on the Arlington Amphitheater—for what greater task could any organization undertake than that of making the American public school a better instrument in the production of good Americans? "The American Legion has no more sincere desire than that of dedicating itself to the welfare of the teacher, the student, and the school," says Mr. Henry J. Ryan, of the Legion's Americanism Commission. This desire the Legion is realizing in its fostering of what seems destined to become one of the great constructive forces for National betterment—American Education Week.

When American Education Week was first initiated in December, 1921, it received Nation-wide observance. President Harding issued a proclamation, calling for observance of the week, in which he stated that "public education is the basis of citizenship and is of primary importance to the welfare of the Nation." He urged citizens of every

State to "give special and thoughtful attention to the needs and aims of the public schools." Governors of twenty States issued similar statements and called upon the people to visit their schools and to inform themselves as to educational needs. Some eight thousand mayors cooperated in the observance of the Week. Fifteen thousand newspapers and magazines carried special articles and editorials setting forth its advantages. Hundreds of commercial, religious, and educational institutions joined in the campaign. The work of the Legion during this week resulted in the cooperation of over 200,000 merchants, 20,000 moving picture theaters, 9000 Legion Posts, 15,000 newspapers, as well as many other similar organizations and agencies.

Here is an unusual opportunity to make known to the people of the country the strengths as well as the weaknesses of our public schools. No surer foundation could be laid upon which to build better American schools.

The program for the coming American Education Week, which appears elsewhere in this number of THE JOURNAL, has been worked out jointly by the American Legion, the National Education Association, and the United States Bureau of Education. It provides for the consideration and study by the American people of most pressing school problems. Illiteracy, Americanization of the foreign-born, the rural school—these and many other outstanding educational problems are listed for consideration. A well-

organized campaign—the plans for which have already been completed—guarantees that these Nationally important questions are to have a real hearing before the American people.

The teachers of the Nation are preparing to do their part in forwarding the success of the week. Special school programs are being prepared in many places, and thousands will visit the schools who have not been inside a school building since childhood. Each local community will have its own special school needs that will claim first attention. Some cities are issuing pamphlets dealing with their local conditions—emphasizing the strength and pointing out the weaknesses and needs of their school systems.

American Education Week also offers an opportunity to bring clearly into view educational questions that are of National concern. This may be done most effectively only if definite facts are available for use in the pulpit and newspaper and on the platform and screen. The outstanding facts should be known to the teachers of the Nation, and it is to be their task to see that these facts are made generally available for use before December 3d arrives.

Below are given some of the subjects listed in the program that has been prepared for American Education Week accompanied by facts bearing upon them:

Help the Immigrants to Become Americans¹

1. The number of foreign-born residents in our population is increasing. As shown by the Federal Census the facts are as follows:

1880.....	6,700,000
1900.....	10,300,000
1920.....	13,900,000

2. In 1920 the number of foreign-born who had had no schooling whatsoever in any language, and who totally lacked the ability to read was 1,763,740.

3. In 1920 the number of foreign-born who could not speak English was 1,488,988.

4. In 1920, 36,398,958, or 34 per cent, of our population were either foreign-born or were the offspring of parents one or both of whom were foreign-born.

What is your State and community doing to help our immigrants to become Americans?

¹ Prepared for THE JOURNAL by the Research Division of the National Education Association.

¹ This and the subsequent headings are taken from the American Education Week Program on opposite page.

The Nation's Physical Incompetence

1. During the World War 4,650,500 men served in the United States Army, and 1,340,623 were rejected from general military service because of physical disability.

2. Twenty-nine per cent of our young men physically unfit to fight for their country! More than one man in every five between the ages of twenty and thirty, when a man is supposed to be at his best, physically incapable of meeting his country's call!

3. The annual National loss from preventable diseases in our working population is \$1,800,000,000. There is experimental basis for the statement that this loss could be materially reduced and leave a balance above the cost of prevention of at least \$1,000,000,000 a year.

4. "Gross ignorance of the simple rules of health and hygiene" costs the Nation each year a sum nearly twice that spent for public elementary and secondary schools.

Is your State guaranteeing to every American child a strong body ready to answer the call of peace as well as of war?

The Teacher as a Nation Builder

1. A recent estimate shows that only one fifth of the teachers of the Nation have an education equal to the standard of preparation recognized in all civilized countries as constituting the barest minimum for elementary school teaching.

2. Our teacher-training institutions prepare but a fraction of the number of new teachers needed every year.

3. A sufficient number of teachers can be obtained each year only after the bars are let down and thousands of immature, untrained transients are granted "temporary" certificates to teach.

4. There were forty thousand teachers who during the school year just ended received a salary of less than \$500; 8,000 teachers received less than \$300.

What is your community doing to insure its most precious natural resource—its children—well-trained and competent teachers?

Illiteracy as a Blot on Our Nation

1. In 1920, 5,000,000 persons confessed that they had had no schooling whatever and could not read in any language.

2. One fourth of the men who responded to the draft call could not read

an American newspaper or write a letter home.

3. Of our illiterates, sixty-two per cent are *native born*. Over 1,100,000 of our illiterates are white and the offspring of *white native-born parents*.

4. The number of illiterates increased between 1910 and 1920 in twelve States. Every State in the Union numbers its



THIS IS the dome of the National Capitol, showing a marvelous reflection in the pool of the Botanical Gardens. The House of Representatives meets in the right wing and the Senate in the left wing of the Capitol. Supreme Court sessions are held in a room near the center.

illiterates by the thousands—North as well as South.

Number of Illiterates, 1920

Northern States		Southern States	
New York.....	425,022	Georgia.....	328,838
Pennsylvania...	312,699	Alabama.....	278,082
Illinois.....	173,987	Mississippi..	229,734
Total.....	911,708	Total.....	836,654

What is your State doing to stamp out this blot on our Nation?

Equality of Opportunity in Education for Every American Boy and Girl

1. The mere chance of place of birth often determines whether a child shall have an opportunity to acquire that most

elemental educational opportunity, the ability to read and write.

2. If a boy or girl is born in a country community he has *four times* the chance of reaching adulthood lacking the ability to read and write that he would have had if born in a city.

3. The 1920 Federal Census shows that there were nearly 2,000,000 *native-born illiterates* in our country that were the direct product of inadequate rural schools.

4. In one State, in 1921, seventy school districts levied no school tax with the result that "many schools were not opened at all." Another State survey shows that, on the average, country children receive "less than two thirds as much elementary education as city children."

What is your State doing to guarantee to all the "unfettered start and a fair chance in the race of life"?

The problems given above are illustrative of those that American Education Week will bring before the Nation, and the facts are such as should be known to all.

Additional information that may be used in connection with American Education Week will be found in previous issues of THE JOURNAL as well as in this and the December numbers. Local public libraries and State libraries will be glad to cooperate with teachers and others in collecting books and material for the use of schools, churches, local posts of the Legion, and other agencies. Material is being prepared by the United States Bureau of Education and may be had by addressing the Bureau at Washington, D. C. A special bulletin—*Facts For American Education Week*—may be had free on request from the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

Are you prepared for American Education Week?

IN order to justify their work with the public it is necessary for teachers to understand its importance to social welfare and consciously strive to interest the people of the community in their school and its problems, and interest them in such a way that they will insist upon having the best for their children and be willing to support the schools in such a way that this best may be secured.—E. S. Evenden, of Columbia University, in *Teachers' Salaries and Salary Schedules*.

The National Council at Boston¹

THE NATIONAL COUNCIL OF EDUCATION had its inception forty-one years ago at a meeting of the Department of Superintendence held in Washington, D. C., and the year following the Council was organized with Thomas W. Bicknell as the first president. It has for its object the consideration and discussion of educational questions of general interest and public importance, and the presentation, through printed reports, of the substance of the discussion and the conclusions formulated. The membership may not exceed 120, all of whom must be active members of the National Education Association. The Council holds two meetings each year; one, with the Department of Superintendence in the winter and the other at the time of the annual meeting of the Association in the summer. At Boston the Council held four sessions on July 1, 3, and 5, with Homer H. Seerley, retiring president, as the presiding officer. At the opening session on Saturday morning at Wentworth Institute, Miss Adelaide Steele Baylor, who has served as secretary since 1916, presented a report on the present membership of the Council, its distribution throughout the country, and changes during the past five years.

The following is taken from Miss Baylor's report: "Of the 120 members constituting the National Council of Education at the close of the last annual meeting, fifty-three held administrative positions in public school education, including fourteen superintendents, twenty-seven city superintendents, seven assistant superintendents or supervising principals, one county superintendent of schools and four principals of elementary schools. Twenty-nine were heads of universities, colleges, normal schools and technical schools, including sixteen State normal schools, three universities, three colleges, one junior college, two city normal schools and four technical schools; fifteen were on the staffs of universities or colleges, seven of these being deans in the institutions they represent. One is a member of a high-school staff, while the remaining twenty-two may be listed as a miscellaneous or an unclassified group, largely because each one is

in a class by himself doing an important piece of educational work.

"Since the last annual meeting of the Council three members have been called by death: Mr. John H. Phillips, Superintendent of Schools, Birmingham, Alabama; Dr. Calvin N. Kendall, Commissioner of Education, New Jersey, and Dr. Lorenzo D. Harvey, President of



JOSEPH M. GWINN, who was elected president of the National Council of Education at its Boston meeting. Mr. Gwinn has been superintendent of the city schools of New Orleans, Louisiana, since November 16, 1910.

Stout Institute, Menomonie, Wisconsin. All were outstanding figures in the educational world and able members of the Council. Forty-one States are represented in the present membership of 118; eighteen States with one member each, eight States with two members each, two with three members each, three with four members each, three with five members each, three with six members each, two with seven each, one with eight, and one with ten."

President Seerley gave a brief address on The Outstanding Issue in American Education. The outstanding issue according to Dr. Seerley is not to be found in the professional schools, in the universities, in the colleges or high schools,

but in the elementary schools—the centers for training the masses. (Dr. Seerley's speech is printed in full in this number of THE JOURNAL.)

Dr. John J. Tigert, United States Commissioner of Education, gave a comprehensive survey of the Activities of the U. S. Bureau of Education during the year, and Miss Charl Ormond Williams, president of the National Education Association, addressed the Council on the Actual Results of the Year. Dr. Tigert stated that the plan of organization under which the activities of the Bureau are now carried on, has been effective even beyond expectations. Before outlining the work of each department he said: "The correlation of effort in the Bureau under a unified plan has worked well in each of the divisions established and has, in my opinion, significantly increased the general efficiency of the Bureau as a whole. The plan of bringing the various divisions together from time to time in conference and particularly the technical staff has been especially helpful and has brought about a better understanding of the mutual efforts of those working in the Bureau and a consequent increase in morale."

The work of the departments may be summarized as follows: *Rural school division*—(1) field work; (2) research and investigation; (3) dissemination of information through bulletins, leaflets, circulars, and general correspondence. Dr. Tigert expressed the belief that progress in rural education had been greatly stimulated during the past year by the new policy of getting fresh information of the latest and most superior practices to those working in rural communities, in addition to the many leaflets and bulletins which are issued and sent out.

Division of city school systems—The work of this division is similar in plan to the division of rural schools, the most important phase of field work being the surveys made of city school systems. The following cities have been surveyed; Sparta, Wisconsin; Trenton, New Jersey; Shreveport, Louisiana; Washington, D. C.; Washington, North Carolina; Parkersburg, West Virginia; Greenfield, Ohio; and Wilmington, Delaware.

Division of higher education—The work carried on by this division is of

¹Prepared for THE JOURNAL by the Division of Elementary School Service of the National Education Association.



JOHN J. TIGERT

United States Commissioner of Education, who described the organization of the Bureau of Education for the National Council.



JOHN H. BEVERIDGE

superintendent of schools, Omaha, Nebraska, and president of the Department of Superintendence, who spoke on The Physical Welfare of the Child.



WALTER S. ATHEARN

dean of the Boston University School of Religious Education and Social Service, who addressed the Council on Protestantism.

three general types similar to those described. The division has made surveys of thirty-one institutions and has endeavored to promote the cause of higher education through addresses and educational conferences such as the conference on education in Negro Land-grant colleges held at Nashville, Tennessee, at which every college of this type in America was represented.

Service division—The organization of the technical staff includes, in addition to the divisions mentioned, a number of miscellaneous specialists. The service division includes specialists in health education, industrial education, home economics, commercial education, educational legislation, and foreign education, each one of whom has conducted investigations and held conferences relating to his particular field of work.

Non-technical divisions of the Bureau—Aside from the technical staff there are a number of important divisions, among which are the statistical division, the Alaska division, the editorial division, and the library division. The Alaska service of the Bureau of Education falls into three general types—school service, medical service, and reindeer service.

The library of the Bureau of Education is the largest library in the United States composed exclusively of educational and pedagogical books and papers. It contains about 200,000 volumes.

During the year just closed the editorial division published books and documents to the number of 101, including the annual report of the Commissioner of Education for 1921.

The Statistical Division gets out annually statistical bulletins covering the varied fields of education, such as State school systems, city school systems,

universities, colleges, and professional schools.

Miss Charl Ormond Williams in her address declared that even though there is still a lamentable shortage of teachers to meet the actual needs of the Nation, reports from almost every State in the Union showed clear and unmistakable signs of progress. She emphasized the fact that from now on the question of salary will largely determine the number of desirable young people who decide to enter the teaching profession. The following, according to Miss Williams, are hopeful signs of educational progress: an increasing desire on the part of teachers for professional improvement while in service; a marked increase in a professional consciousness among teachers; the awakening of boards of education and the public to the necessity of stabilizing the profession through pensions, tenure, and adequate salaries; the reorganization of normal schools into teachers' colleges; the growth and progress of local and State teachers' organizations; the rapid change from the old district idea in the rural schools of the country to the county unit; the elevation of the office of county superintendent; a speeding-up of building programs to relieve overcrowded conditions; the appointment of a commission composed of recognized specialists by the American Council on Education to conduct an investigation into the needs and costs of the schools; the growth of the National Education Association from 60,000 to 116,000 in one year.

In conclusion Miss Williams said: "All of these things show that vital forces are at work and that the cause of education in the United States is in a state of healthy growth. This edu-

cational awakening is not confined to our own country but it is world-wide. Educational leaders in many parts of the world are awaiting an opportunity to come together for discussion of problems and interchange of ideas.

"The outlook for education for the coming year is most promising. While many thousands of teachers who left the profession have not returned, we are encouraged by the homecoming of many others, who show by their spirit and determination that they have reconsecrated themselves to the great task of training the Nation's children.

"Business conditions throughout the country are on the up-grade; the period of deflation is about over; the financial atmosphere is less charged with doubt and uncertainty, and the country is settling down to a period of hard constructive work in which education is bound to play a conspicuous part. I believe that the American people want education as never before and that our chief task is to crystallize this desire into concrete action, and to organize against and rout the forces of pessimism and reaction wherever they may happen to be in authority."

The president appointed a committee to meet with Mr. John K. Norton, director of the Research Division of the National Education Association, to determine plans for coöperation between the Council and the department.

The final report of the Committee on Educational Surveys was presented by the Chairman, Dr. A. E. Winship.

