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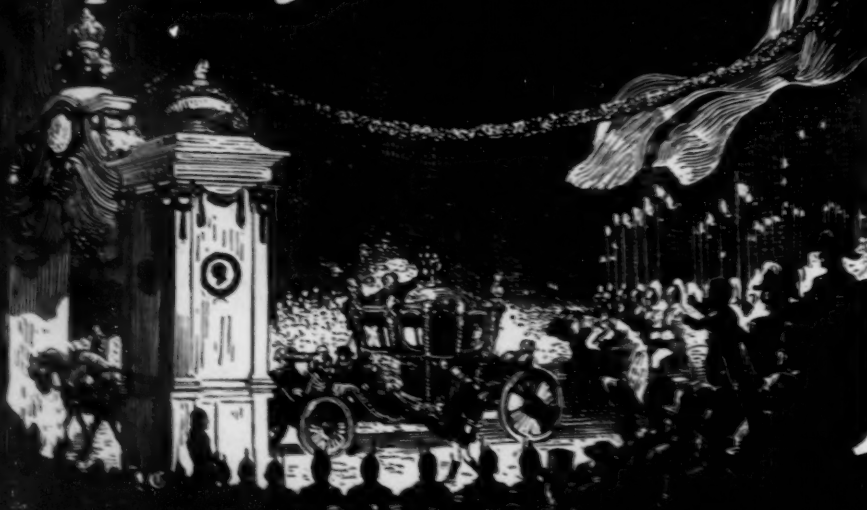
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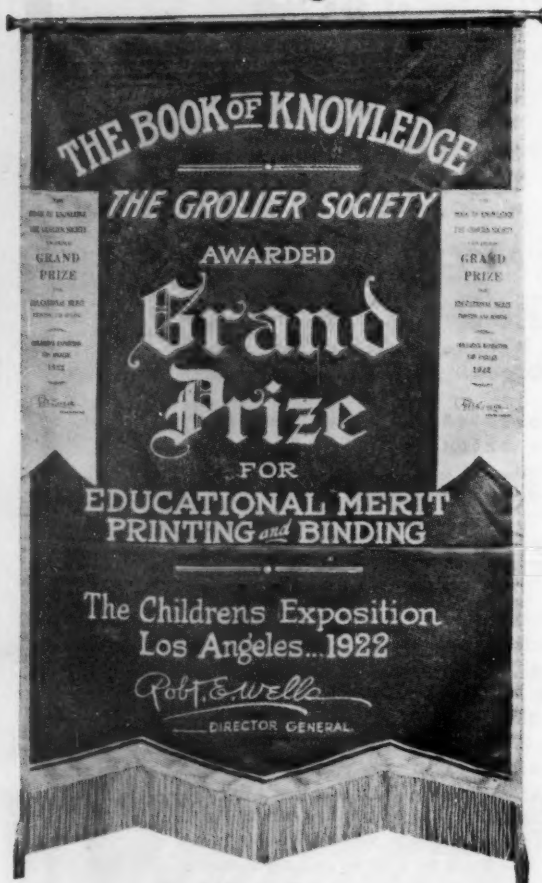
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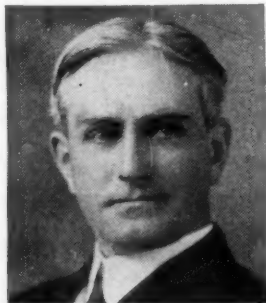
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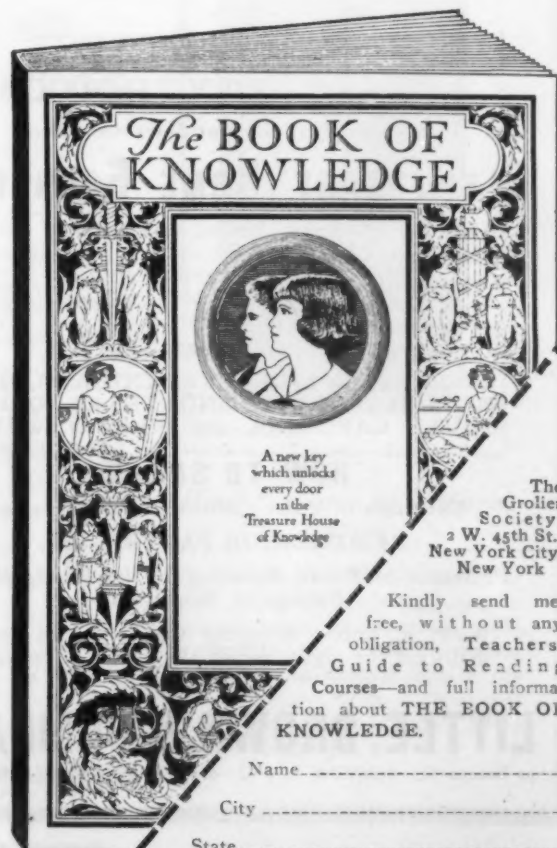
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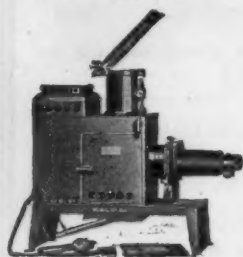
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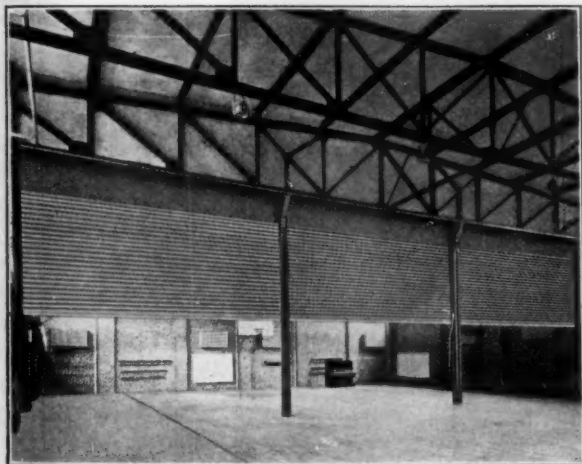
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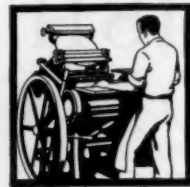
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The artificial character of the lake and the proximity of man's Herculean activities in no way detract from the native grandeur and beauty. The lake lies amid towering mountains, cloaked on all sides by majestic forests. In every direction trails extend into the primal ranges, luring the hiker with his pack burro as well as the

seasonal deer hunter. Tucked away here between the ridges, with tunnels, dams, and lakes, is the stupendous enterprise which supplies a large part of Cali-

For twelve summers the Sierra Summer School, as it was named, has maintained a precarious existence, depending upon meager and uncertain resources for

its income. It was impossible to offer tempting remuneration to noted teachers. Members of the normal school faculty, accepting less than sufficient to meet expenses, gladly volunteered their services, considering the advantages of so unique an outing more than compensation. The result was a small but efficient school offering work of equal value with that of any normal school during its regular semester. During the pioneering era the school succeeded in erecting several substantial buildings, including a social hall, a cooperative store, a laundry and bath house, and several cabins for the faculty. For classrooms, level spots in the virgin forest were considered sufficient and appropriate. To accommodate the students, camping facilities are rented at a nominal rate.

Each season has seen a demand for admission that has exceeded the resources of the school. In the summer of 1922, two

hundred students were enrolled, while almost an equal number had to be refused.

The success of the out-of-doors school has been so pronounced and the future growth so assured, that State school



fornia with electricity. None could accuse man of marring the natural beauty with his work, though he has succeeded in erecting a marvel of engineering which in its way is a course of instruction for every observing student.

¹This article was prepared for THE JOURNAL by Mr. P. F. Valentine, principal of the Training School, State Teachers College of Fresno, California.

authorities and legislators have gotten behind the project and have promised a substantial subsidy for the near future. It is confidently expected that the coming session of the legislature will take action along that line.

But even failing legislative action, the spirit of faculty and student body is such that no abandonment is possible. The

holding of classes in the free out-of-doors; the healthfulness of vigorous mountain living; the novel pleasures of camp sociability; the unconfined intellectual atmosphere; the heights and distances and spaces, have combined to make the Sierra Summer School a permanent and indispensable institution of which the State may well be proud.

Education Through Printing

ARNOLD LEVITAS

*Instructor of Typography and Printing in the Public
Schools of New York City*

THERE IS no industrial subject in the curriculum of the public school that has been found more useful than printing. Not only does it serve to instill a practical bent into the mind of the boy, but it has also been found to be unusually helpful to him in his general academic studies. The values of the teaching of printing in the public schools may be enumerated as follows:

1. It should eventually lead to a better understanding of printing matters, on the part of the general public, which will be to the advantage of the employing printer, employee, and consumer.

2. Inasmuch as the teaching of printing and typesetting develops knowledge of English, mathematics, art, and the like, it is in that respect alone a useful element in education.

3. It has been found further that the work in the printing classes tends to give pupils an opportunity for self-expression in the right direction and a convenient and happy outlet for their energies.

The educational authorities were at first slow to introduce printing in the schools; but it has taken hold in spite of their timidity. From a rather meager beginning, we now have about two thousand printing classes in the United States and Canada. They are found in every grade of school—elementary, high, vocational—and in the college and university.

A number of typographical unions have established printing classes of their own, and the results have shown the usefulness of these classes. The employing printers' organizations of many cities, with the help of the United Typothetae (the National association), have also organized classes for the teaching of various phases of the printing

trade. This has been done because it has been found that it is not possible to train the apprentice and develop the journeyman or the executive in the shop—as was the case many years ago. Modern methods of economy in the running of the shop have changed conditions, so that the shop has ceased to be the educational factor of former years.

The results generally achieved show that printing in the schools has come to stay and spread. Although the methods used in teaching the subject are not the same in the various schools, and much discretion is still given to the individual teacher, yet the accounts are generally satisfactory, and they are improving with time and experience.

Several years of experimentation have shown that the best results are to be achieved through the adoption of the practical, or productive, method of teaching printing, rather than through the purely pedagogical, or non-productive, method. For the productive method, the classroom is to be regarded as a printing shop with its commercial spirit and atmosphere. The work done in the class should be put to practical use. The pupils then feel that they are producing something for a purpose, that they are working together for a general result, and that everyone's efforts are necessary for this result.

The class may be arranged to follow the administration of a regular printing office and in that way teach the students the production of work on an economic basis and give them some idea of management. The courses of study should consist of subjects which are directly applicable to the running of a printing plant. One third of the time should be devoted to theory, in the form of classroom recitations, and two thirds to practical applications.

We will assume that eighty minutes per day is given to each group of students in the printing class. This would allow four different sections to occupy the classroom during the day (consisting of five and one half hours). No more than fifteen pupils should be taken care of in the class at one time. A greater number would be impracticable and detrimental to the best results. It is advisable, under these circumstances, to allow the class to govern itself so far as possible. The ablest of the pupils should be appointed foreman. A sub-foreman may be chosen for each department in the shop—composing-room, press-room, stone, proofroom, and the like—and be held accountable for work and equipment under his care.