Second Session

The session on Saturday afternoon was given over to committee reports, including the report of the Membership Committee in which the members paid high tribute to the work of President Seerley and expressed deep regret that he felt it necessary to decline nomination for another term.

The final report of the Committee on Rural Education was presented with Mr. John F. Sims, chairman of the committee, presiding. Several members of the committee and a number of the co-operating rural experts were heard, including the following: Mr. L. N. Hines, Mr. George S. Dick, Miss Adelaide S. Baylor, Mr. John C. Muerman, and Mr. Fred D. Cram.

Third Session

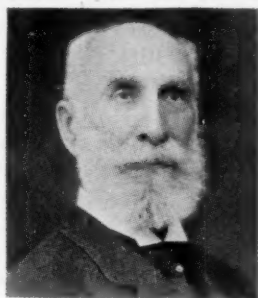
At the session on Monday afternoon, July 3, Dr. A. Duncan Yocum, chair-

man, presented the report of the Committee on The Teaching of Democracy. Before introducing the speakers of the afternoon he briefly discussed this topic, saying: "Since it was in Boston that almost a century ago the first reluctant steps were taken for a separation between education of the Church and the education of the State it is significant and even dramatic that it is at Boston that the representatives of great historic creeds should meet together to discuss the contributions of religion to democracy, on the invitation of a Council which peculiarly represents public education in America. And it is not only dramatic but prophetic and epoch-making that the outcome planned for the discussion is to make the separation of church education and State education more complete by bringing about a completer correlation between the religious instruction of church schools and such academic work in secular schools as can be given religious bearing in church schools, and between the training in morality and democracy given by secular schools, and such church-school work as can be made contributory to it."

Dr. Louis L. Mann, Rabbi of Congregation Mishkan Israel, New Haven, Connecticut, spoke on the Relation of Judaism to Democracy. He opened his address with the statement: "Catholic, Protestant, and Jew are united in their faith in democracy. The program of the afternoon is symbolic not only of the contributions that each of the historic faiths has made, and is making, but also and more especially of their coöperative efforts without which democracy becomes an empty word, void of significance."

Mr. Walter S. Athearn, Dean Boston University School of Religious Education and Social Service, Boston, Massachusetts, who discussed Protestantism and Democracy said: "There are certain significant tenets of Protestantism which have had a profound influence upon the political ideals of Protestant adherents. Chief among these tenets is the doctrine of the right of private judgment in all religious matters. A movement which places so great emphasis on private judgment, individual liberty of thought, would of necessity profoundly affect the political ideals of its followers. The right of private judgment in religion carried over easily into a belief in the right of private judgment in politics. It thus came about that Protestantism aided in liberalizing politics and subjecting tyrants to laws made by the people."

Reverend Father Augustine F. Hickey,



THOMAS W. BICKNELL

organizer and first president of the National Council of Education; president of the National Education Association in 1884, and leader in many educational movements. He is now living at Providence, Rhode Island, and is eighty-eight years old.



HOMER H. SEERLEY

president of Iowa State Teachers' College, Cedar Falls, Iowa, who completed his third term as president of the National Council with the Boston meeting, having served from 1919-1922.



ADELAIDE STEELE BAYLOR

secretary of the National Council since 1916, is now serving her seventh term in that capacity. She is Federal Agent for Home Economics, Washington, D. C.

Director of Diocesan Catholic Parochial Schools, Boston, Massachusetts, surveyed the contributions of Catholicism to Democracy. Father Hickey said in part:

"In every democracy each citizen must bring to his citizenship certain definite well-fixed qualities of mind and heart. If I dare to enumerate I shall consider briefly at least five. The citizen must have faith in his country, must hope in his country, must love his country, must be prepared to make sacrifice for the common good, and he must be ready to obey the laws under which his relations with his fellow men are regulated. Faith, hope, and love for country, self-denial and obedience—these are the things which the individual must bring if any democracy is to endure. The children of the Catholic church down through the centuries have maintained their enduring faith, hope and love of God. On this definite basis rests their faith, hope, and love of native land. The spirit of self-sacrifice and the spirit of obedience to law are born of their love of God and their respect for His law."

At this session the Committee on Participation of Teachers in School Management held an open forum in an adjoining room with Miss Cornelia Adair, of Richmond, Virginia, presiding.

Fourth Session

At the final session of the Council on Wednesday afternoon, July 5, the report of the Committee on Teachers' Colleges was given with Charles McKenny, president of Michigan State Normal College, presiding. Dr. David B. Felmley, president of Illinois State Normal University, reported for the Sub-Committee on the Course of Study in Teachers' Colleges. Dr. Felmley discussed in detail the

program that the teachers' college should provide expressing the belief that three factors contribute to the accomplished teacher—natural aptitude, training, and experience. He said: "We still hear much of the born teacher, but in teaching, as in all other callings, native talent is developed by studies and perfected by experience. We commonly use the phrase teacher-training because we recognize that teaching is an art in which skill is to be acquired rather than a science in which knowledge is to be gained."

A committee to study problems of Vocational Education was designated at the Des Moines meeting of the Council, July 1921. It was decided at the meeting of the Department of Superintendence in Chicago, February, 1922, to take up first the study of part-time education. Miss Adelaide S. Baylor, of the Federal Board for Vocational Education, general chairman, reported that the subject of part-time education had been investigated from several angles by means of subcommittees and by enlisting the coöperation of experts in the study of problems. Mrs. Susan M. Dorsey, superintendent of schools, Los Angeles, California; Miss Anna A. Kloss, State superintendent of home economics, Boston, Massachusetts, and Miss Agnes Doherty, of the Central High School, St. Paul, Minnesota, spoke on different phases of the work.

Other committees reporting were: Racial Well-being, Miss Helen C. Putnam, Providence, Rhode Island, chairman; Status of the American Women Teachers, Miss Anna Laura Force, Denver, Colorado, chairman; Teacher Welfare, Mr. John W. Carr, Frankfort, Kentucky, chairman.

Miss Katherine D. Blake, chairman of the Committee on Changes Needed in the

Elementary School Courses, presided when the report of her committee was given. Miss Theda Gildemeister spoke on Arithmetic; Mr. Howard R. Driggs on Science; Miss Elizabeth A. Woodward on Training for Parenthood; and Miss Mary McSkimmon on History. (Miss Blake's report appears on p. 355.)

Superintendent John H. Beveridge, Omaha, Nebraska, president of the Department of Superintendence, addressed the Council on The Physical Welfare of the Child. Mr. Charles H. Keyes,

acting chairman of the joint committee on Health Problems in Education, presided during the presentation of the report of that Committee.

A letter from Dr. T. W. Bicknell, first president of the National Council of Education, which was read by the Secretary, extended greetings to the Council and explained the reason for his absence from the meeting, which he was scheduled to address on Saturday. The Secretary was authorized to extend to him the felicitations of the Council.

The Elgin Report

DECIDED PROGRESS in the movement to insure justice to all teachers was made at the meeting of the Executive Committee of the Association on September 25. In view of the emergency which had arisen in Elgin, Illinois, the Representative Assembly at Boston voted that the Field Secretary and the Director of the Division of Research make an investigation of the Elgin situation. The committee, after making a careful investigation, prepared a report to the Executive Committee clearly setting forth the facts involved.

In addition to the report of the committee, Secretary Crabtree submitted a statement to the Executive Committee suggesting a careful definition of the relations between local, State, and National associations in dealing with cases of injustice and calling for the creation of simple machinery whereby every teacher who believes she has been unjustly treated may have an impartial investigation and presentation of the facts.

The Executive Committee adopted the report on the Elgin situation and instructed the President to appoint a committee to work out a plan of procedure for the investigation of cases of alleged injustice.

The report of the investigation at Elgin is as follows:

The undersigned, by virtue of our respective positions, were appointed as a committee to investigate the dismissal of certain teachers by the board of education of the Elgin (Illinois) public schools, in accordance with a resolution adopted by the Representative Assembly of the National Education Association at the Boston meeting on July 7, 1922. The resolution set forth that it was currently reported that certain Elgin teachers had been dismissed, and that one of the causes given for such dismissal was the fact that these teachers were members of the National Education Association, and that the local teachers' organization to which they belonged was affiliated with the National Association. The resolution directed that we should make a careful investigation

of the whole matter, ascertain the facts in the case, and report thereon to the Executive Committee.

Accordingly, we met at the Congress Hotel in Chicago on Thursday morning, August 10th. After making a careful study of all available information that had been received, including statements and reports published at the time in the Elgin daily newspapers, we proceeded to Elgin and began a personal investigation and study of the facts and circumstances involved. We spent two days in Elgin interviewing members of the board of education, teachers, editors, bankers, lawyers, ministers, business men, and a number of prominent women. We were well received by all upon whom we called, and each person interviewed seemed willing to answer our questions frankly and candidly, and to give us his opinion of the whole situation. At the conclusion of our investigation we felt well satisfied that we had obtained from both sides in the controversy practically all the essential facts involved, and also statements of facts and expressions of opinions from many who were unprejudiced in their attitude.

On the question of whether or not membership in the National Education Association, and the affiliation of the local teachers' organization with the National Education Association, were important or even contributing causes of the dropping of certain teachers, we found that members of the board of education positively deny that either of these facts had anything whatever to do with the refusal of the board to renew the contract of any teacher. On the contrary, it was stated to us by members of the board, and announced by them in the daily press of the city while we were making the investigation, that the board had never objected to any teacher in Elgin becoming a member of the National Education Association, but on the contrary the board favored and encouraged such membership, and that with the approval of the board the superintendent had sent out a circular letter to the teachers advising them to become members of the National Education Association. Inquiry on this point from citizens of Elgin did not reveal that there was any impression in the city that membership in the National Education Association had anything to do with the dropping of any teachers. The only

evidence given in support of this contention was given by certain teachers interviewed who called attention to the fact that when those teachers who had been placed on a month to month contract were called before the board and questioned for the purpose of determining whether or not they should be given annual contracts, each of them was asked, among other questions, whether he or she belonged to the National Education Association. However, the fact that practically all the teachers so examined reported that they were members of the National Education Association, and were nevertheless all reinstated on regular annual contracts, would seem to confirm the position of the board that membership in the National Education Association was in no wise prejudicial to any teacher employed in the Elgin schools.

The essential facts in the case are these—

Elgin is a city of between twenty-five and thirty thousand inhabitants. The public schools of the city are conducted under the general school law of Illinois. The board of education is composed of twelve members beside the president, four members elected each year by popular vote for a term of three years, and the president elected each year by popular vote for a term of one year. The members of the board of education are conceded to be honorable men and women, highly respected in the community. A majority of the teachers in the public schools live in Elgin, and many of them were born and raised there. The superintendent of schools had held his position for about fifteen years. For some reason it appears that a feeling of dissatisfaction had developed among many of the teachers with respect to the superintendent. They felt that his influence with the board of education was not conducive to the highest interests of the schools or of the teachers generally. This resulted in a growing feeling of unrest among the teachers.

In February, 1920, the teachers met and formed a local teachers' organization, which has continued to the present time, and which is affiliated with the National Education Association. The officers of the teachers' organization and those who have been prominent in its affairs claim that it was intended from the beginning that it should be purely professional in its ideals and purposes, and

IT IS universally conceded that if the public schools are to render the largest possible service to the communities which they serve, the teaching profession must be elevated and strengthened. To accomplish this purpose the profession must be made attractive to persons of the highest ability and character, not only in the salaries paid, but in the recognition and respect accorded teachers by boards of education and communities. It is apparent that those best qualified by nature to become successful teachers will not spend years in preparation for teaching as a life work if they are to be treated as mere hirelings with no security of position.

that its leaders had no intention of using its powers in a dictatorial or arbitrary manner. It is stoutly denied by the officers of this organization that it was ever intended to form a teachers' union, or that the organization ever contemplated using what was sometimes called union methods, such as strikes and boycotts. On the other hand, it is evident that the board of education and the superintendent looked upon this organization from its very beginning with a certain degree of suspicion. One member of the board is said to have referred to it in an address before a local literary club as a teachers' union interested primarily in raising the teachers' salaries.

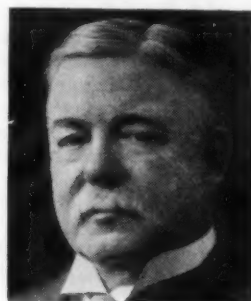
This attitude of the board of education and the superintendent toward the teachers' organization was doubtless one of the underlying causes of the trouble. Elgin is practically an open-shop city. Many of the business men, such as constitute a majority of the board of education, are not at all friendly to labor unions and what they call "labor union methods." When the teachers' organization was formed one of the teachers offered an amendment to the proposed constitution, to the effect that the organization should not be considered a union, and that it would never resort to strikes or boycotts to accomplish its purposes. This proposed amendment was voted down. Those opposing it, who constituted a majority of the teachers, claimed that while they did not intend to be a union or to use the so-called "union methods," they did not think it necessary or proper to insert such a negative clause in their constitution. However, the failure to adopt this proposed amendment led to the refusal of a number of teachers to become members of the organization, and was undoubtedly interpreted by the board of education as confirming their suspicions of the possible influence and tendencies of the organization.

The unfriendly feeling of the leaders of the teachers' organization and many of its members toward the superintendent grew, and there seems to have been little, if any, cooperation between them and the superintendent, so far as the relations of the teachers to the board of education were concerned. By the development of circumstances, the



R. L. JONES

formerly president of the Middle Tennessee State Normal School at Murfreesboro, Tennessee, recently elected superintendent of the Memphis schools for a four-year term at a salary of \$10,000.



CHESTER SANDERS LORD

who began his connection with the University of the State of New York in 1897. He served as regent from 1897-1904 and began his present service in 1909, being elected chancellor in 1921. Dr. Lord was managing editor of the New York Sun for many years.



M. L. BRITTAIN

who was in his twelfth year of service as State superintendent of public schools for Georgia, when he resigned to become president of the Georgia School of Technology, at Atlanta.

majority of the board, who got their information from the superintendent, were inclined to sustain him as against the teachers. A committee of the teachers which waited upon the board to ask for certain adjustments in salary was disappointed in the results obtained, although members of the board insist that everything was done that could have been done legally to advance the teachers' salaries. On this point there is controversy, and the statements of the two sides in the controversy are at variance. We were unable to go into a financial inquiry sufficiently to determine all the facts involved.

As the time for the annual school election, which comes in April, drew near, a group of teachers representing the dominant element in the teachers' organization, although acting as individuals and not with the authority of the teachers' organization nor as representatives of that organization, determined that the only way to remedy the difficulties which they felt stood in the way of the welfare and progress of the Elgin schools, and the realization of their ideals and purposes, was to have a change in the superintendency; and that because the superintendent had the support of a majority of the board of education, in order to accomplish his removal it would be necessary to elect members of the board who would not vote for his re-election. This, of course, precipitated a school-board fight. From numerous opinions and statements of unprejudiced citizens, it would seem that the opinion was quite general among the people of Elgin that whatever the ability and worth of the superintendent, he had outlived his usefulness in that city. Many of these same citizens, however, had confidence in the board of education and supported what was known as the school-board ticket.

The contest in this school election is conceded by all to have been one of the bitterest ever held in the city. The opposition ticket was openly and vigorously supported by many of the teachers who claimed outright that their purpose was the removal of the superintendent. Other issues which were considered by the citizens of the city as of even greater importance entered into the fight, and many who were not supporters of the superintendent supported the school-

board ticket. An interview with a prominent merchant by two of the teachers was interpreted as a threat of boycott, although these teachers positively deny that any such thing was intended or suggested. The contest resulted in the election of the board ticket by a vote of more than three to one. Following the school election, the board members, feeling that their actions had been endorsed by an overwhelming vote of the citizens of Elgin, re-elected the superintendent, but with the understanding that he would not seek re-election in 1923.

Under the Illinois law all teachers are elected for one year. There is no teachers' tenure law in that State. Each year the board of education re-elects such teachers as in the judgment of the board, and generally on the recommendation of the superintendent, should be retained for another year. The Elgin board claims, and technically in accordance with law may claim, that no Elgin teachers were dismissed, but that the board exercised its legal right to refuse to renew the contracts of such teachers as, in the judgment of the board, should not be retained.

Accordingly, the teachers' committee of the board of education made up a list of such teachers as it recommended should be given regular contracts for the ensuing school year, and its recommendations were adopted by the board. In addition to those offered regular yearly contracts, seventeen teachers were offered monthly contracts, it being understood that these contracts might be terminated at the end of any month if the conduct of the teachers were not wholly satisfactory to the board. This action was undoubtedly taken in order to hold a whip over these teachers, who were suspected of not being friendly in their attitude toward the superintendent and the board. Six other teachers and eight principals were not offered contracts of any kind. With the exception of two or three who were dropped for other causes, these teachers and principals were recognized as leaders in the open revolt against the superintendent and active supporters of the opposition ticket in the school election.

Members of the board declare that it was the intention of the board not to eliminate all of those from whom contracts were at

SUCH UNFORTUNATE CONDITIONS will cease when boards of education, superintendents, and teachers shall recognize that they are all servants of the people—means for the accomplishment of a common purpose, namely, the education of the children—that to accomplish this purpose there must be a full and free exchange of ideas and opinions, and a complete understanding, which alone can result in sympathetic, cooperative action; that while there must be recognized authority and responsible leadership, the initiative of the individual teacher, who is the most essential element in the whole process of education, must be preserved, and her opinions and convictions must be duly respected.

first withheld, but to call certain of them before the superintendent and the board, and if their attitude and assurances were satisfactory, to give them contracts for another year. Several principals were actually called for an interview, among them Miss Mary Long, principal of the Sheridan School, who had taught in Elgin twenty-six years and had been principal of this school for fourteen years. It seems that this interview was not satisfactory, so far as Miss Long was concerned. It is said that she was in poor health, and had become very nervous and wrought up over the school-board fight. She was naturally greatly disappointed in the outcome, and, brooding over these things, she committed suicide by taking poison.

Of course, the entire city was shocked by this tragedy and excitement ran high. Some of those who had been active in supporting the opposition ticket threatened violence to the superintendent and members of the board. They renewed with determination and insistency their demand that the superintendent, who was conceded to be the bone of contention, should resign or that the board should discharge him. Miss Long's death roused the many citizens of Elgin who had supported the board but who had felt that, to use a phrase often repeated by them in their interviews with us, "the superintendent had outlived his usefulness." These citizens, friends of the board of education, went to the members and urged that the superintendent be asked to resign. Other citizens demanded his resignation and even threatened him. Finally, he offered his resignation to the board, to take effect September 1, 1922.

The board at a meeting called soon after Miss Long's death, changed the monthly contracts of the seventeen teachers to regular annual contracts, and later re-elected five of the principals who had not originally been offered contracts, on the agreement of these five principals in writing that they would cooperate with the regularly constituted authorities in promoting the welfare of the schools. One principal resigned, one was not given a contract for other reasons, and Miss Long had died. Of the six teachers to whom contracts were not offered originally, three were withheld for other causes. This leaves three who were not offered contracts, the board giving as the reason for their action "the good of the schools." It is declared by members of the board, conceded by the citizens generally, and even by these teachers themselves, that these three might be considered the most active and outspoken opponents of the superintendent and leaders in the opposition movement. No question was raised regarding the success of these teachers in their classrooms. We believe it is conceded that they are strong, capable teachers, of unquestioned character and ability.

To sum it all up, these three teachers were not offered contracts for the ensuing year by the board of education because in the judgment of a majority of the board their re-employment would not be "for the good of the schools." The charge against them could not have been that they were partisan in an election contest, for it is conceded that certain other teachers were just as partisan in support of the school-board ticket, and this fact was in no wise prejudicial to their good standing with the board. Evidently these teachers were not re-employed because

they had been the most outspoken and aggressive leaders in the bitter fight to bring about the superintendent's removal or resignation. It must be observed, however, in fairness to all, that the main object for which they fought was later conceded by the people of the city, granted by the superintendent himself, and accepted by the board, which fact these teachers now offer as a vindication of their acts and as a proof of the justice of their cause.

It is the conclusion of your committee, after weighing all the facts involved, that the whole unfortunate affair came about as the normal results of certain existing conditions and causes. We believe the reactions of the board, and of the teachers, and of the community, were normal reactions, when all the circumstances, conditions, and influences are carefully considered and weighed. We believe that both the members of the board of education and the teachers involved were actuated, primarily, by worthy motives and a desire to promote the welfare of the schools, but they misunderstood one another and misinterpreted one another's motives.

The most regrettable condition and the one which undoubtedly contributed most to bring about the results which followed, is the fact that the superintendent did not have the confidence of a large proportion of his teachers. Whether this was wholly his fault, or whether he was the victim of unfortunate circumstances, is a controverted question, but in either case the result was the same. Because of this condition of affairs he was unable properly to interpret the ideals and purposes of the teachers to the board of education, or to interpret the real motives of the board of education to the teachers. Under these conditions and circumstances, the board of education on the one hand, actuated by good motives but very conservative in its thought, and not well-advised, came into open and violent conflict with a number of high-grade teachers, who were also actuated by a desire to promote the best interests of the schools, and willing to suffer, if need be, to bring about certain changes which they honestly felt were necessary and imperative.

It was a revolution, partially successful, in that it resulted in the removal of the bone of contention, but at a terrible, unnecessary cost. It is the old, old story of conflict between forces which in reality have a common bond of interest and should work harmoniously and sympathetically for the realization of a common purpose—the highest welfare of the children committed to their charge.

A failure to give proper recognition to the professional status of the teacher will always prove disastrous to the interest of the children, for it tends to drive out of the teaching profession those most worthy to teach. The tendency in all the best school systems is toward a higher respect for the teacher, and more positive assurance of permanency of tenure on the basis of efficient service.

The Elgin schools will open this fall under a new superintendent. We believe he will receive the hearty support of all friends of the schools, whatever their attitude in the recent controversy. It is to be hoped that the board of education, the superintendent, and teachers will recognize those principles which are essential to an efficient school system, and to the welfare of the children, whose interests should always be the supreme law of the school.

Editorial Council for 1922-23

FOLLOWING the recent meeting of the Executive Committee in Washington, President William B. Owen appointed the following Editorial Council for 1922-23. This group of twenty-five representative educators and editors will bring *The Journal* a wealth of suggestion during the promising year that is ahead.

Sarah Louise Arnold, Newton Center, Massachusetts.

Katherine D. Blake, Principal of Public School No. 6, New York, New York.

B. R. Buckingham, Director of the Bureau of Educational Research, Ohio State University, Columbus, Ohio.

Kenyon L. Butterfield, President of the State Agricultural College, Amherst, Massachusetts.

Arthur H. Chamberlain, Secretary of the California State Teachers' Association, San Francisco, California.

Lotus D. Coffman, President of the University of Minnesota, Minneapolis, Minnesota.

Susan M. Dorsey, Superintendent of City Schools, Los Angeles, California.

Lee L. Driver, State Rural School Inspector, State House, Harrisburg, Pennsylvania.

Carlton H. Gibson, Superintendent of City Schools, Savannah, Georgia.

Frank P. Graves, State Commissioner of Education, Albany, New York, and editor of *The Educational Review*.

John A. H. Keith, President of the State Normal School, Indiana, Pennsylvania.

James H. Kelley, Secretary of the Pennsylvania Teachers' Association, Harrisburg, Pennsylvania.

Vaughan MacCaughey, Superintendent of Public Instruction, Honolulu, Hawaii.

Joseph G. Masters, Principal of the High School, Omaha, Nebraska.

T. J. McCormack, Superintendent of Schools, La Salle, Illinois.

Jesse H. Newlon, Superintendent of City Schools, Denver, Colorado.

M. V. O'Shea, Professor of Education, University of Wisconsin, Madison, Wisconsin.

Leonard Power, Principal of the Franklin School, Port Arthur, Texas.

Charles F. Pye, Secretary of the Iowa State Teachers' Association, Des Moines, Iowa.

H. W. Rockwell, President of the State Normal School, Buffalo, New York.

W. Carson Ryan, Jr., Associate Editor of *School and Society* and Professor of Education, Swarthmore College, Swarthmore, Pennsylvania.

J. W. Searson, Professor of English, University of Nebraska, Lincoln, Nebraska.

George L. Towne, President of the University Publishing Company, Lincoln, Nebraska.

Nina C. Vandewalker, Specialist in Kindergarten Education, U. S. Bureau of Education, Washington, District of Columbia.

H. G. Williams, Editor of *The Ohio Teacher*, Columbus, Ohio.

William C. Bagley, Professor of Education, Teachers College, Columbia University, New York, New York, Chairman.

GUIDE TO BOOKS

Select List

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

BRUNHES, JEAN. Human geography; tr. by T. C. Le Compte; ed. by Isaiah Bowman and Richard Elwood Dodge. Chic. Rand, 1920. 648p. illus. maps. \$5.

"The object of human geography is the study of the relations between human activity and the phenomena of physical geography. The structure of the soil, climate, circulation of waters, vegetation, and animal life on one hand, human establishments, ways of travel, cultivation, breeding, exploitation of natural resources on the other."—*Preface*. Certain sections have been omitted from this American translation while material has been added to bring out pertinent American facts. Prepared under the editorship of Isaiah Bowman, director of the American geographical society, whose political geography—*The new world*—would be interesting to read in this connection.

COBB, IRVIN SHREWSBURY. Sundry accounts. N. Y., Doran, 1922. 435p. \$2.

Ten interesting short stories, four of which were included in O'Brien's *Best short stories of 1921*. The range of subjects is wide, from a tale with a psychological basis to a rare dark story entitled "A short natural history." "Worth 10,000" appeared in the *Saturday Evening Post*.

GEISTER, EDNA. It is to laugh. N. Y., Doran, 1922. 141p. \$1.25.

Informal entertainments, "stunts" and practical jokes for adult parties. Does not include the athletic games described in *Ice-breakers* nor so many requiring elaborate preparation. Published by the Womans Press. (1921. \$1.25.)

GRAHAM, STEPHEN. Tramping with a poet in the Rockies. N. Y., Appleton, 1922. 279p. \$2.

A combination of delightful vagabondage and good talk, being the story of a tramping tour taken by the author and Vachel Lindsay through Glacier National Park and the Canadian Rockies, illustrated by original head-pieces reminiscent of conversations on emblematic art.

LEAGUE OF NATIONS. Handbook of international organizations. 40 Mt. Vernon St., Boston, World peace foundation, 1921. 167p. paper, 80c.

Introduction and description of the League of Nations and of the International Labour Organization in both French and English. In French only: alphabetic list of international organizations giving main office, date of founding, aim, countries represented, meetings held and works published, historical résumé, etcetera. Names of foreign societies are entered in original language followed by translation into French. Alphabetic, geographical, and subject indexes.

SLOSSON, EDWIN EMERY. Plots and personalities, by Edwin E. Slosson and June E. Downey. N. Y., Century, 1922. 238p. \$1.75.

Have you the imagination to conceive fiction plots and can the degree be ascertained by tests? is the question answered in this entertaining book on the psychology of fiction writing. It had its inception when Dr. Slosson began playing a game of per-

sonalities with the ads in the personal column of the *London Times*, and becoming convinced that the game might be of use in determining the power of imagination in literary students, persuaded Dr. Downey to try out the idea in her classes at the University of Wyoming, which she did with particular success. Will be interesting to anyone who has tried or wishes to try the writing game.

TARBELL, IDA MINERVA. Peacemakers—blessed and otherwise. N. Y., Macmillan, 1922. 227p. \$1.60.

A collection of "observations, reflections and irritations," the result of Miss Tarbell's



GEORGE BURWELL UTLEY, president of the American Library Association, 1922-23, sends greetings to members of the National Education Association. Mr. Utley is librarian of the Newberry Library, Chicago. He was secretary of the American Library Association, 1911-20, and executive secretary of Library War Service, 1917-19.

attendance at the Conference on the limitation of armament. Published in the McClure syndicate papers.

THOMSON, JOHN ARTHUR. — ed. The outline of science. v. 1. N. Y., Putnam, 1922. 296p. illus. maps. \$3.75.

What Wells and Van Loon have accomplished in the field of history Professor Thomson plans to do in science, giving the untrained reader a comprehensive but accurate survey of the field of scientific thought and discovery, free from technicalities, and in a style pleasingly clear and simple. Brief bibliographies of first books are added to the chapters for the beginner who would venture further. Beautifully illustrated, partly in color. There will be three more volumes.

Contents: The romance of the heavens—The story of evolution—Adaptations to en-

vironment—The struggle for existence—The ascent of man—Evolution going on—The dawn of mind—Foundations of the universe.

VAN DOREN, CARL CLINTON. Contemporary American novelists, 1900-1920. N. Y., Macmillan, 1922. 176p. \$1.50.

A careful, keen analysis of American novelists, which supplements the author's *The American novel*. Among those discussed are Hamlin Garland, Robert Herrick, Edith Wharton, Booth Tarkington, James B. Cabell, Ernest Poole, Willa Cather, Edgar Lee Masters, Sherwood Anderson, and Floyd Dell.

VERNON, HORACE MIDDLETON. Industrial fatigue and efficiency (Efficiency books). N. Y., Dutton, Lond. Routledge, 1921. 264p. \$5. 12/6.

A study of fatigue from observations limited to English workshop practice, but applicable to American conditions. Treats subject from its commercial standpoint—how it affects production, whereas Goldmark's *Fatigue and efficiency* discusses the subject from the standpoint of the humanitarian—its physical effects on women and children. Its chief value lies in its carefully prepared statistical tables and charts.

WISE, STEPHEN SAMUEL. Child versus parent. N. Y., Macmillan, 1922. 139p. \$1.25.

The author discusses the great need to preserve family life and to understand its conflicts. In speaking of its adjustment to modern phases of life he emphasizes, for example, the value of reading aloud good books rather than constant attendance at the movies and considers the increase of summer camps as an indication of a responsibility shirked.

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 September 2 to 16 inclusive, and the *Monthly Catalogue* of the U. S. Public Documents, No. 332, for August, 1922.

ALLEN, H. A., and DAKIN, W. S. Consolidation of schools in Maine and Connecticut. Rural school leaflet No. 4, U. S. Bureau of Education, Wash., D. C. 12p. Free.