In order to insure each pupil a proportionate amount of training in each department of the shop, a method of rotation should be adopted, and each student should go through every branch during the term, so that he may become conversant with the various processes. This method should be followed the first two terms of each student's training. During the next two terms some of the pupils should be ready to take charge of a department—assisting the newcomers as the latter acquire their initial training.

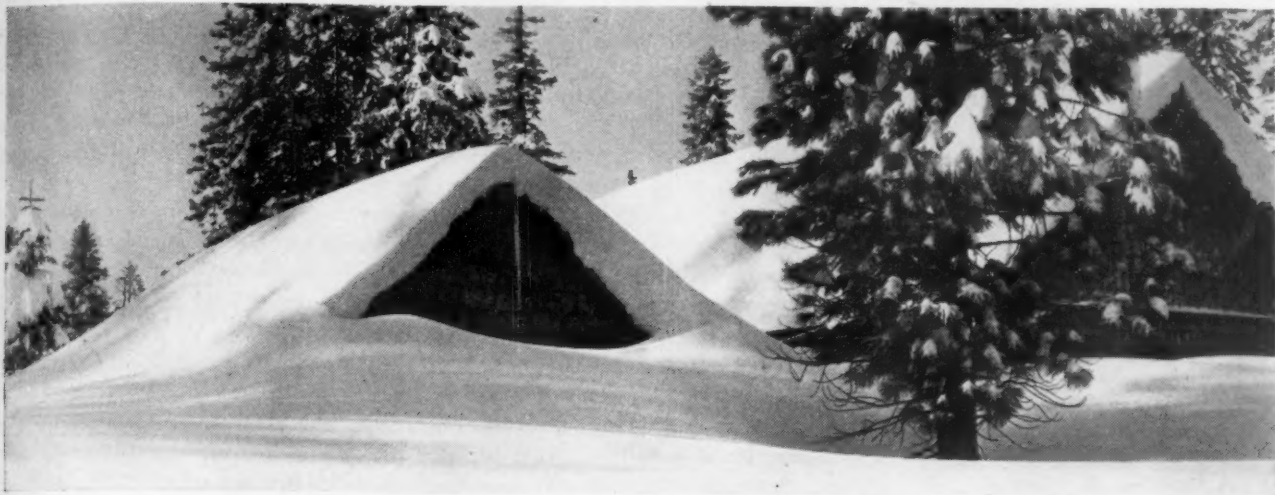
If the term consist of twenty weeks, it might be arranged to have each student get seven weeks of composition, four weeks of presswork, three weeks of correcting, two weeks of stone-work, two weeks of proofreading, and two weeks of distribution. But this system of rotation should be reduced to only fourteen weeks during the first term—allowing the first six weeks for a thorough drill in the basic elements of the trade, such as learning the case, setting straight matter, and getting acquainted with the equipment.

The course of study will consist of practical typography, proofreading, planning and layout, office work, cost-finding and estimating, and lectures on paper, ink, type, and rollers. It is to be divided into four courses—one for each term—taking the elementary work during the first year and continuing with more advanced work the second year.

The activities of the school print shop may well focus on the publication of a school paper, to consist of about thirty-two pages and to appear once a month. Various kinds of commercial work—for school use—may also be printed from time to time. Proverbs and poetry serve

(Concluded on page 398)

California Trains Teachers in the Open



Christmas silence reigns where in July students trained for teaching



Nature and books here mingle in a glorious companionship



Fresno students in the clearing with faculty homes in background

(Concluded from page 396)

well, because they lend themselves to artistic treatment, ornamentation, and color. The work on the school paper, however, proves of greatest advantage in the academic culture of the students as well as in their technical and commercial training.

Literary contributions may come from any member of the school, but the editorial staff and reporters are to be chosen from among the students in the printing class—those who are mainly responsible for its publication. The work of getting up such a journal stimulates thinking along concrete lines. Students have definite objectives in mind and therefore do their work with enthusiasm and interest. They are able to give expression to a variety of impulses and have the greatest opportunity for all-around intellectual and practical training. This work also brings into play, from the technical point of view, every phase of typographic work and some insight into the journalistic field.

As an illustration, we may take the experiment successfully worked out in one of the public schools of New York City, where a school journal has been printed, bound, and published by the students of the printing class for several years.

The paper started with eight pages, and within a period of two years grew to sixty pages. In its last issue, fifteen pages were devoted to advertisements, which, together with the revenue from subscriptions, was sufficient to pay all expenses. The printing class, within the last two years, was not only self-supporting, but had a surplus in its treasury besides.

The school paper, in a recent issue introduced an innovation—linoleum engravings. The illustrations used have been the result of drawings made by some of the pupils of the school. These drawings were made on linoleum and then cut out with a sharp knife. The engravings were then mounted on wood and inserted for use with the type-matter in the pages.

It may be of interest here to relate the methods used in the production of the school journal—as the experiment is rather unique and has proved a great success—educationally and financially.

The literary matter and illustrations are almost entirely the work of the children of the school. Only a few editorials and some special articles in each issue are written by the teachers.

The paper is divided into several

departments—Editorials; Happenings; Athletics; The Honor Roll; The Music Room; Literary Work of the Students; Special Articles; Wafted on the Breeze; Wisdom of Mount Hope; Read, Think, and Grin; The Funny Zoo.

The editorials are usually written by one or two of the teachers who supervise the publication. Those which are prepared by pupils are edited by those teachers before insertion.

In order to get the news of the school for publication in the journal, eight boys are selected from the printing class to act as reporters. Each one of these is assigned to cover about eight classes. These boys go to the classrooms at regular intervals, and in that way manage to learn what is going on. They turn in written reports to the news editor, who is also selected from the printing class.

The Honor Roll, showing the names of the best students of the school for the month, is made up by the teachers of the various classes and sent in for insertion.

The athletic news is written up by some of the boys and girls who play on the various teams. The music news is reported by some of the students of the music classes, who prepare original stories and articles pertinent to the subject.

Students of the higher and lower grades write poems, articles, and stories for the journal. The best of these are accepted and used for the department entitled "Literary Work of the Students." Creditable compositions have appeared from time to time in that department, and it has grown beyond expectations in merit and interest.

The humor appearing in the "Wafted-on-the-Breeze" columns is contributed by several teachers of the school, the material consisting of the actual happenings in the classroom. Teachers also contribute special articles.

The contents of the departments entitled "Wisdom of Mount Hope" and "Read, Think, and Grin" have usually been contributed by outside agencies. They have added the necessary "salt and pepper" to the make-up of the paper. All the copy is prepared and edited by the editorial staff composed of several pupils of the printing class, who act under supervision of the printing teacher.

The advertisements are solicited by boys from the printing class, who work under the direction of an advertising manager (also chosen from among these boys).

After the text-copy of the various departments has been prepared, it goes to the composing room to be put in type. When each article, story, or poem is set up, it is proofed up, read, and corrected. Proofs of the corrected matter are used for the construction of a dummy, a guide for the making up of the pages of the paper. These proofs are pasted up in accordance with prearranged plans, and show the proper place for all matter. This dummy is then used for making up the pages.

The advertisements are first properly designed and set; after which they are made up into pages in accordance with the arrangement on the dummy. Proofs of these advertisements are sent to advertisers for approval before they are inserted in the pages of the journal. After pages are made up, they are locked up for press—two pages to each form. When the sheets are printed, the boys fold and insert them in consecutive order, and put the covers on. After insertion, the journals are stitched, and finally trimmed.

The paper is placed on sale in the inner yard of the school. It does not take long to dispose of all copies. The circulation is about 1200. The paper goes into the homes of the children where it is read with much interest and enjoyment.

The various activities connected with the publication of the paper keep the boys and girls on the alert, and offer them many interests. The pupils of the school are more than glad to avail themselves of the opportunities for literary, mechanical, and commercial expression.

Some are interested in the local news; others, in their literary achievements, and those of their schoolmates.

The school paper has stimulated a great deal of rivalry in literary composition, poetry, and drawing. It has helped the instructors to get better work from students, and has aroused greater enthusiasm for school life. To the teachers the paper opens an opportunity to sense the atmosphere of the school, and to instil into it the proper spirit. It serves as a vehicle that brings teacher and student together in a bond of mutual advantage.

WHILE A BOY is taking in facts, facts not allowed to be twisted by any fancy or carelessness, he is all the time to be made to feel that these facts offer him a field for critical and constructive action.—From George Herbert Palmer's *The Ideal Teacher*.

Shall School Boards Be Independent?

GEORGE W. FRASIER¹

Recently-elected Dean of the Graduate School, Colorado Teachers' College, Greeley, Colorado

THERE HAS never been a time in the history of the American schools when the question of school finance was as prominent as it is at the present time. Not only is it discussed whenever school men get together but it is a common topic of conversation among laymen as well. The schools need more money today than they have needed at any time in the past. A widened curriculum, more adequate pay for teachers, and better physical facilities all cost money. The following discussion concerns itself with the most vital of all school finance questions, the question of control.

Generally speaking, there are two methods of controlling city school finances (1) independent control by the board of education and (2) control in which the municipal government has almost complete authority. The former is generally known as "fiscal independence" and the latter as "fiscal dependence." In fiscally independent school districts the board of education has power to compile and adopt its own budget, levy its own tax, or cause some other authority to levy under its direction, and expend the money as it deems right and proper. In fiscally dependent city school districts the board of education must submit its budget estimate to the municipal authorities, who revise and change it as they may desire and make it a part of the city tax budget. School moneys thus raised are kept in the city treasury and paid out through the same channels as other city expenditures. These two types are the extremes. There are many other forms

of control that are somewhere between these extremes.

One group that is almost completely independent is made up of those cities in which the board of education controls its own moneys, but is appointed by the mayor or some other municipal officer. It is evident that such a board cannot be as independent as a board that is elected by the people and responsible only to the people. Chicago is an example of this type of control.

The cities of California, except San Francisco, have school boards that are elected by popular vote but they are not entirely independent, because their budgets must be passed on by the county board of supervisors.

The city school districts of Oklahoma are hampered by an excise board made up of seven county officers acting in an *ex officio* capacity.

Rutherford, New Jersey, must refer its school budgets to the annual meeting of the district and the tax rate is passed on by the legally qualified voters. The school budgets of most of the cities in New Jersey are passed on by a board of school estimate which is made up of (1) the mayor, (2) two members of the school board, and (3) two members of the municipal government.

The cities of Ohio must send their school budgets to the county budget commission for final adjustment and approval.

Rochester, New York, has a peculiar situation in that it has a school board that is elected by popular vote but the ultimate control of finances is located in the city hall.

Baltimore, Maryland, is an example of complete fiscal dependence and the city of New York runs it a close second.

Should school systems be fiscally independent or dependent? Professional school men are agreed that the schools should be entirely free from municipal interference in fiscal matters.² City officials and authorities on city administration are of the unanimous opinion that the schools are a part of the city system and hence should be dealt with, financially, exactly as police and fire departments.³

The problem will never be solved by the opinions of school men or those versed in municipal administration. We must look for our answer in the legal basis of our school system and in the results of the different systems of control. From a legal standpoint the case is clear cut. Those favoring fiscal dependence maintain that the schools are a department of the municipal government and should be treated as other departments are. This group would put the schools completely under the control of the municipal government if they were allowed to dictate the policy.

Those favoring fiscal independence for city school systems maintain that education is a State and not a municipal function. The school system is not a branch or department of the city government but a separate and distinct corporate organization.

This question has been referred to the courts in almost every State in the Union. A careful study of the decisions of these courts shows that "fiscal independence" is legally right.⁴ The decisions declare over and over again that school districts are creations of the State and receive all authority from the State. In no case does a school district receive any authority from the municipal government. It may be interesting in this connection to note that when the city of Buffalo adopted its new charter in 1916, it provided for a board of education and a superintendent of schools to be elected by the city council. These provisions were made null and void by the general laws of the State, because a municipal government cannot assume control over schools.

In Homer, Louisiana, the city government levied a tax to support a high school. The State supreme court ruled that a city government could not establish a high school for—

"A system of education is not a part of municipal regulation, and the power of the corporation to establish a public school cannot be inferred from any power necessary for municipal existence."

If education is a function of the city and if the school system received its authority from the municipal government, then the charter of Buffalo would have stood as written and adopted and the city council of Homer, Louisiana, could have supported a high school. The 1919 edition of *Ruling Case Law* reaches the following conclusion in the matter: "School districts are purely creatures of the State and derive their powers by delegation from the State."

¹Mr. Frasier has been Director of Classification and Statistics in the Public Schools of Denver, Colorado. He takes up his new work at Greeley with the second semester.

²See: Cubberley, E. P., *Public School Administration*; Frasier, G. W., *The Control of City School Finances*; Moore, E. C., *How New York City Administers its Schools*; Strayer and Engelhardt, *The Classroom Teacher*.

³See: Goodnow, F. G., *Municipal Problems*; James, H. G., *Applied City Government*; Munro, W. B., *Municipal Administration*.

⁴Many of these decisions are quoted and discussed in Frasier, G. W., *The Control of City School Finances*.

From the standpoint of taxation the answer is equally plain. There is but one source of taxing power outside the Federal Government and that is the State. No city has a right to levy or collect a tax without State authority. In fact the charter of a city is granted to it by the State. It is true that in many States we have so-called "home-rule" charters, but even these charters are granted under the authority of the State. The school district is also a creation of the State. In the matter of taxation the State grants both to a city school board and to a municipal government in the same city the right to levy and collect taxes under legal limitations. Neither is supreme because both receive taxing authority from the same source.

There is no question but that fiscal independence is right and proper from the legal point of view. Fiscal dependence is based on a wrong conception of the duties of a municipal government, a wrong conception of tax authority, and a wrong conception of the legal basis of education in America.

From the standpoint of school efficiency it has been discovered that generally speaking the school systems that are fiscally independent have better schools than those that are fiscally dependent. In a recent study which was made of 169 cities it was discovered that, when measured by an index number, the independent school system measured decidedly higher than the dependent systems.¹

The following are the most important reasons why a city school system should be fiscally independent.

(1) *Fiscal independence is right in principle.* Education is a function of the State. It is so declared in State constitutions and laws, and it has been so ruled in the supreme courts. No municipal government has a "right" to control the schools within its city.

(2) *Fiscal independence is not a violation of the correct principles of taxation.* The State creates "municipalities" and "city school districts." The same authority gives to both the right to levy and collect taxes. The two corporate organizations are not "competing" for the revenues of a city but are both, from a legal standpoint, collecting taxes for the State for a certain definite purpose set forth by the State.

(3) *Fiscal independence works better*

¹For details concerning this study see Frasier, G. W., *The Control of City School Finances*.

in practice. This point is evident to those familiar with the school systems of America. A system that can plan, and be sure of funds with which to carry out these plans has a great advantage over the one that must beg its funds from the city hall.

(4) *Fiscal independence makes for a continuity of educational policy.* To have much money this year, and little next; to be uncertain as to what is coming the next year, makes extensive plans impossible. Every big undertaking in

THERE IS no such thing today as individual independence or National independence. All men in all nations are dependent upon one another, involved in a vast network of mutual services and obligations. There is nothing to which a man, whether a capitalist or a workman, can point and say, "This is all mine. I created it." All the men in the world who are of any use, besides a host of the inventors and toilers of past ages, stand behind every act of creation or discovery or manufacture and claim their share in it. It is idle merely to "say grace" over our food. It is necessary to give thanks in the only way, under God's laws, by which we can render efficient thanks, namely, by trying at least, with all our might, to do our part to keep up the mighty tide of the circulation of the life of the world.—Charles F. Dole in *Youth and the New World*.

a school system should be planned far ahead. If junior high schools are to be established throughout the city, plans should be made for many years in advance. A certain definite number of buildings should be constructed each year, and the whole city system reorganized step by step. To begin such a program and find the funds shut off the second or third year by the municipal government destroys the possibility of a continuous educational policy.

(5) *Fiscal independence provides adequate financial safeguards for a community.* Those who favor fiscal dependence for school systems argue that a school board with legal taxing powers would bankrupt a city with its excessive

expenditures. Such is not the case because the State provides adequate financial safeguards. The following are examples of the different types of limitations placed on city school boards by various States:

1. "The city school boards in the State of Washington are not allowed to levy more than ten mills school tax unless so authorized by vote of the people."

2. "The constitution of Missouri prohibits cities which have 100,000 inhabitants or more from levying a school tax of more than sixty cents on a hundred dollars unless authorized by vote of the people."

3. "Colorado city school districts must not levy more than the amount levied the year previous plus five per cent. This amount may be exceeded only by appeal to the State tax commission."

These three cases will serve as examples of the methods used by States in safeguarding the people from excessive school taxation.

(6) *Fiscal independence tends to keep politics out of the schools.* If school-board members are appointed by the mayor and change with the party in power they become political appointees and membership on the board becomes a political job. If the school board must appeal to the city hall for its funds the city hall demands in return for funds the right to dictate policies. This political interference with the schools is very common in fiscally dependent school systems. When school teachers are compelled to court the favor of the ward politician in order to get appointed; when janitorial jobs are looked upon as political plums; when clerical positions in the school administration are "passed around," school efficiency must suffer. When the school board is entirely independent of the city hall; when its members are elected on a non-partisan, city-wide ticket, then the schools are free from politics to a very large extent.

The present tendency is toward complete fiscal independence for American city school systems. Of the twenty-four largest cities in America only seven are completely (or nearly so) dependent upon the city government in the control of school finances. In 1902 Rollins found that fourteen of the same twenty-four were dependent. The outlook at present is favorable, and if the fights being waged in many States are victorious, many more cities will be added to the fiscally independent column.

Ethics for the Teaching Profession¹

GEORGE GAILEY CHAMBERS

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THE PROFESSIONS exist for the purpose of rendering service to humanity. The service to be rendered by the teaching profession is to assist in preparing human beings in their younger periods of life so that they may be equipped mentally, morally and physically to live in the most serviceable manner possible during the whole of life. The rendering of this type of service is not to be done exclusively by the teaching profession. The home is, or should be, the most efficient copartner in rendering this service. The church should be a close second to the school and the home. Various social organizations and activities also assist in this service.

The teaching profession consists of a group of men and women trained and organized for the rendering of that special service to humanity, and no man or woman is worthy of membership in this profession unless he is thoroughly imbued with a determination to render the service for which the profession exists, even if, at times, it means personal sacrifice. From the ethical point of view, the fundamental qualities of the worthiness of men or women to be in the teaching profession are an unadulterated feeling of loyalty to the purpose of the profession and a thorough determination to render the service required. This test should apply to all alike, even the very beginner in the service who may anticipate that her tenure may be short. The profession should strongly object to the entrance of anyone who is deliberately using it merely as a stepping-stone to some other profession or occupation, unless that occupation be motherhood. Moreover, when the obligations of motherhood have been satisfied, the mother who was previously trained as a teacher, should be welcomed into active service in the profession. She has probably been much improved in her

qualifications as a teacher by her experience as a mother. Her services are needed in the profession. Why should she wait until she becomes a widow before returning to active service?

Entrance standards—The mode of entrance into the teaching profession is not nearly as uniform as the mode of entrance at present into the medical profession, which in that regard has the most nearly uniform standards of all the professions. On this point, however, the teaching profession will compare very favorably with the other professions with the possible exception of law. The vast majority of the members of the teaching profession, made up of those in the several public-school systems, enter the profession by meeting definite requirements laid down by the several States. Unfortunately it is still true that the minimum requirement for entrance is much too low, and one of the first duties of the profession is to take steps to increase the entrance standards. It is encouraging to note that the last few years have seen much improvement in this regard; notwithstanding the great increase in the demand for teachers.

One of the most hopeful signs in the profession is the increased emphasis upon professional training. The tendency, as far as public-school service is concerned, is to make entrance into the profession conditional upon the successful completion of a course of professional training in some professional school. There is even some indication that professional training is being considered as of value when selections are being made for new instructors in some of our colleges and universities.

The lack of uniformity in the modes of entering the profession has made it difficult to instil into the prospective teacher ideals of professional ethics. In fact in hundreds of cases in the past no sense of professional obligation was existent.

Organizations—When it comes to organizations made up of members of the profession we find them very numerous. We have organizations by States,

by counties, and by local districts; we have organizations on the basis of the subjects taught; we have organizations on the basis of the kind of school or college in which the members teach—for example, organizations of teachers in private preparatory schools, or even of teachers in schools of a given religious denomination. We have organizations made up of teachers in urban universities, for instance. Every few months we learn of a new organization whose members consist of teachers.

That organization of the teaching profession which without doubt should be placed first in our country is the National Education Association, and it seems to me that that is the organization which will inevitably be the most influential in bringing the profession up to the ideal standards of a profession; but doubtless many other associations will play an important part. In the college and university portion of the profession, the American Association of University Professors seems to bid fair to do much toward bringing its members up to ideal professional standards.

Existing codes—At least twelve codes of ethics for teachers have been formulated. There may be others which have not come to my notice. Some of these have been prepared by local clubs—for example, the code prepared by the Barnard Club in Providence, Rhode Island. Others have been prepared by teacher's associations which cover certain definite geographical districts, not following State or local municipal lines—for example, the code prepared by the Monongahela Round Table in the northern part of West Virginia. Some have been prepared by students in graduate university courses in education, such as the one prepared at the University of Utah. Several have been prepared by committees of State associations for teachers and afterwards approved by those associations. The State associations in the following States have approved codes: California, Michigan,¹ Mississippi, New Jersey, Pennsylvania,² New York,³ and Oregon. Of these State codes, that prepared by Michigan is the most recent. The one by Pennsylvania is next. The Michigan code is avowedly in a very tentative form.

The Pennsylvania code was approved by the State Education Association in December, 1920. Over three years was

¹ Reprinted by courteous permission from *The Annals of the American Academy of Political and Social Science*, May, 1922, Vol. 101, No. 190. This number of *The Annals* includes comprehensive discussions of the ethics of the professions and of business by forty authors.