ASHLEY, ROSCOE LEWIS. The practice of citizenship: in home, school, and community. N. Y., Macmillan, 1922. 467p.

BACHRACH, WILLIAM, and others. Salesmen and salesmanship: Chicago public high school course in retail selling and advertising. Commercial education leaflet No. 1. Wash., D. C., Supt. of Docs., Gov't Printing Office. 5p. Paper, 5c.

BOLGER, PAUL S. L. Bolger vocational chart; simple and scientific means for choosing a career, with instructions for its use. 666 Lexington Ave., N. Y., Bolger Vocational Service, 1922. 24p. \$3.

BOVÉE, ARTHUR GIBBON. Première année de Français. Boston, Ginn, 1922. 600p. \$1.64.

CHAPIN, HENRY DWIGHT. Heredity and child culture. N. Y., E. P. Dutton, 1922. 232p. \$2.50.

CLARK, THATCHER. French course for Americans: French grammar and drill book for schools and colleges. Yonkers, N. Y., World Bk. Co. 411p. \$2.20.

- CLEVELAND (OHIO) BOARD OF EDUCATION. *Surveys of the department of instruction, Cleveland public schools.* Cleveland, Ohio, Board of Education, 1922. 29p.
- *Course of study and syllabus: Junior high school mathematics.* Cleveland, Ohio, Board of Educ., 1922. 45p.
- COLBY, CAPTAIN ELBRIDGE, U. S. A. *Education and the Army.* Boston, The Palmer Company, 1922. 66p.
- CONANT, J. E. *The church, the schools, and evolution.* Chic. Bible Institute Colportage Assn., 1922. 90p. Paper, 35c.
- COOPER, LANE. *Two views of education.* New Haven, Conn., Yale Univ. Press, 1922. 321p. \$2.50.
- COX, GEORGE CLARKE. *The public conscience: social judgments in statute and common law; with an intro. by Richard C. Cabot.* N. Y., Holt, 1922. 496p. \$3.
- CRAIGIE, W. A. *English reading made easy by means of a system of marks applied to the ordinary spelling (to help foreigners overcome the difficulties of English spelling and pronunciation.)* N. Y., Oxford Univ. Press, 1922. 160p. 85c.
- DE GOROSTIZA MANUEL EDUARDO. *Contigo pan y cebolla.* Boston, Ginn, 1922. 140p. 76c.
- DENNISON MANUFACTURING CO. *Dennison's Christmas book.* N. Y., Dennison, 1922. 36p. 10c.
- DEWEY, JOHN, and others. *Ideals, aims and methods in education.* N. Y., Pitman, 1922. 117p. \$1 (corrected from June JOURNAL.)
- DOLTON, CLARA S. *Mon petit livre francais.* N. Y., Longmans, Green, 1921. 86p.
- FEUCHTINGER, EUGENE. *A manual for the study of the human voice; exercises and practices for the speaking and singing voice.* Chic., Perfect Voice Institute, 1922. 73p. \$2.50.
- GENTILE, GIOVANNI. *The reform of education; tr. by Dino Bigongiari with an intro. by Benedetto Croce.* N. Y., Harcourt, Brace, 261p. \$2.
- GRANT, JAMES R. *Acquiring skill in teaching.* N. Y., Silver, Burdette, 1922. 240p.
- GRAY, WILLIAM SCOTT. *Remedial cases in reading; their diagnosis and treatment.* Chic., University of Chic. Press, 1922. 216p. Paper, \$1.75.
- GREEN, ARTHUR M. *Engineering education after the war.* U. S. Bureau of Educ. Bul. 50, 1921. Wash., D. C., Supt. of Docs., Gov't Print. Office. 30p. 5c.
- GREEN, L. S. *Supervision of the special subjects (vocational, industrial, and manual arts).* Milwaukee, Wis., Bruce Pub. Co., 1922. 161p. \$1.35.
- HATFIELD, W. WILBUR, and MCGREGOR A. LAURA. *English in service: composition book for grades 7, 8, and 9.* Garden City, N. Y., Doubleday, Page, 1922. 573p. \$1.60.
- HILL, FREDERICK TREVOR. *High school farces: three one-act playlets for junior amateurs.* N. Y., Frederick A. Stokes Company, 1922. 106p.
- HOFFMAN, U. J. *Organizing and teaching a one-teacher school.* Circular No. 163. Springfield, Ill., Dept. of Public Instruction, 1922. 31p.
- HOLT, W. STULL. *The federal board for vocational education: its history, activities, and organization.* Service monographs of the U. S. Gov't No. 6. N. Y., Appleton. 108p. \$1.
- HUGINS, ROLAND. *Grover Cleveland: a study in political courage.* Wash., D. C., Anchor-Lee Pub. Co., 1922. 94p. \$1.
- HUNTINGTON, ELLSWORTH, and WILLIAMS, FRANK E. *Business geography.* N. Y., Wiley, 1922. 492p. \$2.75.
- KING, LEROY ALBERT. *Teachers: status of rural teachers in Pennsylvania.* U. S. Bureau of Educ. Bul. 34, 1921. Wash. D. C., Supt. of Docs., Gov't Printing Office. 91p. Paper, 10c.
- MATHEWS, SHAILER. *The validity of American ideals; Wesleyan Univ. lectures for promotion of better understanding of national problems.* N. Y., Abingdon Press, 1922. 207p. \$1.25.
- MEIER, W. H. D. *The study of living things: a course in biology for secondary schools.* Boston, Ginn, 1922. 96p. 80c.
- MUERMAN, J. C. *Teachers' homes: district owned or controlled teachers' homes.* U. S. Bureau of Educ. Bul. 16, 1922. Wash. D. C., Supt. of Docs., Gov't Printing Office. 22p. Paper, 10c.
- NATIONAL CATHOLIC WELFARE COUNCIL. *Opportunities for foreign students at Catholic colleges and universities in the U. S.* Washington, D. C., Author, 1921. 53p. Paper, Free.
- NORTON, THOMAS JAMES. *The constitution of the United States.* Boston, Little, Brown & Co., 1922. 217p. \$2.
- PITTMAN, MARVIN SUMMERS. *The value of school supervision demonstrated with the zone plan in rural schools.* Baltimore, Warwick & York, 1921. 142p. \$1.30.
- SANDERS, THOMAS E. *Will it pay me to go to high school?* Racine, Wis., Author, 1922. 32p. 50c. (corrected from September Journal.)
- SHARP, DALLAS LORE. *Education in a democracy.* N. Y., Houghton, Mifflin, 1922. 154p. \$1.25.
- SIES, ALICE CORBIN. *Spontaneous and supervised play in childhood.* N. Y., Macmillan, 1922. 454p.
- SOWERS, F. R. *Physical training: guide for teachers.* 2015 Jackson St., Dallas, Tex., Southern Pub. Co., 1922. 96p. \$1.
- STEWART, CORA WILSON. *Moonlight schools.* N. Y., Dutton & Co., 1922. 194p. \$2.
- U. S. BUREAU OF EDUCATION, Library Division. *Country Life; list of references on rural life and culture.* Library leaflet No. 16. U. S. Bureau of Educ., Wash., D. C. 10p. Free.
- U. S. DEPARTMENT OF LABOR. *Federal citizenship textbook: a course of instruction for use in the public schools by the candidate for citizenship, Part I. English for American citizenship.* U. S. Dept. of Labor, Wash., D. C. Limited distribution.
- UNIVERSITY OF ILLINOIS. *Relation of size of class to school efficiency.* Univ. of Ill. Bul., Vol. 19, No. 45. Urbana, Ill., Author, 1922. 39p. Paper, 50c.
- WARD, DUREN J. H. *A receivership for civilization.* Boston, Four Seas Co., 1922. 344p. \$3.50.
- WHITE, HENRY ALEXANDER. *Beginner's history of the United States; stories of the men who made our country.* Rev. ed. N. Y., Am. Bk. Co., 1919. 320p. 80c.
- WHITE, MURIEL. *"All the year round" activities for young people.* St. Louis, Mo., Christian Bd. of Pub., 1921. 139p. 85c.
- WILLMANN, OTTO. *The science of education in its sociological and historical aspects; tr. by Felix M. Kirsch.* Beatty, Pa., Archabbey Press, 1921. 351p. \$3.
- WILSON, CLARENCE TRUE. *The divine right of democracy, or the people's right to rule: a study in citizenship.* N. Y., The Abingdon Press, 1922. 147p. \$1.
- WILSON, MARTHA. *School library management.* Rev. ed. N. Y., H. W. Wilson Co., 1922. 158p. 85c.
- WINSLOW, LEON LOYAL. *Elementary industrial arts.* N. Y., Macmillan. 349p. \$1.20.
- WOHLFARTH, JULIA HELEN, and MAHONEY, JOHN J. *Self-help English lessons—Third Book.* Yonkers, N. Y., World Book Co., 1922. 392p.
- WOODBURY, HELEN SUMNER. *The working children of Boston: a study of child labor under a modern system of legal regulation.* Children's Bureau Publication No. 89. Wash., D. C., Gov't. Printing Office, 1922. 382p. Paper. 25c.
- WOODS, GEORGE B. *A college handbook of writing: a guide for use in college classes in composition.* Garden City, N. Y., Doubleday, Page, 1922. 415p.
- WOODSON, CARTER GODWIN. *The negro in our history.* 1216 You St., Wash., D. C. (Author), 1922. 408p. \$2.
- WORKERS EDUCATION BUREAU OF AMERICA. *Workers education in the United States.* 465 W. 23d St., New York, Workers Educ. Bur. of Am., 1921. 144p. 50c.
- YOUNG, JAMES THOMAS. *The new American government and its work.* N. Y., Macmillan, 1921. 691p. \$2.25.
- ZIMMERN, ALFRED ECKHARD. *Europe in convalescence.* N. Y., Putnam, 1922. 250p. \$2.50.
- ZOOK, GEORGE F. *Colleges and universities: report on higher educational institutions of Arkansas.* U. S. Bureau of Education Bulletin 7, 1922. Supt. of Docs., Gov't. Printing Office, Wash., D. C. 23p. Paper. 5c.

Intelligence Tests

TERMAN, LEWIS M., and others. *Intelligence Tests and School Reorganization.* World Book Company, Yonkers on Hudson, N. Y. 111p. 96c.

This little volume edited by Dr. Lewis M. Terman, is the Report of the Commission on Revision of Elementary Education of the National Education Association, of which Mrs. Margaret S. McNaught is chairman. It records five experiments representative of the methods of adjustment based on mental and educational tests now being carried on.

Dr. Virgil E. Dickson presents results of the work of the Oakland, California, Bureau of Research and Guidance. He discusses the organization of the adjustment work for the city as a whole and gives in detail the organization of a typical elementary school.

Dr. A. H. Sutherland explains the methods of individual instruction used in the Los Angeles schools. The work of standardizing curriculum material according to mental age levels and the use of project material is explained.

Dr. Raymond H. Franzen emphasizes the importance of the fact that intelligence and educational tests should go hand in hand. He suggests a practical method for doing this, using the Accomplishment Ratio, or A. R., growing out of his experience in Des Moines, Iowa.

Dr. C. R. Tupper, superintendent of schools of Miami, Arizona, discusses his use of tests in the schools of a small city. His chapter should be especially suggestive to those interested in making effective use of tests in a small city where the formal organization for such work is necessarily limited.

Dr. Grace Fernald, of the Southern Branch of the University of California, outlines her work in dealing with individual cases of maladjustments, especially those possessing spelling and reading disabilities.

The book, simply written and carefully edited, should be suggestive to those anxious to make effective use of tests in the organization of elementary schools. It offers in terse form the findings of those who as a result of years of research and practical use of tests are thoroughly qualified to discuss their limitations as well as their values.—J. K. N.

The Project Method¹

- BLACKBURN, S. A. *Boy activity projects*. Peoria, Ill.: Manual Arts Press. 1918.
- BONSER, FREDERICK. *Elementary school curriculum*. New York: Macmillan. 1920.
- BRANON, M. E. *Project method in education*. Boston: Badger. c1919. (Library of educational methods).
- COOK, H. C. *The play way; an essay in educational method*. New York: Stokes. 1917.
- DEWEY, JOHN and EVELYN. *Schools of tomorrow*. New York: Dutton. 1915.
- DOPP, K. E. *The place of industries in elementary education*. University of Chicago Press. 1906.
- DYNES, S. A. *Socializing the child*. Boston: Silver. 1916.
- FISHER, MRS. D. F. (C.) *Self-reliance*. Indianapolis: Bobbs-Merrill. 1916. (Childhood and youth ser.).
- FREELAND, G. E. *Modern elementary school practice*. New York: Macmillan. 1919.
- KILPATRICK, W. H. *The project method; the use of the purposeful act in the educative process*. 1920. paper.
- KRACKOWIZER, A. M. *Projects in primary grades*. Philadelphia: Lippincott. 1919. (Lippincott's school project ser.).
- LULL, H. G., and H. B. WILSON. *The re-direction of high-school instruction*. Philadelphia: Lippincott. c1921. (Lippincott's school project ser.).
- McMURRY, C. A. *Teaching by projects; a basis for purposeful study*. New York: Macmillan. 1920.
- MERIAM, J. L. *Child life and the curriculum*. Yonkers, N. Y.: World Book Co. 1920.
- PATRI, ANGELO. *A schoolmaster of the great city*. New York: Macmillan. 1917.
- STEVENSON, J. A. *Project method of teaching*. New York: Macmillan. 1921. (Modern teachers' ser.).
- STOCKTON, J. L. *Project work in education*. Boston: Houghton. 1920. (Riverside educational monographs).
- WELLS, M. E. *A project curriculum*. Philadelphia: Lippincott. 1921. (School project ser.).

PERIODICALS

- BRANON, M. E. *Value of project problem in elementary education*. *Elementary School Journal*. Vol. 18. April, 1918. p.618-622.
- BURR, A. W. *Educative teaching*. *School and Society*. Vol. 12. December 11, 1920. p.585-8.
- Course in community life, history and civics*. *Elementary School Journal*. Vol. 17. February 1917. p.397-431.
- DAVIS, ELIZABETH. *Inquiry into the nature of the project problem*. *School and Society*. Vol. 12. October 16, 1920. p.346-8.
- DENNIS, S. H. *Home project in secondary school agriculture*. *National Education Association. Proceedings*, 1916. p.622-626.
- HORN, ERNEST. *What is a project?* *Elementary School Journal*. Vol. 21. October 1920. p.112-16.
- JILIK, A. L. *Project method in teaching civics*. *Elementary School Journal*. Vol. 21. November 1920. p.216-19.
- KILPATRICK, W. H. *The problem-project attack in organization, subject matter, and teaching*. *National Education Association. Proceedings*, 1918. p.528-31.

¹This select list of references to material on the project method—published from 1914 to 1921—appeared in the *Library Journal* for September 1, 1922. It was compiled by Miss Annina de Angelis of the East Orange, New Jersey, Public Library.