¹ JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION 10:140, October, 1921.

² Ibid. 10:92-93, May, 1921.

³ Ibid. 11:219-20, June, 1922.

spent by the committee in preparing it. In the process of preparation, the committee studied all of the other available codes for the profession, as well as the codes of other professions, including medicine, law, architecture, and engineering. * * * * *

There naturally arises the question as to the relation of the particular code of ethics for a profession to ethical principles in general. That question is probably best answered by saying that a code of ethics for a profession is merely an application of the general principles of ethics to the special obligations, rights, and privileges of the profession, having always in mind the special service for which the profession exists. In view of the special relationship between the teaching profession and the youth of our country, it is of the highest importance that each member of the profession shall have achieved in himself a character worthy of daily presentation to those being taught.

*First principle of the teacher's code—*The highest obligation of every member of the profession is due to those who are being taught, either by him directly or by the school system in which he holds a place. This is the fundamental ethical principle of the profession. Putting it negatively, this principle states that the teacher's highest obligation is not to the board of school directors, or to the superintendent of the school, or to the principal, or to himself, or to the parents of his pupils. Every disputed or doubtful point in connection with any other ethical principle should be settled by determining which mode of settlement best meets the obligation asserted in this first principle. This principle should be considered equally applicable to teachers in the colleges and universities.

*Compensation—*In every profession some of the most troublesome ethical problems arise in connection with the subject of compensation and the related subject of appointments, promotions, and contracts. It is unquestionably the urgent duty of the profession to demand adequate compensation, since only when there is adequate compensation can the profession meet its obligation to those being taught. Individuals may, it is true, render the highest type of service with inadequate compensation, but in order that the profession as a whole may render a high type of service, men and women of high ability must be attracted to it. Moreover, when in the profession, they must be financially able to do

the various things necessary for efficient service. For example, they must be able to purchase books and periodicals, to travel and, especially, to attend meetings of the various societies in the profession. Furthermore, they must be able to live in their respective communities in such a way as to command respect and recognition by the community. The Michigan Code says, "It is unprofessional for a teacher to sign a yearly contract to teach for a wage that is not sufficient to cover living expenses for twelve months."

*Promotions and contracts—*Many a teacher, principal, or superintendent is tempted to use an unethical procedure when the question of an appointment or promotion is involved, because then his personal comfort and inconvenience are most prominently before him. Personal comfort is a secondary matter in the mind of any real altruist. This remark applies with equal if not greater force to the superintendent who is tempted to stand in the way of a desired advancement so as to avoid the inconveniences incident to the replacement of teachers. It is a short-sighted policy to argue that the best interests of the children will be served by preserving the status quo.

Another point of temptation arises when the acceptance of an opportunity for advancement involves the breaking of a contract. No teacher, or anyone else, should ever violate a contract. Unless the consent of the employing body is obtained, thereby releasing the obligation, the contract should be fulfilled. The principle just stated should suggest to the wise teacher that care should be exercised as to the terms in a contract before the contract is signed. In particular, he should see that the contract contains a reasonable provision for its termination upon giving proper notice.

*Criticism of associates—*Under the head of criticisms of associates, the teaching profession might well take note of the corresponding principle in the code of the medical profession. In the medical code we find the following: "When a physician does succeed another physician in charge of a case, he should not make comment on, or insinuations regarding, the practice of the one who preceded him." In the medical profession, the situation where one physician succeeds another in charge of a case is the unusual situation, whereas, in the teaching profession, it is the regular procedure. The only way in which a teacher with a class above the first grade can obtain new pupils is by receiving the

pupils previously taught by someone else. The practice of condemning the previous teachers of one's pupils is very common. It is probable that most of the deficiencies in the pupils are due to the great individual innate differences found in any considerable group of human beings, and that the differences which a teacher finds in a new group of students are almost certainly not due to any failure on the part of the preceding teacher.

Teachers who are aroused by the presence of deficient pupils in their classes seem to forget that much more skill is necessary to teach such pupils successfully than to teach the ordinary pupils. How much better it would be to recognize the presence of deficient pupils as a challenge to one's teaching ability. Might not this attitude save many a freshman in college? This does not imply that there should be in the same classroom for instruction purposes, a group varying widely in ability to take up the work in hand. Whenever pupils are classified on the basis of ability, the real teacher will feel it a compliment to be asked to take the weaker section. The demand upon teaching ability will be greater.

*Principles peculiar to the Pennsylvania code—*The Pennsylvania code contains two sets of principles covering problems apparently untouched by the other codes which the writer has seen. I refer to the paragraph concerning democracy in the development of school plans and the paragraph referring to the ethical factors entering into the supervision of classroom work.

The question as to the extent of the participation of teachers in the development and execution of school plans and policies is a live one. In this connection, it should be remembered that neither the teacher nor the superintendent has any professional rights except those which grow out of the obligations of the profession to those being taught. The positive ethical principle here is that the superintendent, principals, and teachers should collaborate and cooperate so as to make the schools as efficient for the good of the child as possible. This carries with it the right to teachers, even by collective action, to demand the privilege of such collaboration and cooperation, if it is not voluntarily granted. Such a democratic process of determining school policies will often lead to conclusions which are not considered wise by some members of the school system. In such cases, however, the obligation rests strongly

upon all in the school system to support the school's policies so long as they continue to hold their positions. That is, when a policy is finally determined it should be loyally supported by all. This principle of democratic coöperation and collaboration should also be applied to instruction in our colleges and universities.

Supervisory officers and teachers—In considering the relations between supervisory officers and teachers, it must be kept in mind that the first function of the supervisory officer, whether the superintendent or someone under him, is to help the teachers to become more successful teachers. The determination of the best methods of supervision is very important to every person in the school system. Is this not a problem upon which the teachers have a right to collaborate, remembering that the purpose of supervision is helpfulness? Cannot a plan be devised and operated whereby kindly constructive criticisms of the superintendent, supervisors, and principals might be formulated by the supervised group? There need not be anything in such a procedure to hurt either the dignity or usefulness of the superintendent, supervisor, or principal. The superintendent is not an autocrat, but merely one member of the profession who for the time being is given particular duties and responsibilities? Why should not the collective wisdom of the people in the school system be used to help him meet those special duties and responsibilities?

Relation to publishers and supply houses—There is one type of situation which leads to difficult ethical problems; namely, the relation of superintendents, principals and teachers to publishers and supply houses. The question arises in connection with superintendents or other members of the profession who have textbooks on the market or who have teaching devices of one kind or another for sale through supply houses. The statement of the Pennsylvania Code on this subject is as follows:

"No member of the profession should act as an agent, or receive a commission or royalty or anything else of value, for any books or supplies in the selection of which he exercises official decision."

This is a rather moderate statement and may not go far enough. Some students of this question would impose much narrower restraints. In at least one State every member of any of the school systems of the whole State is forbidden by law to accept royalties from textbooks used anywhere in that State.

Of course, it is very important that there should be a sufficient incentive to induce the best schoolmen to write the best possible textbooks and evidently such drastic legislation would greatly re-

MUCH interest is being manifested in ethical codes for teachers. The following items are suggested for such a code: To think of the business of teaching as a life work.

To affiliate with professional organizations—local, State, and National.

To be loyal to superiors.

To become familiar with school law.

To avoid professional jealousies.

To take a personal interest in the progress of each pupil.

To leave the child with a desire to know more.

To discipline through good comradeship.

To avoid misunderstanding through coöperation with the parents.

To give the best service possible without the stimulus of the dollar.

Not to criticize co-workers or predecessors in the presence of pupils or patrons.

Not to "talk shop" in the presence of strangers.

To seek new educational theories and adopt those of proved value.

To be willing to give to others the benefits of investigations and experiences.

Not to resign without the consent of the board, unless the contract provides for release upon proper notice.

To organize and leave for the incoming teacher such information, data, and facts as are needed for the opening of the school year without loss or delay.—The Tennessee Educational Bulletin.

duce one important incentive. However, the writer of a textbook in any particular field is probably not an unbiased judge in passing upon the relative merits of the textbooks in that field, and it seems that merely the waiving of the

royalty, as required in the Pennsylvania code, does not go quite far enough. Would it not be wise for him to refer the decision to someone who would undoubtedly be recognized as an unbiased judge, even though he may himself feel entirely unbiased in the matter and may have waived all rights to royalty? The full confidence of others in his integrity is worth much.

Commission on professional ethics—The Pennsylvania code, as far as the writer is aware, is the only one which carries with it the establishment of a permanent commission on professional ethics. Such a commission is now in existence in the State of Pennsylvania and is functioning. The duty of this commission is to study the various problems of professional ethics arising from time to time, to give the inquiring members of the profession its interpretation of the meaning of the various principles in the code, to arrange for investigations rendered advisable in connection with ethical problems, and to recommend amendments and additions to the code. If similar commissions could be established in other States, and if there could be established a National commission to which appeals from the State commissions might be made, a National code of ethics, with an accompanying body of decisions and interpretations would gradually be established. The National Education Association would seem to be the proper organization to take the first steps in this direction. Probably no one thing would go farther toward the securing of proper recognition of the teaching profession than the approval by the National Education Association of a National code of ethics and the establishment under the auspices of that association of a National commission on professional ethics.

Of course, the mere formulation of codes of ethics will not accomplish much unless there is in some way implanted in every new teacher a sense of individual responsibility for maintaining good professional standards. This is the task of State departments of education, of superintendents of schools, and especially of the faculties of teachers' training schools. There is need of a short course, possibly two or three weeks in length, in every teachers' training school, bringing individually to each student the ethical obligations about to be assumed when the student enters the teaching profession, and warning against the special temptations to unethical conduct that so frequently present themselves.

The Present Status of the Project Method

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THE TERM "PROJECT" has become so popular that the educational periodicals which cater to the rank and file of the teachers display it on almost every page. What meaning should be attached to it, however, is a subject of controversy. "Project method" is an expression less widely current and even more in need of clarification. The issues involved in the situation are of sufficient importance to justify more than a passing notice. A modest attempt to state these issues and present some of the considerations upon which a decision may be based appears to be justified.

Educational writers who have attempted to define, discuss, or defend the project idea fall for the most part into two fairly distinct classes, those who interpret the term in a narrow or limited sense and those who apply it more broadly, as a relatively inclusive concept of learning and teaching. All would probably agree that the practices implied in the broader view are in the main worthy, but many think it confusing or harmful to designate so wide a range of activities as projects. Such persons would, to put it baldly, prefer to apply the term project only to the *making* of some thing, as in a shop or kitchen, a seeking of some tangible outcome, that is, as opposed to mere intellectual work.

Some exponents of the "limited" view would, therefore, use side by side as mutually exclusive terms project, problem, motivated lesson, socialized recitation, and perhaps others. They would regard these as referring more or less definitely to procedures, ways of acting; from the teacher's standpoint, ways of conducting recitations. They oppose the "subjective view" of the project, deplore the "loose thinking" which has led to it, and plead for the setting up of criteria which can be applied easily and certainly because they are objective in character.

This narrower view is sometimes stated in very technical terms, terms which must certainly be "caviar to the general." For example, one writer adopts the definition, "A project is a problematic act carried to its completion in a natural setting." Without stopping

to inquire whether "problematic act" is not in fact the very thing we are to define, we may glance at the expression "natural setting." When is a setting "natural"? The writer in question seems to imply in his discussion that it is always to be found *outside* of the school. In that view the school is wholly artificial, in no sense an integral part of the life of the pupils, but merely a preparation for something *real* to come.

Such a conception of the school is common but exceedingly harmful. Far better to consider the school, as it more and more becomes, the child's club and his workshop, his place to work and play in the company of his fellows; his home for a part of the day, with its civic and moral privileges and responsibilities.

The opposing or more inclusive view of the project idea is that we have here the possibility of a philosophy of method, a concept which synthesizes and unifies our scattered notions about learning and teaching, and supplies the *sine qua non* of progress, a sound theory to guide and stimulate practice.

Just now we are much in need of such a concept. "Discipline" has lost its hold. The Herbartian formula is passing. Fads spring up apace and need to be criticised in terms of principles. Above all, there is need to recognize the far-reaching significance of *method*, of the character of the activities in which teachers and pupils actually engage. Project method gives promise of supplying these needs.

The name, contrary to common belief, was not a deliberate coinage but really accidental, used because no other occurred and without apologetic quotation marks merely through a proof-reader's error. It does, however, seem to stick. Its meaning is to be grasped in the light of history. As Stockton has pointed out, the beginnings of the theory for which it stands may be traced through Dewey, Herbart, Froebel, and Pestalozzi to Rousseau himself. Yet it is something more than all of this, for the contributions of the Thorndike psychology are perhaps most important of all.

Project method, then, in the broader

sense, means a view of the educative process, a body of principles in accordance with which teachers may determine their efforts to call out from children the most educative responses and to make these satisfying. Children are to learn through purposeful activities—through projects. Their experiences are to be *complete*, to include planning and judging results as well as executing, and they are to practice coöperation, team-play, working together. In a word they are to learn to do things they should be doing and will do in the future by doing those things now, not by doing something else or by letting another provide the thinking necessary for them. In the psychology of active or dynamic experience and the principles of democratic group coöperation are to be found all the essential tenets of the doctrine. Of course the elements or factors are mainly old; it is the synthesis and the application, the definite educational organization, program, and technique that are new. The laying down of a more or less inclusive and fundamental policy for guiding the educative process—this is what is new.

The sympathies of the writer are strongly on the side of endeavors which seek to develop a more satisfying concept of method. Granting that much human growth takes place through activities that are mainly passive, receptive, yielding, we may still contend that by far the greater portion of school learning does and should result from the conscious pursuit of ends. In large measure the learning itself should be the end. Why by some curious perversion of ideas we should debar ourselves from using the term project to designate such enterprises it is hard to see. What one may purpose, he may project.

In the broader view the term "project" may be applied to such diverse activities as making a speech, studying spelling, making a portfolio, finding out why the Colonies revolted, and putting oneself in the way of enjoying a picture. Whether it is properly so applied or not depends upon the state of mind, the attitude and activity, of the person concerned, not merely upon the external characteristics of the enterprise. The essential thing is that the activity should be in the true sense an *enterprise* to the one engaged in it. That the most far-reaching educational results depend upon this are evident.

That the teacher may set the stage for such purposing seems too clear to call for demonstration. That she will

often fail of complete and satisfactory accomplishment is to be expected. But then she often falls short of her hopes. This is not the most grievous fault. As Browning says, "Not failure but low aim is crime." The Project method does inspire to the highest aims.

The Project method is to be advocated, then, because it promises to give children and young people the best possible opportunity to learn. It reacts favorably on the course of study, tending to eliminate the merely formal and that which can not in some true sense, actually or vicariously, become a part of the learner's experience. It tends toward a better equipment because it provides for a wider range of activities. At the same time it makes the best use of whatever equipment there is. The worse the situation the more need of positive co-operation and resourcefulness on the part of the pupils. It makes the most of the so-called extra-curricular activities, in which it finds free play. Happily these activities are often the most fruitful which the pupils enjoy. It unites the home with the school. It counteracts the selfish individualism which much of our traditional school practice has tended to foster. It provides naturally for individual differences and renders extreme measures of segregation unnecessary. Above all it makes for a broader and more effective education. Pupils have more chances to use what they know; they are more largely influenced in the direction of permanent ideals and attitudes because motives are more certainly brought into play; *the children learn more because they have a fuller participation in all that is going on.*

Of the dangers and difficulties inherent in the project idea its advocates seem to be clearly aware, for they have repeatedly pointed them out. To avow oneself a practitioner of the new school is no assurance that there will not be quackery. Some teachers have undoubtedly interpreted the doctrine as mere *laissez faire*. Some have wasted time on useless "projects." Others have failed to help their pupils to "follow through" and organize for permanent retention the results of their study and practice. But no theory is a substitute for common sense. The Project method will not take the place of brains, or of professional training, or of wise supervision, though it may be a powerful instrument for all three. Whether it is or not depends upon the extent to which the practitioner has grasped the funda-

mental philosophy of life and of education upon which it is based and the psychology which underlies its technique. The autocrat who would arrogantly pound in learning, as Latin was so long pounded in, will of course not get the point, and the easy-going sentimentalist who would let the children do exactly as they please will fail also. The project idea calls for freedom regulated by wise and respected laws. It is, in a word, American.

The question is not, Does the Project method get perfect results? but instead, What conception of learning and teaching holds the greatest possibilities for good at the present time? Is it socialized recitation? Hardly, if that means substituting a child who can't teach for a teacher who can. Is it supervised study? Certainly great advance has been made in showing pupils how to work. Does this mean, however, standing over them at a stated hour each day? When, then, will they become able to go

it alone? And as for problem-solving, if the problem really is your problem, you set about solving it, don't you, and purposeful activity begins. As a matter of fact, however, as Thorndike has pointed out, a sense of great difficulty may be the very means of inhibiting any activity at all. There is no magic in a problem merely as a problem. It must suggest a desirable and *attainable* end to be effective in leading to action. Then there is motivation. Clearly the project idea takes care of that and much besides.

That a unifying concept of method would further the cause of teaching most will agree. Project method is capable of providing—or naming—such a conception. Until a better term presents itself, there is ample justification for using it. The need of the hour is, first, to carry forward, as *The Journal of Educational Method*, for example, is seeking to do, the process of interpretation, and, second, to build up an appropriate technique.

University Extension in Massachusetts

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LATE IN 1915, the Division of University Extension, of the Massachusetts Department of Education, created by legislative act earlier in the same year, took up quarters in the State House at Boston and entered upon its work. By no means first in the field of State-controlled university extension, it was yet unique in one respect: that it was responsible, not, as in other States, to a State university, but directly to the State board of education. That fact, combined with the rather broad terms in which its functions were defined by the Legislature, gave it the opportunity to develop not only along the lines and within the limits traditional to universities, but in any direction from which came a genuine demand for public adult education.

The act from which the present Division of University Extension took its origin, provided, in part, that it was "authorized to cooperate with existing institutions of learning in the establishment and conduct of university extension and correspondence courses; to

supervise the administration of all extension and correspondence courses which are supported in whole or in part by State revenues; and also, where that is deemed advisable, to establish and conduct university extension and correspondence courses for the benefit of residents of Massachusetts." Administration was placed in the hands of a director, assisted by a staff of agents, with authority to appoint all necessary instructors.

In 1919 there was additionally deputed to the Division the duty of promoting the education of persons over twenty-one years of age who could not speak, read, and write the English language. For this work, which in many respects is unlike the more general activities of university extension, there has since been established within the Division a special section of Americanization, the duty of which is to cooperate with local town and city-school departments. According to this arrangement each community in which foreign groups require teaching, provides school space and appropriates money for organization and

instruction. The Americanization section, having acted meanwhile as an advisory board, then makes a survey of the instruction, and by recording its approval, secures to the community reimbursement for one half of its expenditure. This section also exercises a control over Americanization education within the State by outlining the type of instruction to be given and by training teachers through correspondence and class courses.

The more typical work of university extension consists in giving a general program of courses, by class and by correspondence, for men and women living in Massachusetts. These courses, ranging ordinarily in price from one to five dollars, according to the cost of textbooks furnished, are based with a few exceptions on lesson pamphlets prepared and published by the Division itself. Each pamphlet includes from one or two to as many as twenty-five pages of explanatory material, one or more pages of questions which the student is to answer and submit for correction, and whatever directions the student may need as to the way in which lessons are to be prepared. Usually each course is so arranged that it may be used with equal facility either for class or for correspondence instruction.

The rapid expansion of this work has been favored from the first by the type and range of subjects in which courses are offered. For the demand in Massachusetts for education is concerned not with particular, closely-defined groups, but with the whole adult population. To be sure, in some quarters the demand is more pressing as the lack of essential education is greater; but everywhere, among men and women of every class and occupation, there is evident the desire for further opportunities to study. The Division has prepared the program accordingly. Its bulletin, which now contains upward of one hundred fifty courses, includes as section headings English; languages; mathematics; commerce and management; history; government; economics; drawing; methods of teaching; steam engineering; electricity; structural engineering; civil-service-preparatory subjects; textiles; homemaking; and natural science. And within each group are comprised, so far as possible, courses ranging from the most elementary to those of college grade.

The breadth of this program has resulted in making every man and woman in the State a prospective university ex-

tension student. The State is offering something for everybody; and consequently the university extension idea has penetrated into every part of the social structure in Massachusetts. The clerk, the mechanic, the housewife, the business man, the policeman and the fireman, the teacher, and the engineer—from the unlettered immigrant on the one extreme to the college graduate on the other, all are represented in the Division's records.

The problem of making these courses widely available to classes is one of reaching fairly compact, well-centralized groups, and the method of approach is accordingly direct. Agents of the Division consult with industrial executives, the representatives of business and social organizations, and school superintendents, and through them discover for what subjects each community has a genuine need. Instructors are then appointed, according to the nature of the courses, from college faculties or from among commercial and industrial specialists. And it is significant of the whole university-extension scheme that an instructor's formal corrections and affiliations count less toward his appointment than his ability to give vital, effective instruction.

Usually study rooms and lecture halls in local school buildings, provided by the courtesy of the school departments, serve as class-meeting places; and in some instances as many as half a dozen university-extension classes meet in a building on a single evening. When a class is of special interest to the employees of a certain industrial plant, it is frequently arranged to meet in the plant itself. Public-library halls and clubrooms are also used on occasion, but always with the understanding that every university extension class, whether held in a public or a private building, is open to any resident of the State. The chief consideration in the choice of meeting place is this: That it enables the Division to reach the people where they are.