- KILPATRICK, W. H. *Project method*. *Teachers College Record*. Vol. 19. September 1918. p.319-335.
- MINOR, RUBY. *Project teaching in grade six*. *Elementary School Journal*. Vol. 20. October 1919. p.137-45.
- New Jersey State Teachers' Association. Report*. December 1920.
- NOLAN, A. W. *Project method in teacher training in vocational agriculture*. *National Education Association. Proceedings*, 1918. p.275-76.
- PARKER, B. M. *Sixth grade science projects*. *Elementary School Journal*. Vol. 20. December 1919. p.297-307.
- PARKER, S. C. *Problem solving or practice in thinking*. *Elementary School Journal*. Vol. 21. Sept.-Dec. 1920. p.16-25; 98-111; 174-88; 257-72.
- PAYNE, G. E. *An experiment in motivation*. *Elementary School Journal*. Vol. 7. June 1917. p.727-33.
- Project-problem method*. *National Society for Study of Education*. Vol. 20. February 26, 1921. p.115-16.
- RANDALL, J. A. *Project teaching*. *National Education Association. Proceedings*, 1915. p.1009-12.
- RUCH, G. M. *A contribution to the psychology of the project*. *School and Society*. Vol. 11. March 27, 1920. p.386-8.
- RUSK, R. D. *Project-science and the physics method*. *Education*. Vol. 41. September 1920. p.58-63.

- SNEDDEN, DAVID. *New type of school for farming*. *School and Society*. Vol. 10. September 6, 1919. p.281-4.
- *Two important current problems in agriculture*. *School and Society*. Vol. 9. March 22, 1919. p.347-51.
- STARK, W. O. *Problem of discipline in project method of learning*. *Education*. Vol. 41. January 21. p.310-11.
- STILWELL, K. M. *Our school print-shop*. *Elementary School Journal*. Vol. 15. November 1914. p.135-49.
- STOCKTON, J. L. *The Project, work, and democracy*. *Journal of the National Education Association*. Vol. 11, May 1922. p.181-2.
- STORM, G. E. *Roman history in the fourth grade*. *Elementary School Journal*. Vol. 16. November 1915. p.132-46.
- TAYLOR, W. S. *Project method in teacher-training courses*. *National Education Association. Proceedings*, 1918. p.276-8.
- WALKER, ALBERTA. *Dramatization and current events*. *Elementary School Journal*. Vol. 16. November 1915. p.125-26.
- WELLES, W. S. *Home project work too small—something bigger needed—a substitute in operation*. *National Education Association. Proceedings*, 1918. p.283-5.
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Books and a Vocation

PUBLIC EDUCATION may be divided into two kinds—first, that which enrolls students, either children or adults, in formal classes and second, informal education which seeks to encourage in the entire mass of population a high level of intelligence. Both forms are essential to the success of a democracy. To the latter form the librarian dedicates his life. Two National organizations, working in close cooperation, endeavor to promote education through libraries. The American Library Association was organized in 1876 with headquarters at 78 East Washington Street, Chicago, Illinois. It elevates the standards of librarianship through the personal contacts of its members and through correspondence. It also publishes many valuable library aids. The Library Department, of the National Education Association, was organized in 1896. It endeavors to help coordinate the library forces with the other educational forces of the Nation and to set up standards for the development of various kinds of libraries. The following statement issued by the Association of American Library Schools has the hearty endorsement of the American Library Association and the Library Department of the National Education Association. It contains facts for every teacher of vocation-seeking youth.

CHOOSING A LIFE WORK—To be socially useful, to work among people who value education, and to earn a fair livelihood are reasonable aims for any American. How best to attain them is the problem before many young men and women as they consider the choice of vocation. The calling of the librarian offers one solution, and is attracting increasing numbers as its duties and opportunities become more widely known. The librarian deals with books, which are at once the record and the inspiration of human progress; he comes into contact, through personal meeting and by means of the printed page, with the most able minds of his community and generation; he enjoys the challenge to pioneer effort in a relatively new educational field; and his reward is equal to his needs.

The why of libraries and librarians—A workman must have his tools, and so must a community, a school, or a corporation. The library is one of these tools. It has grown with the need for dependable knowledge, informal education, and wholesome recreation. A city or a bank cannot expect its officials to make intelligent decisions of policy unless they are informed as to established facts and as to experiments bearing upon their own problems. A laboratory worker or an engineer would be almost as helpless without books as without balances or

transit. And general standards of intelligence and community morale can be advanced only as individuals have access to the thought and experience of the ages. All this implies collections of books and of other printed matter, carefully selected, thoroughly organized, and in charge of an expert who is master not only of his material but of the methods necessary to make it available and useful to all inquirers. The library and the librarian together under these circumstances are a source of usefulness to all who come within their influence. They may be maintained by a single school, business house, or branch of government, and serve that alone. They may, on the other hand, owe their support to the community as a whole and make it their purpose to meet the needs of every element in that community for information. Then the library becomes, what most public libraries are, a thoroughly democratic institution, doing its peculiar and important work in the life of its town or city. It makes itself indispensable to city officials, merchants, manufacturers, professional men, newspaper men, farmers, and mechanics, to mothers, business women, and women's organizations; it assists the worker to perfect himself in his trade, the foreign-born resident to become conversant with American ways and ideals, the student to gain familiarity with all the literature bearing upon his classroom study; it provides material for the investigator or specialist, satisfies the hunger of the general reader for good literature, takes its place beside the school as an integral part of the educational system, guides the child in his formative years, and lends its support to every agency which works for the improvement of social conditions. Thus it promotes industry, national welfare, local enterprise, and individual advancement, and establishes itself as a mighty social factor wherever adequately supported and properly administered.

What the librarian does—The library worker enjoys wide choice as to where and how he will serve. Public libraries represent the largest group of libraries and the most varied activities, and he who identifies himself with this field may become a reference or information expert, a specialist in charge of a collection devoted to economics, art, technology, or some other particular subject, a branch librarian, a children's librarian or a cataloguer, or an assistant in any one of many other divisions; and may look forward perhaps to a head position in which he will not only carry

the administrative responsibility, but will represent the institution before his community. If not associated with a public library the worker may enjoy a similar range of activity as a school or college librarian, adapting his methods to the peculiar needs of teachers, pupils, and investigators, quietly encouraging the taste for good reading in students, and instructing them in the use of books and organized collections of books. He may find himself in charge of the library of an insurance company, a chemical plant, a utility corporation, or a publishing house, in which the standards and methods must be those of the business world. He may be called upon to gather and administer a collection for a settlement or a foundation, in which the ideals are those of civic betterment but in which the problems are utterly unlike those of the public library. Finally, he may ally himself with some agency of more than local influence, directing for a State library or for a library commission the library interests and activities of an entire State, organizing some form of nation-wide library service, or assisting to prepare new workers by teaching in a library school.

Compensations of the librarian—It is obvious that special knowledge, technical efficiency, administrative skill, and high personal qualities are important factors in the librarian's success. His reward consists in the satisfaction of doing well a task requiring the best abilities; in the opportunity to deal with vital things and to serve his age and his community; in the daily contact with books and with people, and in the individual development incident to this; in the consciousness that his first function is to promote knowledge, without fear or prejudice or favor; and in a salary which will compare favorably with what he might expect to receive in any form of educational work. *The librarian's preparation*—Every bit of equipment counts in the librarian's favor, and his general preparation should be as well-rounded and extensive as possible. A high-school education or its equivalent is the minimum, and four years of college work are desirable. Wide reading, travel, and specialized study will increase his fitness for particular positions.

In addition, the librarian should know his books—both those which actually furnish information and those which guide him to it. He must know how to select them wisely and how to buy them economically. He needs familiarity with systems of classification and with

methods of cataloguing. He should be able to plan and arrange a library building or room, know what equipment is necessary, and how this equipment may be advantageously secured. He should be skilled in learning quickly the information resources of his community other than those of his own library. He should have knowledge of the methods in staff and budget management which have been found successful in libraries generally. All of this can be gained most quickly and most effectively through attendance at a library school. The curricula of the various library schools aim to present those methods which have been found essential as a basis for library work, to do this in a comparative and comprehensive manner, and to fit the student for a position wherever an opening may occur. Definite information as to their facilities will be furnished upon request by the institutions which constitute the Association of American Library Schools.

These schools vary as regards the previous education required for entrance. Some insist upon graduation from an approved college; some admit persons of high-school training only, providing they can pass the prescribed entrance examinations; some of those which are connected with universities stipulate that two or three years of college work must be completed before library courses may be elected. In every case the experience, recommendations, and personal qualifications of an applicant are taken into account. The requirements of each school are set forth in its circular of information. Carnegie Library School, Carnegie Institute, Pittsburgh, Pa.

Library School of the Carnegie Library of Atlanta, Atlanta, Ga.

Library School of the Los Angeles Public Library, Los Angeles, Calif.

Library School of The New York Public Library, New York City.

Library School of the University of Wisconsin, Madison, Wis.

Library School of Western Reserve University, Cleveland, Ohio.

New York State Library School, Albany, N. Y.

Pratt Institute School of Library Science, Brooklyn, N. Y.

Simmons College School of Library Science, Boston, Mass.

Syracuse University Library School, Syracuse, N. Y.

University of Illinois Library School, Urbana, Ill.

University of Washington Library School, Seattle, Wash.



THIS is a photograph of the architect's drawing for the new Deering High School, Portland, Maine. The building will be composed of two stories

and a basement and is designed to house twelve hundred pupils. Provision is made for a radio receiving room, so that broadcasted concerts may be provided in

the auditorium. The building is unique in that its rooms are arranged by departments with private office and storerooms for each department.

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 Managing Editor, 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, 15,318; reported during 1922 to date, 243,650. Cost reported this month, \$5,649,636; reported during 1922 to date, \$93,475,965.

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
<i>Alabama</i> Jefferson.....	Birmingham.....	Norwood Grade..	400	\$100,000	8/16/22	10/ 1/22	C. B. Glenn.....	Warren, Knight & Davis
<i>Iowa</i> Winnebago....	Buffalo Center...	Consolidated.....	500	125,000	3/31/22	5/11/22	J. W. Woodcock...	G. L. Lockhart
<i>Kansas</i> Edwards.....	Centerview.....	High.....	250	30,000	7/18/21	3/23/22	James Medley....	Smith & English
<i>Kentucky</i> Harrison.....	Connorsville.....	High.....	150	8,514	7/21/22	7/21/22	R. W. Wood.....	A. J. Kendall
Kenton.....	Covington.....	Grade 11th Dist..	300	90,000	9/13/22	9/13/22	W. A. Shore.....	Richards, McCarthy & Bulford
<i>Michigan</i> Wayne.....	Hamtramck.....	Dickinson Anx...	720	205,565	5/ 1/22	6/30/22	Board of Edn.....	J. Ivan Dise
<i>Minnesota</i> Hennepin.....	Minneapolis.....	Robert Fulton...	960	125,000	—/—/22	6/—/22	W. F. Webster....	Bureau of Bldg.
Hennepin.....	Minneapolis.....	Eugene Field.....	640	115,000	—/—/22	10/—/22	W. F. Webster....	Bureau of Bldg.
Hennepin.....	Minneapolis.....	Southeast High...	1500	600,000	—/—/22	10/—/22	W. F. Webster....	Bureau of Bldg.
Hennepin.....	Minneapolis.....	Emerson Whittier Junior High...	1200	600,000	—/—/22	10/—/22	W. F. Webster....	Bureau of Bldg.
Hennepin.....	Minneapolis.....	Louis Agassiz....	560	165,000	—/—/22	6/—/22	W. F. Webster....	Bureau of Bldg.
Renville.....	Olivia.....	Jr. and Sr. High..	600	185,000	2/23/20	1/26/22	James Empey.....	William Alban
St. Louis.....	Virginia.....	Lincoln Grade...	380	150,000	2/25/22	5/31/22	Board of Edn.....	Kelley & Shefchik
<i>Mississippi</i> Grenada.....	Grenada.....	High.....	200	100,000	1/—/22	6/ 2/22	J. B. Perry.....	R. A. Heavener
Panola.....	Batesville.....	High.....	350	35,000	4/—/22	5/—/22	R. N. Price.....	W. Overstreet
<i>New York</i> Kings.....	Brooklyn.....	Girls' Commercial	3500	2,000,000	10/—/21	—/—/22	E. W. Allan....	C. B. J. Snyder
<i>Ohio</i> Muskingum...	Dresden.....	Jefferson High...	200	96,000	5/ 6/22	8/25/22	D. R. Virtue.....	F. J. Porter
<i>Pennsylvania</i> Allegheny.....	McKeesport.....	Tech. High Addn..	960	300,000	11/28/21	4/10/22	J. F. Bower.....	T. B. & L. Wolf
Armstrong.....	Ford City.....	Grade and High..	160	85,000	2/15/22	4/ 1/22	P. D. Welch.....	W. G. Eckels
Armstrong.....	Leechburg.....	High.....	900	250,000	4/ 9/22	7/ 6/22	S. M. Neagley....	W. G. Eckels
Armstrong.....	Parker City.....	High.....	128	29,557	7/ 1/22	7/19/22		W. G. Eckels
Beaver.....	Monaca.....	High.....	450	115,000	5/24/22	—/—/22	L. C. French.....	J. H. Phillips
Berks.....	Mt. Penn.....	High.....	150	60,000	5/16/22	9/22/22		Harry Maurer
Berks.....	Sinking Spring...	High.....	160	80,000	5/16/22	6/22/22	H. E. Fisher.....	Ed. Scholl

President Owen's Program

IT HAS BECOME the custom in planning programs for the annual meetings of the National Education Association to select some central theme which will give unity to the various addresses and sessions. The outline of his plans, which President Owen stated at the recent meeting of the Executive Committee, indicates a conception of theme that is fundamental and far-reaching, which he has tentatively described as *The American School Program*. For the purpose of defining the theme of his program Dr. Owen divides various activities in education into two great classes: (1) those that deal with the external conditions of education and (2) those that concern themselves with the unity and content of the materials of education, which acting upon the mind of the learner produce the common fund of ideals and knowledge that must always be the bulwark of democracy. The external conditions of education include salaries, tenure, pensions, housing, and other elements necessary to insure that the setting for education shall be right. These the Association has analyzed and studied for many years. These studies are to be pursued further and made the basis of continuing campaigns for improved conditions. However, President Owen promises at the next meeting to focus attention primarily upon the content and purpose of education in a democracy in an effort to obtain unified objectives that shall be recognized from the kindergarten through the university. On its administrative side education is coming more and more to be recognized as a single comprehensive effort of the State to insure basic and continuing preparation of all its members for the responsible tasks of citizenship. Dr. Owen has envisioned a time when both in conception and practice education shall have essential unity on the side of content and ideals—a time when all of the various levels and phases of education will have values and purposes carefully defined in relation to the entire educational effort.

Dr. Owen pointed out that for many years secondary education aimed chiefly to prepare for higher education and continued to do so long after the secondary school became in fact the finishing school for the most of its graduates. He indicated how the purposes of the sec-

ondary school had been transformed by the work of the Association's Commission on the Reorganization of Secondary Education and called attention to the need for setting up a continuing agency to do for education from the kindergarten through the professional school what this commission has done in a limited field.