As a tangible evidence of achievement, each student who successfully finishes a course either by class or by mail is awarded a certificate giving the name and grade of the course and the number of lessons completed. On certificates for all college grade courses, the work done is also stated in terms of equivalent semester hours, according to a plan of evaluation recently made by the Division and approved by the Massachusetts Association of School Superintendents. Teachers wishing to present university-

extension courses for professional-improvement credit form the most numerous group of students to gain from this evaluation. A result of university-extension classes, less easy to estimate in formal values, is the unexpected spirit of democracy to which it has given rise. Social groups which ordinarily acknowledge no common interests have been brought together in classes, have profited by the same instruction, and have been led through class discussion to compare their views with the utmost cordiality and freedom. A non-technical course in the care and operation of gasoline automobiles, for example, has provided a common ground of interest for men and women of every occupation and walk of life. A like diversity in class personnel has developed in the music appreciation course. But perhaps the most effectively democratic of all classes are those in oral English, for in these particularly the students not only meet together but talk and argue together. There is something peculiarly personal and cordial about these classes, where each member at some time during the course addresses his fellow students on a subject of his own choosing. And the method as well as the membership of these classes is democratic, for the students both recite and criticize recitations, while the instructor, acting as a sort of moderator, takes the platform only for brief intervals, to make suggestions. From these recitations all the restraint of formal address is lacking; if other members of the class disagree with the speaker's opinions, they are at liberty to offer their own in opposition. Incidental debates are frequent; and in the interest of discussion, every shadow of social distinction vanishes.

The correspondence courses, while affording no such opportunity for contact between students, are no less large in their appeal. As may be supposed, there was at first among persons familiar only with the methods of high schools and colleges, some little tendency to regard correspondence instruction as a second-rate substitute for class work. But seldom did that tendency amount to prejudice. When class instruction in a desired subject was clearly not available in a community, even the skeptical preferred to give the correspondence method a trial rather than to forego the chance of any instruction whatever. And the first experiment was usually convincing.

The student quickly came to recognize that correspondence study has its

own peculiar advantages—that it is available to him at any place and at any time; that each paper he submits gets the individual and undivided attention of an instructor; that he must prepare himself on every part of the lesson; and finally that he may set his own pace, unhurried by more brilliant students and unhampered by sluggards.

By artisans and mechanics and some of the younger men and women in the commercial field, correspondence courses, even from the first, were accepted without question. Perhaps because the advertising of correspondence schools has long been directed chiefly at them and because many of them have already had experience in the learn-by-mail method, they have evidently had the start of their neighbors in appreciating its advantages. Most of them willingly accept it as a substitute for class instruction, and not a few actually prefer it.

Recognizing that the common fault found with correspondence is that it lacks "personal contact," the Division has set before itself the ideal of making and maintaining between instructor and student a genuinely personal relation. That ideal is freely expressed; and every instructor in the Division is trained to respect it. With the first assignment of each course, the student is asked to submit an information sheet on which he has recorded his name, address, age, occupation, and the extent of his previous schooling. This information the instructor copies on his personal records and reviews from time to time, so that he keeps in mind a rough mental sketch of the student with whom he is dealing. Some instructors who handle the papers of from one hundred to one hundred and fifty students yet maintain so intimate an acquaintance with each as to recognize his handwriting and to remember what have been his individual difficulties. This system has proved to have the double advantage of keeping the instructor constantly in touch with the student's progress so that he may more effectively prescribe and advise, and of making the student realize that his instructor knows him personally and is in a position to understand his peculiar difficulties.

But the ideal of personal helpfulness does not stop with the instructor; it is written into every course. On whatever subject, the material of the lesson pamphlets must be human, wholesome, and practical. Hypothetical problems, so far as possible, are avoided, and their

places taken by problems based on fact. A certain course in textile mathematics, for example, says not, "Suppose that there are 580 looms in the — mill at Lawrence," but, "There are 580 looms in the — mill." And there are. The student gets not only a problem in mathematics, but along with it reliable facts about the textile industry.

So it is with the other courses: the instruction is concrete and tangible. The aim of the Division is that the language of each assignment shall be unmistakably clear; and the lesson requirements are such that the student shall be capable, under ordinary circumstances, of carrying them out. If, in spite of careful editing and supervision, faults appear after a course has been put into circulation, the instructor is on the watch for them. When his experience with students leads him to believe that a course might be improved, he makes a detailed report, in which he states both what is wrong, and how, in his judgment, the fault may be corrected. If his criticism is found to be just, the course is revised.

The personal touch with students is also maintained in another way. Each month a newsletter, so-called, is sent out to every person enrolled in the correspondence list. Sometimes the letter is editorial in nature, touching, perhaps, upon the qualities of good citizenship. Sometimes it is a page of suggestions as to methods of study. Sometimes it is merely a friendly letter of encouragement. Intrinsically, the news letter is a small affair, hardly to be counted in comparison with the actual work of instruction, but it seems to remind many students that in the Division's staff, whom they may never see, there is a cordial personal interest for their success; in short, that they are not dealing with a "soulless" organization.

The results to which these methods have led are encouraging. We have mentioned already how general has been the appeal of the courses and how democratic has been their influence. Numerically, enrolment has advanced in almost geometric progression. At the end of the first year, the Division had only a few more than 3000 students; today the total is well above 100,000, and it is significant of growth that more than a third of that number represents enrolments for the past year alone.

But numbers by themselves are less important than the geographical distribution of students and classes. It would

have been comparatively simple to secure heavy enrolment by concentrating effort in fewer than a dozen large cities and towns, neglecting meanwhile the more remote corners of the State. This, however, has not been done. Each year active effort is directed toward filling in the gaps—toward carrying instruction into towns where university extension has not before been well represented. In consequence, there is hardly a town in the State where classes have not been held.

Not only among students, but as well among many organizations and many individuals generally interested in education, the university-extension idea has spread. In certain cases these have been reached by special services performed by the Division such as the distribution of visual-instruction material and the publishing annually of a list of university-extension lectures for the use of women's clubs, parent-teachers' associations, and like organizations. But of even greater importance is the contact which has been established with the employers of men and women studying under the Division. Whenever a student completes a course, unless he objects, the Division notifies his employer and asks that if possible the student be given a word of commendation. The response has been admirable. Every mail brings letters from employers in which they express their appreciation for the Division's work, and, frequently, report that they have personally talked with the student and have arranged for his advancement at the first opportunity. And in almost equal volume come letters in which the students themselves tell of promotion made possible through university-extension study. The student thus is encouraged to continue the work of self-improvement, which he sees has won for him favorable notice from his employer; and the employer himself is often led to ask that university-extension classes be established in his city or town for the training of his other employees.

And so, at the conclusion of its seventh year, the Division can look back with some satisfaction on the training of more than a hundred thousand students, and forward to new opportunities for services that are daily opening before it. The work of the past, by establishing contacts, has blazed a trail for the work of the future; and the time seems not far distant when every community in Massachusetts shall make its annual demand upon university extension.

Washington's Fight for Health

MRS. ERNEST R. GRANT

Director Children's Health Crusade, Washington, D. C.



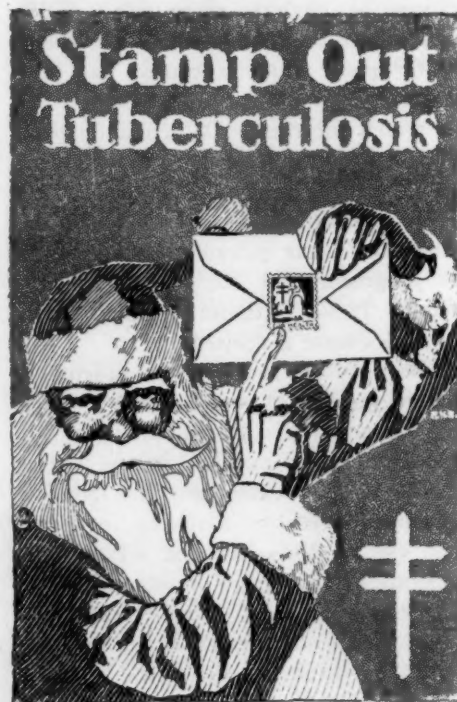
may be taken in the public schools.

The most important factor in the fight against tuberculosis is the education of the people. The most effective educational measures are those which Statistics show that children are particularly susceptible to tuberculous infection. Among the 120,000 persons who died last year of tuberculosis in the United States more than 7000 were little children of pre-school age. Over fifty per cent of all children are infected before the age of ten years and the percentage increases until at eighteen years it reaches a maximum of from sixty to ninety per cent. When the germs of tuberculosis enter the body of a child the tissues build a wall of resistance around them. So long as the wall holds, the child is comparatively safe, but when the resistance is lowered this protecting wall breaks, releasing the imprisoned germs and setting up active tuberculosis. Resistance is broken by two sets of causes—environmental and personal. The environmental causes include bad housing and living conditions; bad working conditions, including long hours and insanitary surroundings; lack of recreational facilities and lack of medical and hospital facilities. Among the personal causes may be mentioned lack of enough or proper food, insufficient sleep, overwork to the extent of burning the candle of life at both ends, faulty habits of hygiene and diet, and stress and strain of any kind. Briefly, if one is taught to follow closely the fundamental principles of proper living and good hygiene, he need have little fear of this great white plague.

"I feel confident," says Dr. Joseph A. Murphy, chief medical inspector of the public schools of the District of Columbia, "that there will be a marked decline in the present annual tuberculosis death rate if the public schools throughout the land will adopt a well rounded health program as a part of their curriculum."

The general measures in operation to prevent the development of tuberculosis

among the school children of Washington, D. C., are those which promote health, and may be summed up as follows: Sanitation of school buildings and environment; Modern Health Crusade habit formation; nutrition classes; weighing and measuring; mid-morning milk lunches; instruction in hygiene and dietetics; medical and dental inspection;

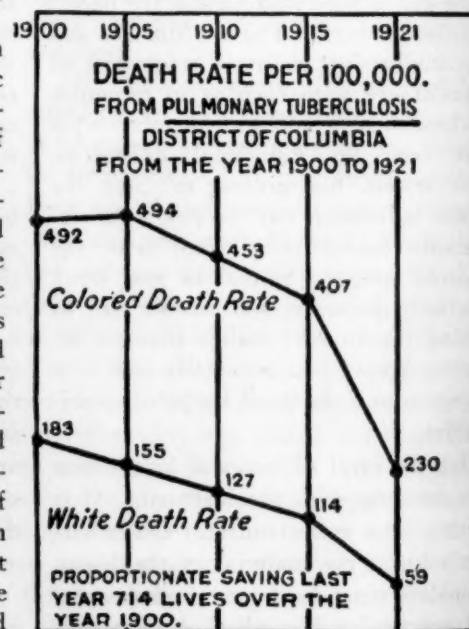


dental clinics; supervised physical culture; and tuberculosis and open-air schools.

Four years ago the Modern Health Crusade was introduced in every public school in the District by the Tuberculosis Association. This method of health-habit formation proved so effective that a regular place is now provided in the curriculum of every graded school, and the pupils receive a hygiene rating upon their school report for the observance of these habits. Three years ago nutrition clinics were established by the Tuberculosis Association under the supervision of the Chief Medical Inspector. These clinics were conducted each succeeding year and are rapidly expanding. They are for the purpose of studying and correcting malnutrition in children. It is from this group that tuberculosis usually develops. For the pupils of the two open-air schools and

the two tuberculosis schools equipment and service is furnished by the Tuberculosis Association. Several thousand weight cards, charts, diet books, health rules, and other literature are furnished annually to the teachers of public and private schools for use in the promotion of this health education program.

During the summer vacation a Health Day Camp is conducted by the Association for children from the special schools who are not eligible to attend other summer-outings camps because of tuberculous infection; and nutrition classes are held weekly at Camp Good Will and the Children's Country Home. This combined program of child health work has doubtless contributed to some extent in the reduction of the tuberculosis death rate in the District of Columbia as illustrated in the diagram. To support this work Christmas seals are sold annually. During the last three years the teachers and pupils of the public and private schools of the District of Columbia have sold these little health stamps to the amount of \$21,439.68, making possible a campaign of health education in the schools which if continued and broadened will result not only in a continual reduction in the great economic loss from tuberculosis, but will build for higher efficiency mentally, morally and physically. America is, and will be, just as strong as her children.



The Zone of the Straits¹

A SKY-POINTED IRON FINGER at Fort Myer projects the spoken word to human ears in Paris and Honolulu. Steel rails cut across continents in lieu of ships that used to make their tortuous coastwise way around them. Communication lines pierce the air, span land and sea, and burrow beneath earth and water. Yet a jig-saw cleft, a sort of missing plank in the southern land-bridge between Europe and Asia, is a waterway that still warrants wars.

Call this tripartite channel the Bosphorus, the Marmora, and the Dardanelles and you conjure the memory of Alexander, Xerxes, and Darius; call it the Straits of Constantinople, Propontis, and the Hellespont, and you touch the magic romance of Leander and exploit of Lord Byron; call it the Zone of the Straits, and you encounter history in the making with Kemal Pasha as its outstanding figure.

History's most famous repetition, perhaps, is the way a fanatic Moslem horde crashes here, with the fast-growing momentum of a rolling snowball against a solid embankment of a western civilization which says "Thou shalt not pass"—an embankment that reaches back through Europe and—some would have it—now stretches across the Atlantic to America. This Zone of the Straits on 1922 maps includes not only the triple-named water route from the Black Sea to the Ægean, but two historic strips of land on either side. The northern slope binds the peninsula of Gallipoli to the peninsula of Constantinople. The southern strip links the regions of Chanak, Mudania, and Ismid.

Bulging out from the center of the northern strip into territory of recent Greek acquisition is that pear-shaped part of Thrace which Mustapha Kemal claims for Turkey—the Turkey of his administration from Angora, famed for its temples and popularly known for its long-haired goats. Within this disputed triangle lies Adrianople. The oft-mentioned River Maritza is its western boundary and Constantinople lies at its eastern base, symbolic, it would seem, of the Stamboul that is the foundation stone of Near-Eastern problems.

South of the Chanak region of the Zone of the Straits is cindered Smyrna,

and about the charred port of tobacco and figs is the former area of Greek administration, whence the Greeks sought to push eastward into historic Anatolia, and upon which, in terrible revenge, the incensed Turks descended and literally pushed the Greeks into the sea. Here then, is a mind's-eye picture of the locale of the world's newest war, with its places so familiar, by one name or



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STAMBOUL, across the Golden Horn, seen from the town of Galata—From the elevated platform where this picture was taken, a careful watch is kept for fires among the highly inflammable buildings which line the narrow streets of Pera and Galata, the newer and largely Christian sections of Constantinople.

another, that one need hardly consult a map to identify their positions.

Translation often spoils romance. Chanak, the strategic point on the Asiatic side of the Dardanelles, which figured in the headlines for weeks after the fall of Smyrna as a sort of threatened British Thermopylae, means "pots"—scullery ware. Though it has a humdrum name, Chanak—or Tchanak-Kalessi—and its neighborhood have more than once been the stage for acts which molded the world's history and even the world's literature. Barely twenty miles to the south rose Troy. Within a stone's throw of Chanak, Xerxes piloted his thousands of Persians across the Dardanelles on a bridge of

boats in the first formidable expedition of Asiatics into Europe. At the same spot a century and a half later Alexander led his smaller but more highly-trained army into Asia on his triumphal conquest of the world.

From Chanak, in 1353, the Turks crossed to their first foothold in Europe—a crossing that gave Europe a problem that has bred wars and massacres and broken treaties for more than five hundred years.

The Sea of Marmora, into which the Dardanelles and the Bosphorus widen, forms a barrier between Asia and Europe. The roads between the two continents lie across the two straits at its ends. Constantinople, at the narrowest point of the Bosphorus, is the front door; Chanak, where the Dardanelles is most constricted, is the back door. It is natural enough, perhaps, that almost all of the historic invasions of Europe from the East should have been by the back way, and that there again Great Britain should have made an important stand.

Castle after castle, each fortified, comes into view on both the Asiatic and the European sides of the Dardanelles as one steams from the Ægean toward Constantinople. But the narrows opposite Chanak are reserved for the castles of castles: the Castle of Asia on the right, the Castle of Europe on the left. The Chanak fortifications were first constructed in 1470 not long after Constantinople fell to the Turks. Ever since Chanak has been a place of importance. In recent decades it has been the point of administration for all the Dardanelles' defenses—the solar plexus of the outer straits. German artillery experts resided there during the World War and modernized the fortifications.

Chanak, too, has been the gateway to Constantinople for shipping. There each of the 12,000 ships that passed through the Dardanelles before the war was held until its papers were found to be satisfactory; and none could pass after nightfall. Nearby was anchored an important unit of the Turkish fleet.

To the Western observer steaming up the Dardanelles the rôles of Asia and Europe seem reversed. All the scenic beauty is on the Asiatic side where the steep slopes are clad with beautiful forests. The European side is rugged and largely barren.

¹Prepared for THE JOURNAL by the National Geographic Society.



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SMYRNA, like New Orleans, is a crescent city—Here Kemal Pasha's boast that his army fought fairly across Asia Minor and massacred no Christians reached a tragic anticlimax when the conquerors expended their long-pent rage against people and property.

Of the beauty spots on the Asiatic shore few surpass those about Chanak where the constricted stream suddenly widens out to form the Dardanelles' most striking cape and bay. Barely five miles to the south are the ruins of the ancient city of Dardanus which gives the strait its name. A few miles farther to the southeast rises Mt. Ida where gods communed and whence flowed the famous Scamander to water the plains of Troy.

Smyrna, to the south of Chanak, is one of the world's graybeards among cities. The four and a quarter centuries that look down on Santo Domingo, first new-world community, seem long to new Texas and Oklahoma oil towns, where cornstalks still grow on main streets. But even London with its 1900 years of existence, or Rome with twenty-six centuries behind it, are comparatively young beside Smyrna, whose beginnings are lost in the haze of history's dawning.

The original builders at Smyrna chose their site happily. Miletus and Ephesus were formidable rivals for many centuries, but their rivers finally choked their harbors with silt and the cities died. Smyrna had no stream of any consequence, and its excellent harbor—the best in Asia Minor—has continued to bear its heavy burden of commerce through the ages.

Smyrna had a population close to that of New Orleans, and like the latter it is

a "Crescent City," extending in a semi-circle about its bay. But while the American Crescent City is wholly flat, Smyrna has its rim of hills which, under the magic of Mediterranean skies and sunsets, invested the city with a beauty which detailed inspection did not verify. Its terraced outskirts were picturesque,



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ONCE Smyrna meant figs, tobacco, rugs—Camels brought in figs and grain to be shipped to all parts of the world.

but they lacked the striking quality of the terraces of Algiers, Hongkong, and Valparaiso.

The basis for Greek claims to the Smyrna district in Asia Minor was put pithily in a statement which Venizelos, of Greece, made to the supreme council of the Allies, "We seek no mandate, we seek to enter our home."

The name of the town of Ismid, where retreat of Greek forces made possible an attack on Constantinople by the Turkish Nationalists and raised the first grave threat of drawing other European powers into the fray, would have appeared many times in heavy black headlines if the modern newspaper had existed throughout historic times. Ismid's once important harbor is now silted and its population is barely 20,000. But before Constantinople was enlarged by Constantine the Great, Ismid—then Nicomedia—was for a time the capital of the Roman Empire and the metropolis of the Near East.

Situated at the head of the Gulf of Ismid, which forms the sharp Asiatic end of the Sea of Marmora, and with high ground behind it, the town lay in the route of the natural highway from Syria, Persia, Mesopotamia, and the entire Near East to the Bosphorus and Europe. In the old days camel caravans innumerable, carrying the riches of the East, plodded around the end of the gulf, paused to pay commercial tribute to the

strategically situated city, and continued west along the low coast of the gulf for the fifty miles that separated Nicomedia from Byzantium and now separate Ismid from Constantinople. And when the steel highway and iron horse that were to connect Berlin and Bagdad came to replace the more picturesque but less efficient camel and his dusty road, the same natural path was utilized and Ismid became a railway station.

Darius and his hosts swarmed over the site of the present Ismid five hundred years before Christ, to bridge the Bosphorus and conquer Thrace and Macedonia. Xenophon and his ten thousand Greeks passed through the place in their memorable retreat from Persia to their homes. Near there the defeated Hannibal, a refugee from the Romans, committed suicide; and in a villa close by Constantine the Great died. Force after force of Crusaders held the town during the Middle Ages.

From Nicomedia, Diocletian directed his implacable campaign of persecution against the Christians and later the first Christian emperor, Constantine, governed from its palaces. Barely twenty miles to the south at Nicea, the Church council sat which framed the Nicene Creed; and only a short distance to the west on the Ismid peninsula in



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ASIA to the right, Europe to the left—Galata Bridge, to the left, is the Brooklyn Bridge of Constantinople and, to the visitor, also is a veritable museum of peoples and costumes. This photograph is taken from the heights of Stamboul, with that oldest and native quarter in the foreground, and with the piers of Galata beyond the bridge.

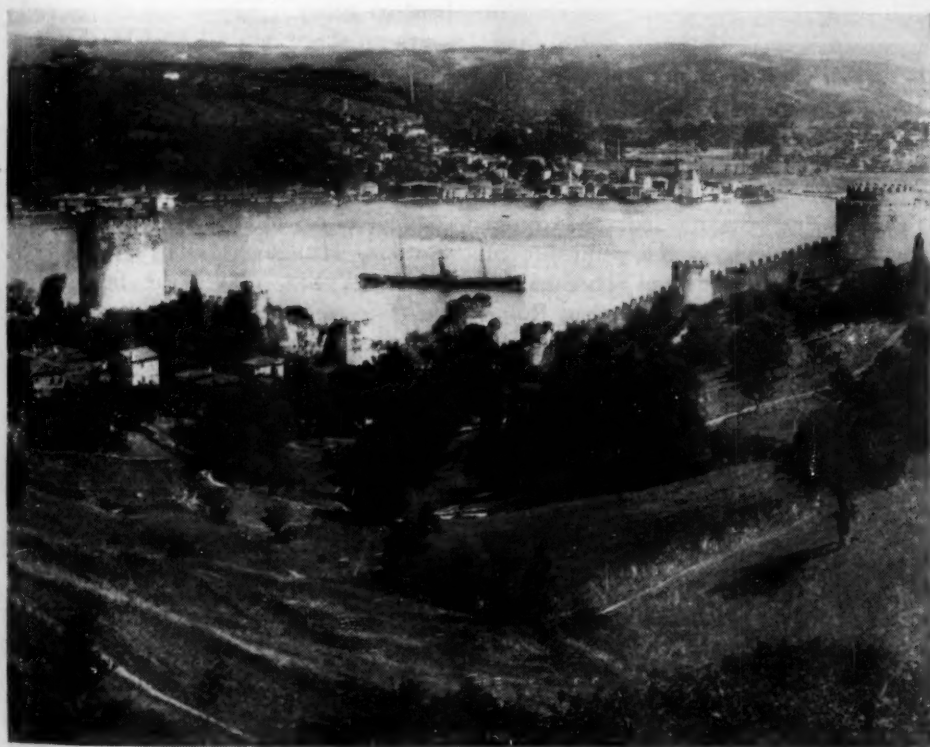
451 A. D. was held the ecclesiastical assembly from which the Armenians bolted to form the separate Armenian Church.