This attempt to define and continuously to redefine the purpose and content of education in a democracy on a comprehensive scale will not only shape the program which President Owen is preparing, but will tend to bring into new unity the work of the Association's committees and Departments. It may even reach further. Already organizations working in special fields of education have indicated a desire to cooperate in every way possible. Several organizations have expressed a desire to become an organic part of the Association, as was done by the National Association of Elementary School Principals when it became the Department of Elementary School Principals in 1921.

Dr. Owen's proposal is an excellent illustration of the way unity is obtained under American conditions of State and local control of education as opposed to Federal control. In certain foreign governments the content of education would be determined and laid down from above. In our American scheme definitions and statements of aims and content can have force only as they merit consideration and adoption. There could be no better protection against stagnation and misapplied effort. The original impetus which Dr. Owen's conception receives at Oakland-San Francisco and its continued service as an organized force in education will depend not on decrees from above, but upon the obvious soundness and value of the statements laid down by those in charge of the matter.

For the World Conference on Education, which occurs in connection with this meeting, there could be no more appropriate setting than Dr. Owen's proposals. For American education he will seek to do through his program what educational leaders in every democratic country would wish to do for their respective educational activities. Indeed the program which President Owen sets up will make a large contribution to the world conception of educational responsibility just because the citizens of the America of tomorrow must be trained for their part in a society which is

inevitably world-wide in a score of ways. By the racial backgrounds of existing peoples, by the cementing forces of international travel and friendship, by the thousands of interwoven lines of communication and transportation, by commercial and economic interdependence, by growing unity of political ideals and concerns—by all these the world is bound into an essential unity which a comprehensive program of education in any country must face as a fundamental fact.

Department of Superintendence¹

THE NEXT MEETING of the Department of Superintendence of the National Education Association of the United States is to be held in Cleveland, Ohio. A vesper service at four o'clock Sunday afternoon, February 25, 1923, will open the sessions of the convention. The last meeting will be held Friday morning, March 2.

At the meeting of the officers and executive committee in Boston, July 4th, the choice of the convention city was narrowed down to Chicago and Cleveland. The officers of the Department then carefully canvassed the facilities in these cities. An effort was made to secure the same arrangements in Chicago as were made for the last convention. At first this plan seemed possible. However, before arrangements could be completed, the space in the Leiter Building, where our school-building and other exhibits were located, was leased for permanent stores. No other suitable space being available near the downtown hotels, it was necessary to reconsider the plans.

The general sessions of the Department are to be held in the Convention Hall of the magnificent new Cleveland Auditorium. This building, which cost \$6,500,000, is conveniently located in the down-town hotel district. It has ample facilities to accommodate all activities of the convention except meetings of allied groups. These will be held in hotels as usual.

The president of the Department, Superintendent John H. Beveridge, of Omaha, is making rapid progress on his plans for the meeting. The program will afford constructive help for every member who attends.

¹ Prepared for THE JOURNAL by the Secretary of the Department.

In order better to care for visitors, the reservation of rooms in hotels will be in charge of a committee to be organized for that purpose. Specially attractive rates can be quoted to groups of two or more guests who reserve rooms together. A list of Cleveland hotels, with rates, will appear in the next issue of *THE JOURNAL*. All requests for reservations should be directed to Mr. A. C. Eldridge, assistant superintendent of schools, Room 403, Chamber of Commerce Building, Cleveland, Ohio, who is chairman of the local hotel committee. Reservations should be made early.

In addition to the meetings of the Department of Superintendence and its sections the following groups will hold

meetings in Cleveland during convention week: National Council of Education, Association of Kindergarten Supervisors, Department of Elementary-School Principals, Department of Rural Education, Department of Vocational Education, City Training-School Section, National Association of Deans of Women, National Association of Directors of Educational Research, National Association of High-School Inspectors and Supervisors, National Association of Secondary-School Principals, National Council of Primary Education, National Council of State Departments of Education, National Society for the Study of Education, National Society of College Teachers of Education.

mental organizations. The divisions with the years in which they were established and their directors are (1) Division of Records and Accounts, established in 1917, Mrs. Helen T. Hixson, director; (2) Division of Field Work, established in 1918, Miss Charl O. Williams and Mr. J. O. Engleman, directors; (3) Business Division, established in 1922, Mr. Ray S. Erlandson, director; (4) Division of Publications, established in 1920, Mr. Joy Elmer Morgan, director; (5) Research Division, established in 1922, Mr. John K. Norton, director; and Division of Elementary School Service, established in 1922, Miss Agnes S. Winn, director. The secretary of the Department of Superintendence (position created 1922), while not the formal head of the division, carries a similar responsibility. Mr. S. D. Shankland, who holds this position, is also rendering special aid to groups including those which meet at the same time and place as the Department of Superintendence.

THE JOURNAL of the National Education Association, which has been printed since September, 1921, by Judd and Detweiler, is this year being mailed also by that organization, using the same equipment that mails the National Geographic Magazine. The large editions of *THE JOURNAL* now go directly from the binding and trimming machinery into the mail bags at the rate of several tons daily during the mailing period.

THE HEADQUARTERS of the National Education Association is surrounded by building activities. Many large apartment buildings are under construction in its neighborhood. One is immediately north of it, another just across Sixteenth Street, and a third in the same block on M Street. The large Racket Club building, which is a few doors below on Sixteenth Street, was completed last year, and excavation is going on for the great Walker Hotel which will be two blocks away on Connecticut Avenue.

THE BOARD OF EDUCATION of Sand Springs, Oklahoma, includes as a part of each teacher's contract the following: "It is further agreed that the party of the second part will become a member of the Oklahoma Education Association and of the National Education Association not later than the second month of the current school year."

ARMISTICE DAY this year occurs on Saturday, November 11. Many teachers will take occasion to call attention to its meaning either on the Friday preceding or the Monday following. In

NOTES and ANNOUNCEMENTS

THE 1923 MEETING of the National Education Association will be held in Oakland-San Francisco, July 1-7, according to a decision reached by the Executive Committee at its meeting in Washington, September 25.

AMERICAN EDUCATION WEEK is just two months off as this number of *THE JOURNAL* goes to press. Already the idea has gained enormous impetus. Scores of organizations are making elaborate plans for its observance. As the plans go forward it is well to keep in mind the central idea of the week—the one thing that distinguishes it from all other "weeks" in its importance to the entire Nation. The central idea of Education Week is to fix the attention of the people in every community upon the basic needs of education in an effort to remedy those needs and make education as the organized instrument of democracy as nearly one hundred per cent effective as possible. If through visits to schools and other means Education Week can make an increasing number of citizens feel their ownership of the schools and their responsibility for their improvement it will be accomplishing its great mission.

ACTIVE MEMBERS FOR LIFE taken out before November 25 will be listed in *THE JOURNAL* for January. Even before the plans were complete a number of requests for such memberships came in by telegram and there is every indication that the first published list will be a most representative one and that a

thousand life members will enrol before the end of the school year. Who will be in the first hundred? Full information about these memberships, including the quota for each State and Territory, may be had on application to the various State Directors.

PROFESSIONAL SERVICE LIBRARY—During the recent meeting of the Executive Committee, President Owen outlined his plan for a professional service library at Association Headquarters and appointed a committee, consisting of the Director of the Division of Publications, the Director of the Research Division, and the Secretary of the Department of Superintendence to work out the details of the plan. Already beginnings have been made and as funds are available the work will be expanded so that the Association may have the advantages of a thoroughly organized library which will serve its special needs as the library of the National Geographic Society serves that organization. It is not proposed to duplicate the work of the Library of Congress or of the United States Bureau of Education, but to collect and organize material which has a special bearing on the problems with which the Association is dealing.

UNITS IN THE HEADQUARTERS ORGANIZATION of the National Education Association, which have hitherto been described as departments, will hereafter be called divisions. The change is made to distinguish these units from the groups recognized in the Charter as depart-

addition to the armistice, the day has been made significant by the burial of the unknown soldier with impressive ceremonies at the Arlington National Cemetery in November, 1921, followed by the opening of the Conference on the Limitation of Armaments.

THE ASSOCIATION'S ACTING STATE DIRECTOR for West Virginia is Mr. W. W. Trent, superintendent of schools at Elkins.

MISS LILLIAN M. SLEEPER, 101 Pleasant Street, Manchester, New Hampshire, represented the State association in the Assembly at Boston. Her name was accidentally omitted from the list which appeared in the September JOURNAL.

OUTSIDE DEMANDS made on school time by special weeks, special days, campaigns and clubs, calls for contributions, essay contests, and other activities not organically a part of the course of study are discussed by State Commissioner Clarence H. Dempsey, of Vermont, in an article in the *Journal of Education* for September 28, 1922.

THE AMERICAN BANKERS ASSOCIATION publishes a monthly journal of a hundred pages, more or less similar in size and style to THE JOURNAL of the National Education Association. The 1923 meeting of the Bankers Association was held in New York City, October 2-6.

State Association Meetings 1922-23

ALABAMA Education Association. Date to be announced later.
ARIZONA State Teachers' Association at Phoenix, Thanksgiving week, 1922.
ARKANSAS Educational Association at Little Rock, November 9, 10, and 11.
CALIFORNIA Council of Education. By law second Saturday in April. Also sectional meetings. Dates to be announced later.
COLORADO Education Association, November 7, 8, 9, 10, and 11, 1922.
CONNECTICUT State Teachers' Association at Hartford, February 9 and 10, 1923. Sectional meetings at Hartford, New Haven, Bridgeport, and New London, October 27, 1922.
DELAWARE State Teachers' Association, November 9 and 10 (Tentatively).
DISTRICT OF COLUMBIA Education Association. Date to be announced later.
FLORIDA Educational Association at St. Petersburg, December 27, 28, and 29, 1922.
GEORGIA Educational Association. Date to be announced later.
IDAHO State Teachers' Association at Boise, November 30 and December 1 and 2, 1922.
ILLINOIS State Teachers' Association at Springfield, December 27, 28, and 29, 1922.
INDIANA State Teachers' Association at Indianapolis, October 19, 20, and 21, 1922.

IOWA State Teachers' Association at Des Moines, November 2, 3, and 4, 1922.

KANSAS State Teachers' Association at Topeka, Pittsburg, Hutchinson, and Hays, October 19, 20, and 21, 1922.

KENTUCKY Education Association at Louisville, April 19, 20, and 21, 1923.

LOUISIANA Public School Teachers' Association at Lake Charles, Thursday, Friday, and Saturday of Thanksgiving week, 1923.

MAINE Teachers' Association at Bangor, October 26 and 27.

MARYLAND State Teachers' Association at Baltimore, December 1 and 2.

MASSACHUSETTS Teachers' Federation, October 21, 1922.

MICHIGAN State Teachers' Association at Lansing, probably December 28 and 29, 1922.

MINNESOTA Educational Association at St. Paul, October 25, 26, 27, and 28.

MISSISSIPPI Education Association at Jackson, May 3, 4, and 5, 1923.

MISSOURI State Teachers' Association at Kansas City, November 15, 16, 17, and 18, 1922.

MONTANA State Teachers' Association at Helena, November 27, 28, and 29.

NEBRASKA State Teachers' Association at Omaha, latter part of March 1923 (Tentative Date)

NEVADA State Teachers' Association. Biennially in even number years during week preceding Christmas.

NEW HAMPSHIRE State Teachers' Association at Manchester, October 21 and 22.

NEW JERSEY State Teachers' Association at Trenton, December 27, 28, and 29.

NEW MEXICO Educational Association at Albuquerque, November 27, 28, and 29.

NEW YORK State Teachers' Association at Syracuse, November 20, 21, and 22, 1922.

NORTH CAROLINA Teachers' Assembly at Raleigh, November 30 to December 1, 1922.

NORTH DAKOTA State Teachers' Association at Fargo, November 22, 23, and 24.

OHIO State Teachers' Association. Date to be announced later.

OKLAHOMA State Teachers' Association at Oklahoma City, February 8, 9, and 10, 1923.

OREGON State Teachers' Association at Portland, December 26, 27, 28, 29, and 30, 1922.

PENNSYLVANIA State Education Association at Bethlehem, December 27, 28, and 29.

RHODE ISLAND Institute of Instruction at Providence, October 26, 27, and 28.

SOUTH CAROLINA State Teachers' Association, March 8, 9, and 10, 1923.

SOUTH DAKOTA Education Association at Pierre, November 27, 28, and 29.

TENNESSEE State Association of Teachers, March 29, 30, and 31, 1923.

TEXAS State Teachers' Association at Houston, November 30 and December 1 and 2.

UTAH Educational Association, October 19, 20, and 21, 1922.

VERMONT State Teachers' Association at St. Johnsbury, October 11, 12, and 13.

VIRGINIA State Teachers' Association at Richmond, Thanksgiving week.

WASHINGTON Educational Association at Spokane, September 27, 28, and 29, 1922.

WEST VIRGINIA Educational Association at Charleston, November 16, 17, and 18, 1922.

WISCONSIN Teachers' Association, November 9, 10, and 11, 1922.

WYOMING State Teachers' Association at Cheyenne, October 11, 12, and 13.

Too Many Men in College

TOO MANY MEN are going to college," said President Ernest M. Hopkins, of Dartmouth, on September 21 in a statement to the students of his institution that has been widely quoted and commented upon. President Hopkins said:

The opportunities for securing an education by way of the college course are definitely a privilege and not at all a universal right. The funds available for appropriation to the uses of institutions of higher learning are not limitless and can not be made so, whether their origin be sought in the resources of public taxation or in the securable benefactions for the enhancing of private endowments. It consequently becomes essential that a working theory be sought that will operate with some degree of accuracy to define the individuals who shall make up the group to whom, in justice to the public good, the privilege shall be extended, and to specify those from whom the privilege should be withheld.

This is a twofold necessity; on the one hand that men incapable of profiting by the advantages which the college offers, or indisposed, shall not be withdrawn from useful work to spend their time profitlessly, in idleness acquiring false standards of living; and on the other hand that the contribution which the college is capable of making to the lives of competent men and through them to society shall not be too largely lessened by the slackening of pace due to the presence of men indifferent or wanting in capacity.

We hear much of men seeking an education, but too often they are only seeking membership in a social organization which has reputation for affording an education, from which reputation they expect to benefit, if they can avoid being detached from the association. The assumption would be humorous if it were not so serious, that enrollment with a college requires that the college shall either force education upon the individual man or surreptitiously bait him to it, rather than that he should crave and at the cost of any effort possess himself of the utmost which the college can give.

It would be incompatible with all of the conceptions of democracy to assume that the privilege of higher education should be restricted to any class defined by the accident of birth or by the fortuitous circumstances of possession of wealth, but there is such a thing as an aristocracy of brains, made up of men intellectually alert and intellectually eager, to whom increasingly the opportunities of higher education ought to be restricted, if democracy is to become a quality product rather than simply a quantity one, and if excellence and effectiveness are to displace the mediocrity towards which democracy has such a tendency to skid.

Other college heads have taken issue with President Hopkins. Chancellor E. E. Brown, of New York University,

believes that the "point of saturation" in American colleges is still a long way off. He says:

There are too many college students only if their mere numbers prevent us from giving a fit training to the destined leaders of men within the next generation, but we can not admit this without confessing a certain bankruptcy of inventive resourcefulness, a limitation which, as thinking men, we can not accept.

We may at least estimate that eventually something more than ten per cent of our adult population will be equipped with education, in some one or other of its forms, above the high school grade, and that our industries and professions will require and absorb this output of highly trained men and women; or that at any given time not less than one per cent of our total population will be enrolled as students in higher institutions of learning. It seems not unlikely that this proportion may be realized within the next twenty to thirty years, if the ten-

dencies already well established shall continue their sweep, undisturbed by new world currents or by National disaster.

President Sidney Mezes, of the College of the City of New York, says:

If President Hopkins means to say that the country is getting too many college-trained men, I must disagree with him. The country can not have too many men who are well-trained. But I think he was talking of those persons who are actually in colleges who ought not to be there.

We are getting too many of one kind of students and too few of another. Many persons of great capacity and industry are not going to college, and others, who have neither capacity nor industry, are going. I suppose one reason that those of capacity and industry do not go is that they do not have the money or the opportunity at the right time. It is true that the colleges have some students who ought not to be there.—*School and Society*.

IN THE FIELD

SCHOOL LIFE—the official monthly organ of the United States Bureau of Education—has resumed publication, with the September, 1922, number, having suspended with the number for December, 1921, until authorization could be had from Congress to continue. Under the new arrangement a small subscription charge of thirty cents is necessary. This should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

RADIO CLUBS are being formed among the high-school students of Buffalo, New York.

JUDICIAL DECISIONS RELATING TO EDUCATION are discussed with citations in an article by I. N. Edwards, of the University of Chicago, which appears in *The Elementary School Journal* for September, 1922.

A SURVEY of the schools of New York City is to be made by committees of the supervisory and teaching staff under the direction of Superintendent William L. Ettinger, according to a recent announcement in the *New York Evening Mail*.

ST. PAUL, MINNESOTA, is beginning a campaign for school bonds, according to recent letter from Superintendent Hartwell.

A SURVEY OF EDUCATION IN OKLAHOMA began on October 16 and will be concluded with a final meeting of the survey staff on November 11. The staff, which represents leaders from every section of the United States, will work under the direction of Dr. William T. Bawden, of the United States Bureau of Education. Among the special subjects to be considered are educational legislation, school revenue, rural education, and the education of negroes.

THE WISCONSIN NORMAL BOARD OF REGENTS recently selected Mr. J. A. Merrill as

president of the Superior Normal School to succeed the late B. E. McCaskill. Mr. Merrill has been associated with the institution in other connections for twenty-two years.

DR. EDWARD JEWITT WHEELER, editor of *Current Opinion*, died July 15 at the Lake Placid Club, in the Adirondacks, after an illness of several months. He was 63 years old.

TREASURY SAVINGS CERTIFICATES which may now be purchased at any post office in denominations as low as twenty dollars are a first-class investment for teachers.

THE NATIONAL EDUCATION ASSOCIATION has become a real power in American education. Professionally minded and loyal teachers everywhere should give it their support.—*Minnesota Teacher*.

MISS ADA VAN STONE HARRIS, Vice-President of the National Council of Education, is director of Primary Education, City Training School for Teachers, Pittsburgh, Pennsylvania. This corrects the information given in the list of officers in the September *JOURNAL*.

\$30,000,000,000 tax-exempt securities are reported to be outstanding in the United States. The wisdom of the policy of making Federal, State, county, and municipal bonds nontaxable is now being questioned.

MR. H. A. L. FISHER, president of the English Board of Education, has issued a new code of rules which gives official recognition to the "motherly person," who is supposed to be capable of replacing the qualified teacher for children under six. This rule is being opposed by the British Association.

A TEXTBOOK entitled *War on War* may be had for ten cents from the National Council for the Reduction of Armaments, 532 Seventeenth Street Northwest, Washington, D. C.

A NEW MAGAZINE of unusual interest to teachers of debating and citizenship entered upon its second year in October. This magazine, known as *The Congressional Digest*, gives in each number a thorough analysis with pros and cons of some important public question. Among the numbers and special subjects covered are December, 1921, the Towner-Sterling bill; April, 1922, Citizenship; May, 1922, The Tariff Question; June, 1922, The Soldier Bonus; August, 1922, special political number; and October, 1922, The Mussel Shoals Project. A sample copy of any of these numbers may be had free on request from the Congressional Digest, Munsey Building, Washington, D. C.

AN INTERNATIONAL ECONOMIC CONFERENCE following the fall elections is demanded by many leaders in the movement to improve world conditions.

AN ANNUAL PRIZE OF \$25,000 for the greatest contribution to chemistry has been announced by the Allied Chemical and Dye Corporation whose offices are at 61 Broadway, New York City.

RURAL SCHOOL CONSOLIDATION in practice meets with overwhelming approval by school patrons, according to an investigation conducted by the Kansas State Normal School at Emporia. Replies received represent consolidated schools in every section of Kansas and show intelligent appreciation of the advantages of the new type of school.

THE BUSINESS MAN demands that education should supply him with efficient workers in factory and counting house; but the educationist, while admitting that this object is a legitimate part of the purpose of the school, will not allow that it should be the dominating factor. If he were compelled to choose, he would say that the school should educate for leisure rather than for vocation. Education for livelihood is important, but education for life is essential. And it is in the right use of leisure that the results of a sound education become apparent. In leisure the real self is set free; it is master of its own activities, and it is these unrestrained activities which afford the true index to the personality which early education has built up. The test of a man's education is what he chooses to do when he is not obliged to do anything.—*Christian Science Monitor*.

EDUCATION IN MOSCOW.—The Moscow Department for Public Instruction has been hindered in its work by the abnormal financial position of the whole country. The lack of money makes it impossible to provide sufficient material for the schools, and also makes it difficult to support the teaching staff. During the present year the schools under the control of the department will contain 25,000 children from the town and 49,000 from the province. In the town 14,000 children will not be provided for, and in the province 36,000. Children of the workers, under these conditions, are given a preference over those of other classes, and the latter are not admitted until the workers' children have been accommodated.

A resolution of the Moscow Soviet, recently passed, laid down the principle that education should everywhere continue to be free and supported by the State and local authorities; educational centres can be formed by factories, institutions, and other groups of citizens, but the main work must be done by the State and the municipality. Private schools making a charge for admission will not at present be tolerated. A small local tax on incomes devoted purely to educational purposes will be instituted as soon as possible.—*Russian Information and Review*.

JOHN HERBERT PHILLIPS, for 38 years superintendent of schools of the City of Birmingham, Alabama, one of the foremost educators of the South, died July 21, 1921. Born of Welsh parentage in Covington, Kentucky, in 1853, he later moved to Ohio, receiving his college training at Marietta College. In 1883 he came to Birmingham as superintendent of schools and has since served there continuously. He was the father of the Birmingham public school system and during his long and uninterrupted period of service built up a system of schools which ranks among the best in the country.

Dr. Phillips served as President of the Southern Education Association and as President of the Council of the National Education Association. As an author Dr. Phillips wrote "The Negro and Education," "History and Literature in the Grammar Schools," and "Old Tales and Modern Ideals," the last a compilation of his Monday morning talks to high-school students.

He was a man of ideals, firm and full of fervor, a devout Christian as well as an educator of exceptional ability. The Bible class of the First Presbyterian Church, a leading feature of the church activities, was conducted by him for a number of years and his association with the Church and his indefatigable work in its behalf, not only in the welfare of the Bible class, but for the upbuilding of other branches has made the Central Presbyterian one of the strongest factors in the religious life of Birmingham.

He was a man of dynamic energy and vitality, ever ready to help in the promotion of any enterprise that would lend itself to the upbuilding of Birmingham. Shortly after he settled in the city he saw its wonderful possibilities for educational development, and he set himself to the task of developing and expanding every branch of the city's educational institutions with the view of placing Birmingham in the front ranks as an educational center of the South. Nothing seemed to daunt him, he recognized no obstacle and despite the financial handicaps which often impeded his progress, the results of Dr. Phillips' energy and ambition were soon seen in the expansion of the city's educational facilities.—Prepared by Brookie Thomas, president of the Birmingham Teachers' Association, Birmingham, Alabama.

THE COUNTY UNIT LAW—At the coming November election the voters of Missouri will pass judgment upon the merits of the County Unit Bill, a measure passed by the last Legislature and suspended by the referendum.

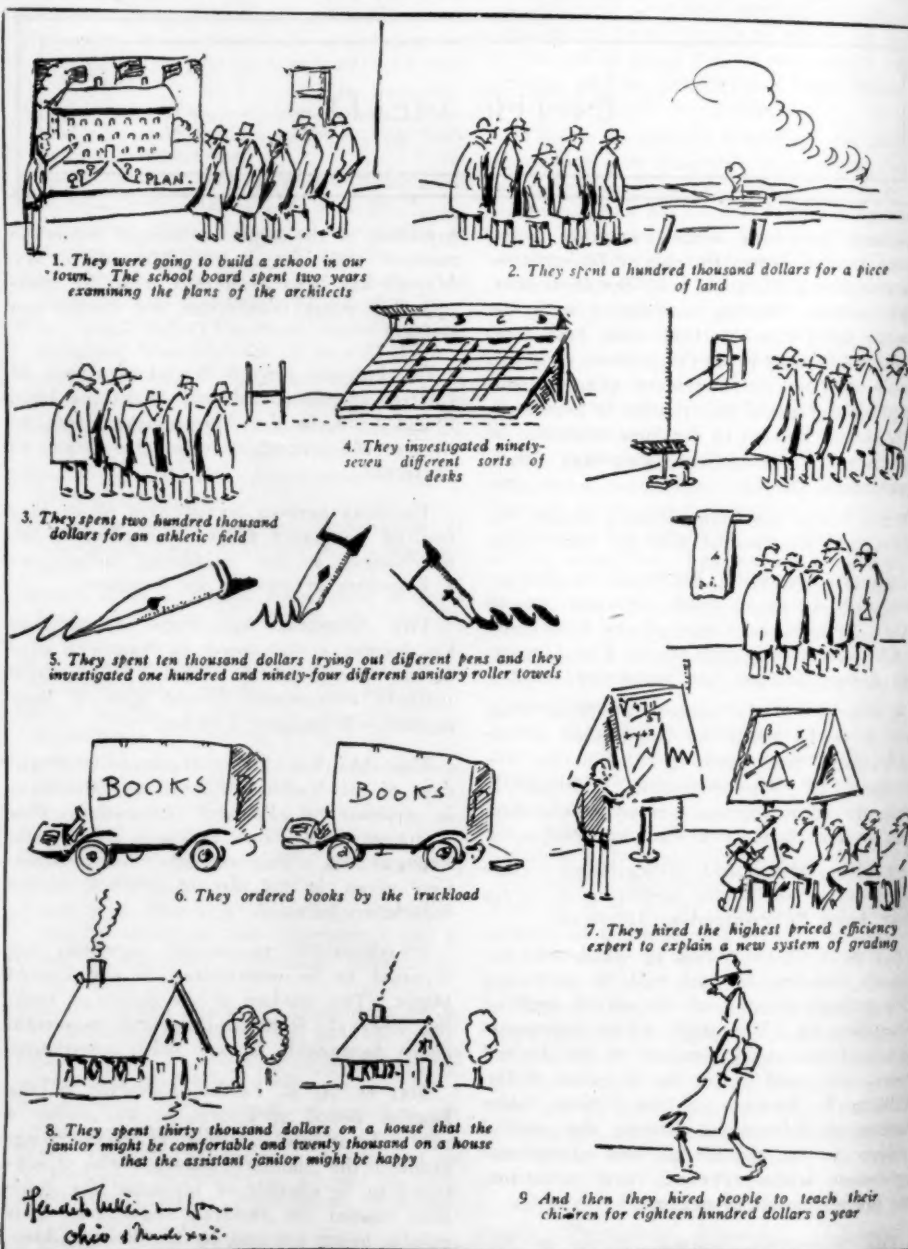
In passing upon this important subject,

the chief questions to be considered are: Shall Missouri, educationally speaking, go forward or backward? Is our present school system what it should be? Is it sufficiently elastic and adaptable to such methods and operations as to insure efficiency and progress? Above all, are our rural schools efficient or defective, and are our country boys and girls receiving those educational advantages to which they are entitled?

The Missouri School Journal believes that the County Unit Law should be endorsed and upheld at the polls. It does not believe nor claim that the law is perfect, or that its operation will speedily bring about an educational millennium in this State. But it believes that it is an honest effort to improve our school system, that it is a progressive movement, and that to defeat the law at this time would be a decidedly backward step. Let the law as enacted be indorsed at the polls, put in operation, and given a fair trial. Whatever defects may appear can be remedied by future legislatures. No law is perfect, nor can a measure of this kind be enacted so as to be entirely satisfac-

tory to all. It is plain, however, that the most progressive thought of the State is in favor of the law, and there is no doubt that an overwhelming majority of our educators are in favor of it. Missouri is a great State—great in area, great in population, and great in natural resources—is it less important that she should be great in educational efficiency and progress? In the hope that the County Unit Law may serve to bring about this desired end, the Missouri School Journal is in favor of giving it a trial.—*Missouri School Journal*.

MRS. MARGARET S. McNAUGHT, State commissioner of elementary schools, Sacramento, California, has resigned to take effect January 1, 1923, which will mark the end of nine years of service in that position and more than thirty years of service in the public schools of California. Mrs. McNaught plans to spend several years abroad with her husband. She has been chairman of the Association's Commission on the Revision of Elementary Education.



Hendrik Willem Van Loon in *The Survey*. Used by courteous permission.

Education in Ireland

IRISH EDUCATION, like other things Irish, is in the melting-pot. Public opinion, north and south, is agreed that the present conditions are intolerable. The financial basis of the system has collapsed. In the past salaries were paid by treasury grants. These were administered by a government-appointed national board of education, there being no minister of education, and the national board being in no sense a government department with responsibility to parliament. The cost of building and the upkeep of existing buildings had to be found by the religious body to which the school belonged. Remembering recent prices in the building trade, it is cause for wonder that school buildings are not even more unsatisfactory. The religious bodies struggled hard to cope with a situation rapidly becoming impossible; but even so, school accommodation has become woefully inadequate. In Belfast, for instance, in 1918, one child in every six could not be crowded into school. In Dublin, it was estimated some years ago by a Roman Catholic priest that the number of children absent from school was at least eight thousand. The other expenses—such as lighting, heating, cleaning—had to be met by the denomination owning the school; in some cases, even by the teachers or the parents. Books and stationery were provided by a charge on the parents, who complained bitterly of this impost. In the case of clever children, where more books were needed, there was sometimes a downright refusal to provide them, involving a heavy handicap on the child. Sanitary inspection of school buildings was unknown. Medical inspection of school children was provided for by the Act of 1919, and some beginning will be made in Belfast this winter.

As regards school attendance, it may be a shock to Scottish readers to learn that to quote a Fellow of Trinity College, "compulsory education does not exist in a large part of Ireland." The adoption of the compulsory clauses of the Education Act was permissive, and they were actually enforced by less than two thirds of the local authorities. A recent figure for average attendance in the whole country was seventy-one per cent; the 1918 figure for Belfast was eighty per cent. But these figures are of children on the rolls, and take no cognizance of Father M'Kenna's eight thousand not included in those registers. Children could leave school at the age of eleven if they had completed the Fifth Standard; so the more clever children were taken away early to help out the family income, and the more stupid remained. Exemptions were also given for "agricultural or domestic necessity," generously interpreted by a wide-minded magistracy who did not believe in oppressing the deserving poor by depriving them of the child's earnings. As one result, in Belfast 5700 persons engaged in "gainful occupations" are illiterate. A recent estimate gives the illiteracy rate in the whole country as ten per cent.

This was the situation which confronted the responsible governments, both in northern and southern Ireland, when they assumed office in 1921 and in 1922, respectively. In the former case it is hoped an education bill

will actually be introduced during the autumn session of parliament. In southern Ireland the provisional government has availed itself of the very drastic scheme of educational reconstruction based on an inquiry carried out by Sinn Fein before and during the truce. It is said this will effect a complete revolution, as its object is to educate the children to be fit citizens of an Irish Ireland. Concentration on Irish history, geography, and, above all, on the Irish language, may be regretted by those who consider subjects, such as handwork and science, sacrificed to this as of greater importance. But it is too early to criticise, with half the ministry of education away campaigning. The important fact is that at last

or the hay harvest, or the needs of sickness in the home. And now in southern Ireland it is the establishment of an Irish-speaking Ireland which has become the educational ideal. Perhaps in the near future this too will be seen to be a part, not the whole, of the true aim, and the vision, which can "See life steadily, and see it whole," will be granted to Irish educationists.—Dora Mellone in *The Scottish Educational Journal*.

Organized Promotion of Education

THE MORE INTEREST people generally take in education, the better. One of the organizations that has rendered outstanding service in the promotion of public appreciation of the importance of education, is the Coöperative Education Association of Virginia. This Association is now organizing County Councils of Conference and Coöperation. The following plan of organization has been sent throughout Virginia to the persons immediately concerned:

1. Get together all the county-wide agencies including the heads of the departments of education, health, highways, and child welfare; ministerial associations, Community Leagues, Junior Community Leagues, Red Cross, editors, schools and colleges, Y. M. C. A., Y. W. C. A., farm organizations, county and home demonstration agents, bankers, representative citizens, and all county-wide agencies that will coöperate.

2. The aims and purposes are (a) to arouse the people to a sense of community responsibility and to organize for self-help; (b) to promote an intelligent public sentiment by making known the best that is being done for rural improvement in Virginia and the Nation by putting struggling communities in touch with sources of help and information; (c) closer and more effective coöperation of all existing agencies.

3. The Council of Conference and Coöperation is, as its name implies, merely a committee on coöperation and is in no sense a new organization. It coördinates the existing agencies and acts jointly in investigating and promoting needed rural social work.

4. The Council shall have advisory functions only. It outlines the policies of the county but its actions are not binding upon participating organizations and agencies; no agency in the council shall be bound to assume any financial obligations.

5. The officers of the Council shall be a president, a vice-president from each co-operating agency, a secretary-treasurer. The president and secretary-treasurer to be elected by the Council.

6. After the Council is organized a county-wide program should be inaugurated. Have as slogans: "Know Your County Better" and "Build Better Communities."

7. Meetings should be held monthly or at such times as the Council may elect.

8. It is wise to have a definite objective for which to work. The "Ten Tests of a Town," or a rural-school score card, or standards that have already been worked out by the various departments should form the basis of constructive work. A big project like a county fair, community library,



public opinion in Ireland is awake. The recent Trade Union Congress passed a strong resolution on the need for real compulsory and free education, and the election to the new parliament of the representative of the Central Teachers' Organization is of great significance. In April last a small private conference held in Dublin, on a non-sectarian and non-party basis, drafted a plan of reform under which the worst of the evils outlined above would disappear. An identical program has been adopted by non-party organizations in Belfast.

Everyone has heard of the need to make the world safe for democracy. Too little has been heard of the need to make democracy safe for the world. How very unsafe an uneducated democracy can be is writ large in the history of Ireland, north and south, during recent years. It is not safe to rear up a generation of untrained, uneducated young men and women, ready to fall a prey to any agitator, or be carried away by any outburst of mob violence. Educational reform must be considered the moment that civil war conditions, north and south, render such consideration possible. In this reform the interests of the child must be paramount. In the past everything else was considered—the safety of the potato crop,

consolidated rural schools, county nurse or health officers, dental or medical clinic, playground or athletic director, securing county or home demonstration agents will grip the citizens of the entire county.

9. Following are some of the advantages of the County Councils: (a) exchanging experiences; (b) preventing duplication of effort; (c) extending usefulness of agencies; (d) saving time and money by delegating specific tasks to specific agencies of organizations; (e) promoting progress all along the line instead of emphasizing special needs; (f) enlisting the services of a wider group of leaders; (g) making case studies of particular local communities.

Libraries in China

THE ANNUAL conference of the National Association for the Promotion of Education was held at Tsinanfu, Shantung, on July 3-8, 1922. During these days the sessions of the library section formulated the following proposals. Opinions were expressed and ways of carrying them out were suggested.

1. That all schools should have instruction in the use of books.
2. That the normal schools in China should offer courses in library science.
3. That extension of school libraries should be emphasized.
4. That the chief places, such as Shanghai and Hankow, including provincial capitals, should establish libraries.
5. That a national library should be properly established in Peking.
6. That the publishers of new books should present one volume to the board of education, and one volume to the national library.
7. That primary schools, within certain regions, should unite to establish circular libraries.
8. That a committee for the study of library science should be organized by the National Association for the Promotion of Education.—Y. F. Hung, librarian of the National Southeastern University, Nanking, China.

"X" Goes off to School

FOR THE FIRST TIME Jim Harrington realized that the parent had also his part to play. So few people seemed to know this; just sent their little unknown quantities off to school, and let the matter drop; left it all to the teachers and were rather surprised and annoyed with the finished product when finally it waited on their doorstep.

Yet what did they expect? Facts could be taught, knowledge, but the rarer quality, wisdom—that was another matter. A boy might learn to bound a hundred counties, to conjugate a thousand verbs, to repeat word for word the contents of every textbook printed, and still be poorly equipped for life. What of the finer points of character—consideration for others, a passion for justice, a sane and understanding patriotism, a love of beauty? Wouldn't it be slacking to leave all these to the teachers? Had the parent no duty to perform?

LET EVERY AMERICAN,
Every lover of liberty, every well wisher to his posterity, swear never to violate in the least particular the laws of the country, and never to tolerate their violation by others. As the patriots of seventy-six did to the support of the Declaration of Independence, so to the support of the Constitution and laws let every American pledge his life, his property, and his sacred honor. Let every man remember that to violate the law is to trample on the blood of his father, and to tear the charter of his own and his children's liberty. Let reverence for the laws be breathed by every American mother to the lisping babe that prattles on her lap; let it be taught in schools, in seminaries, and in colleges; let it be written in primers, spelling books, and almanacs; let it be preached from the pulpit, proclaimed in the legislative halls, and enforced in courts of justice.—
Abraham Lincoln.

"It's up to me," Jim Harrington thought. Across the street he saw young Frank Wilcox, his neighbor's son, stroll lazily down the front walk, light a cigarette, climb into a smart racing car, and drive away. Frank had been through it all, through the schools and college, seventeen years of it. He stood at the end of the path upon which little Jim set out that morning. Only last June Frank and his father had sat on their porch on the young man's first night at home after college graduation, and the elder Wilcox had been amazed at the unfinished product the schools had given him back. Through all those years he had signed the checks, asked no questions, paid no attention, just drifted along hoping for a miracle. The miracle had failed to come off. Here was his unknown quantity thrown back at him, unknown still, careless, lacking the spark of wisdom, utterly at a loss how to tackle the struggle ahead.

"The old man's fault," Jim Harrington reflected, as he watched Frank's car disappear down the street. "I'll not make that mistake. I'll do my part. I'll go along with Jim—side by side. The teachers can't do it all, unaided. I'll show him the relation of facts to life. I'll take an interest in the schools. I'll meet the men and women who are teaching my boy. I'll help them in transmuting Jim's knowledge into wisdom."

No easy matter, he realized. Probably most parents made that same high resolve when their children first went off to school—perhaps even Wilcox, the man across the

street. And then—the press of work. Worry, care, and the high resolve melting—melting. Yes, it would take patience and strength of character.

But it would be worth it. Jim Harrington looked ahead to that far evening when he and his son would sit upon the porch. "Well, Jim?" "Well, dad?" A clear-eyed boy with a purpose in the world, with sense and understanding, with character. His unknown quantity known at last. A boy worth having, a boy he could hand on proudly for service to the State.

"It's up to me," Jim Harrington repeated. "My job and his teachers' job—then both began today."—*From Collier's, The National Weekly.*

WHY is education in the United States fighting so hard for existence? Why is it that children have too little opportunity? Why is it that so many illiterates are permitted to grow up to take their ineffective places in society to the detriment of us all? Why is it that this, the richest and most prosperous of nations, can do so little to aid itself educationally?

There can be only one answer; because the Nation, as a Nation, has no education plan, policy, or organization devoted to education; because, as a people, we regard educational facilities and programs as local issues; because we have no Department of Education, as we have a Department of Agriculture or War or Interior.

Washington, D. C., is the Nation's property; it is generally regarded by us all as our pride, our beauty, our very own. But only from a standpoint of architectural beauty; not from a standpoint of leading in civic improvement. Washington's schools are neglected; many of them run two shifts a day in order to accommodate the children which crowd them. Portable buildings, insanitary buildings, buildings so old and out of date they are shamed by the schools of municipalities of twenty-five thousand people, are pressed into service. Teachers are underpaid; education suffers.—*Capitol News Service.*

JUNK!—I own a car. It's a good machine—or it was—only I've run it too often without enough oil, and I don't keep it very clean, and I never have it examined. Some expert has advised me to have it examined this spring. He says after the hard winter, every car should be overhauled. But I can't afford it. I've got to use my car every day. Besides, I can't afford to pay a really good mechanic. Even if I could, having it examined is a nuisance. I'll just keep on running it until it gives out and then I'll send it to the junk heap.

I own a body. It's a good machine—or it was—only I've run it too often without any food and I don't keep it very clean and I never have it examined. Some expert has advised me to have it examined this spring. He says that after the hard winter everybody should be overhauled; but I can't afford it. I've got to keep going every day and I can't afford to pay a really good doctor; even if I could, being examined is a nuisance. I'll just keep on going until I give out and then—*The School News (New Jersey).*

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Atlanta—Carlton Shoe & Clo. Co.
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Battle Creek—Bahlman's Bootery
Birmingham—219 North 19th St.
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Buffalo—639 Main St.
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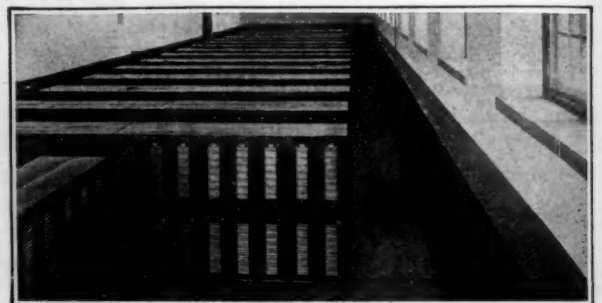
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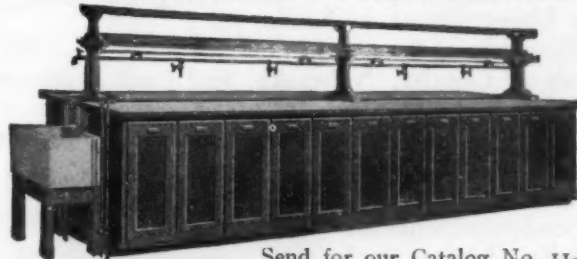
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NEWS OF THE BUSINESS WORLD

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

Professor J. W. Searson, of the Department of English at the University of Nebraska; Doctor P. P. Claxton, former Commissioner of Education in the United States Bureau of Education and now Provost of the University of Alabama; John H. Beveridge, Superintendent of Schools at Omaha, Nebraska, and President of the Department of Superintendence of the National Education Association, and Walter R. Siders, Superintendent of Schools, Pocatello, Idaho, and Chairman of the Board of Trustees of the National Education Association, have consented to serve as the judges in the selection of the most meritorious articles relating to the use of **THE BOOK OF KNOWLEDGE** in the classroom. The announcement of this contest is found on page A-168 of this number of **THE JOURNAL**.

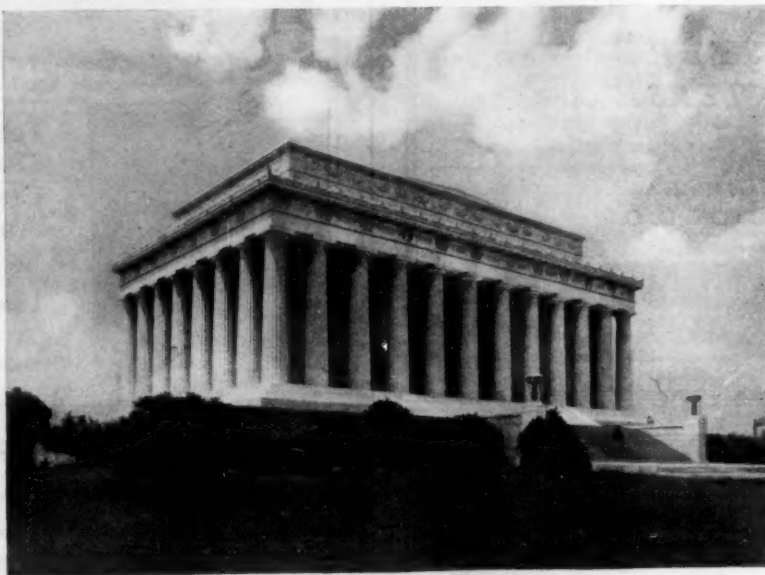
Readers of **THE JOURNAL** should be sure to notice the beautiful advertising of the **BUCKINGHAM PRINTS** on the inside front cover page of this number. Mr. Buckingham is one of the best-known photographers and artists of Washington, D. C., and his intention to supply the schools with patriotic photographs at low prices is a most meritorious service.

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The Dow Company calls attention on page A-176 to the **SPIRAL SLIDE FIRE ESCAPE**, which is one of the most rapid and sensible methods of exit that has yet been developed.

The far-seeing policy of Dean John W. Withers in calling attention to his Summer School at New York University and particularly to the Conference Courses on Educational Administration will insure a large attendance there next summer. The advertisement of this institution is found on page A-178.

EVIDENCE is the title of a new booklet gotten out by the J. G. Wilson Corporation and it is devoted solely to letters of commendation of users of the Wilson Rolling Steel Doors and Folding and Rolling Partitions, etc. A copy of this valuable booklet will be mailed immediately to any one asking for it.

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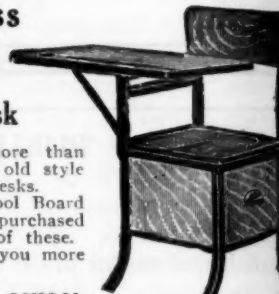
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