The Ismid of today has little to re-

mind the observer of its glorious history. An old Greek acropolis flanked by Roman and Byzantine towers is about the only remaining link with its opulent past. The iron and wood caravans of the Bagdad railway do not need to pause in Ismid as did the camel trains, as its toll from commerce has dwindled away. To it the world no longer looks either for creeds or the treasures of Araby—only for a modest supply of silk cocoons, tobacco, and forest products.

Abutting midway upon the northern strip of the Zone of the Straits is Thrace, which has expanded and contracted down the ages like a desert pool in seasons of rain and drowth. To the ancient Greeks, Thrace was a huge area—"the home of the North Wind"—comprising all of the eastern half of the Turkey of pre-Balkan-War days and practically the whole of Bulgaria as well. To the Romans of the west it was only the portion south of the Balkans; and to the Byzantines it was once as extensive as Greece and later a small, intimate region stretching westward from the capital.

Replacing of Eastern Thrace under Turk control recalls the happenings of nearly six hundred years ago. The first Turks to live on the European side of the straits were brought over by one of the decadent rulers of the Eastern Empire before 1350 as mercenary sol-



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THE DARDANELLES: a waterway of alternate romance and bloodshed—Your historian will dwell on the passages of Alexander and Xerxes; the classical scholar will relate the episodes of Leander and Byron. This channel ran with blood when Briton met Turk during the World War.

diers to fight against his Bulgarian and Serbian enemies in Thrace. These Asiatics, through their military operations, became thoroughly familiar with Thrace and even Macedonia. In order that he might have his hired soldiers easily at hand, Emperor John VI committed the final folly of bringing their families over and establishing a military colony in Thrace. They never returned to Asia.

Eastern Thrace—the same region which it is now proposed to return to Turkey—was the “inch” which, in the next few hundred years, the Turks built into the “ell” of their great European empire, at one time extending over the whole Balkan Peninsula and almost to the gates of Vienna. The Maritza River, the boundary of the European territory which the victorious Turks demanded as soon as they drove the Greeks from Asia Minor, is, like the Rhine, between France and Germany, a symbol and a bone of contention among Bulgar, Greek, and Turk.

Each of these three peoples has claimed the Maritza Valley as belonging to it on ethnic grounds, and such is the racial mix-up in Thrace and the portion of Macedonia which adjoins it, that each has at least some excuse for its claims. Thrace—and indeed all of Rumelia or Rumili, as the Turks called the portions of Europe which their swords conquered—has for five hundred years been in the anomalous condition of being Turkish territory, and yet more Christian than Mohammedan, more alien than Turk. Moreover, the non-Turks-non-Mohammedans were more intelligent and more industrious than the Moslems, a fact which has heightened the non-Turkish aspect of the country in spite of the burden of heavy taxation, persecution, and massacre which the non-Turks have had placed on their shoulders.

Eastern Thrace between the Straits and the Maritza River is of little value agriculturally. It is an unattractive, dreary, monotonous plain with here and there swampy depressions. Large areas of the territory are untilled and in summer they give the country the aspect of a desert.

Formerly Adrianople was a thriving center of trade with the far-flung regions of Rumili. But as the European portion of the Ottoman Empire dwindled, and Bucharest, Athens, Belgrade, and Sofia—released from Turkish control—grew from dingy mud villages to bustling towns, Adrianople lost ground.

The city now contains about 150,000 inhabitants, however, with the Greeks, Bulgars, Jews, and other non-Moslem peoples greatly outnumbering the Moslems.

Any study of the shore fringes along the Zone of the Straits leads back to the chain of waters which extend from the mouth of the Dardanelles to the point nearly two hundred miles northeastward where the narrower Bosphorus sucks its mighty stream from the Black Sea.

The Dardanelles is the longer of the two great salt-water rivers that separate Europe from Asia Minor. It winds its way from the Aegean Sea, with two sharp turns and numerous gentler curves, for forty miles before it expands into the Sea of Marmora. The strait varies in width from a little over three fourths of a mile to five miles. On the European side rises the steep ridge of Gallipoli where large numbers of Australians and New Zealanders perished while seeking to seize the Dardanelles. On the Asiatic side lies the plain in which stood old Troy.

The Sea of Marmora, from which the Hellespont leads, is about one hundred and forty miles in length and forty miles wide at its greatest width. It is thus somewhat smaller than Lake Ontario, the smallest of our Great Lakes. But though relatively small, the Marmora in its time has been the center of the world. It is a sea of many cities. Of these, Constantinople alone is important today; but living and dead cities cover the shores of practically every harbor and headland of the little sea.

Typical of the ancient Marmora cities was Cyzicus on the peninsula of that name on the southern shore of the sea. It was founded earlier than Rome or Byzantium and had a long life, possessed at various times by Athens, Sparta, Persia, Macedon, Pergamus, and Rome. It was one of the finest of ancient cities in its prime and its gold coins were the standard of their day as the florine of Florence became the standard in Renaissance times.

Though it is both narrower and shorter than the Dardanelles, the Bosphorus, third link in this chain of historic waters, is perhaps most important; for it is the immediate gate to and from the great Black Sea which reaches toward the heart of Europe. To command this strait is to command one of the great trade routes of the world, a fact which has been written deeply into history from the forenoon days of the Greeks

to those of the waning Turks. The strait is about twenty miles long and varies in width from a third of a mile to two miles. Darius, Persian king, who invaded Europe, took his army over a bridge of boats which he flung across the Bosphorus.

At its northern end the Bosphorus expands suddenly into the Black Sea. This is no small sea comparable to one of our Great Lakes, but a great body of water seven hundred and fifty miles long and from two hundred to four hundred miles wide. If located in the northeastern portion of the United States it would cover all of the New England States as well as New York and Pennsylvania.

More nations were grouped around the Black Sea just after the World War than perhaps at any other time in history. On the European side of the mouth of the Bosphorus was the tiny patch that remains of Turkey-in-Europe. Next came the new northern extension of Greece. Bulgaria and Rumania share the western end of the sea, Rumania holding the lion's share. Across the north stretched the old Russian territory which may contribute one or many nations to the Black Sea family. To the east, their status equally questionable, the republics of Georgia and Armenia had a Black Sea shore line, at least on paper. The whole of the rocky southern shore was allotted by the peace conference to Turkey. But it is not only the countries which have a Black-Sea frontage that are interested in that sea and its outlets to the south. The broad, navigable Danube, carrying the commerce of inland Austria, Czechoslovakia, Hungary, and Jugo-Slavia to the Black Sea, makes the final settlements in regard to this broad expanse of water a matter of vital interest to a large part of Europe.

How mixed a situation it all is was evident from the campus of Robert College, an American non-denominational mission college, which from the battle-mented heights of Rumeli Hissar, overlooks the Asiatic bank of the Bosphorus at its narrowest spot. A short boat ride takes one to Asia, whence come many of the Christian students of the American college. A much longer ride is needed to reach Stamboul, whence come many Turkish students. At this point, the Bosphorus is narrower than a part of the Maritza. Were it not for the Black Sea and the historic route thither, Asia might have as indeterminate a frontier in Thrace as it now has in the Urals.

The Brooklyn Teachers Association

FRANK J. ARNOLD

Public School 118, Brooklyn, New York

DR. GEORGE FORBES in his excellent report to the State Association on *An Ethics Code for Teachers*, lists three cardinal obligations for the profession—namely, eternal growth, unselfish service, and whole-hearted coöperation. These obligations, so tersely stated, have been the platform on which the Brooklyn Teachers Association has builded for nearly half a century.

In 1874, about three hundred teachers organized under the presidency of Mr. Edward Bush that they might grow professionally and get acquainted. Their program was modest, and members, in return for the annual fee of one dollar, were offered "four entertainments, two or more first-class lectures, and one or more social affairs."

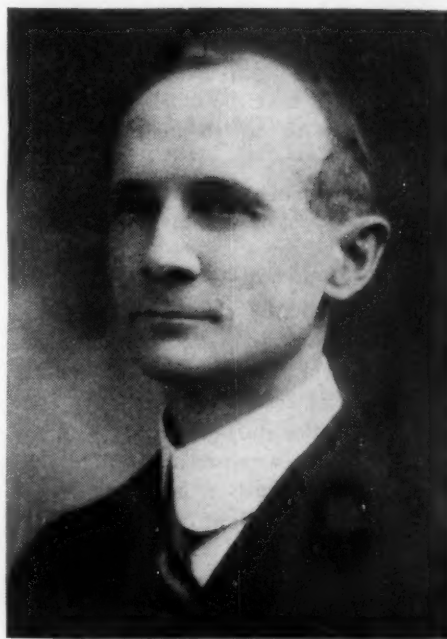
The Association's leaders soon found that opportunities either for study or recreation were not available to most teachers. University-extension work was not then organized and facilities for developing the social or physical side among healthful surroundings, with good companionship, were almost wholly lacking. From those days to the present the Brooklyn Teachers Association has been a great teachers' college, giving desired courses not given elsewhere and offering fee reduction to its members enrolling in any extension course offered by an affiliated institution. At present it works with the City College, Hunter, Adelphi, Brooklyn Institute, and the Botanic Garden.

In 1921, twelve hundred thirteen teachers enrolled either for professional improvement or the recreational courses offered in swimming, horse-back riding, tennis and dancing, golf instruction, and courses in automobile mechanics and driving are among the recent additions.

So well were their professional courses given and administered that in 1898 the Regents of the University of the State granted our Association a charter and it now reports annually to the State as one of its educational institutions. The Board of Examiners of New York City also testifies to the quality of the Association's work by giving credit toward a higher license for many of our courses as equivalent to college

work covering the same number of term-hours and maintaining like standards.

The work of this, the largest local group of teachers in the country, is carried on by thirteen standing committees of which the more important are: coöperation, entertainment, lectures and studies, legal advisory, legis-



FRANK J. ARNOLD, president of the Brooklyn Teachers Association, describes in this article the extensive and useful activities of that organization. The Brooklyn Association has been so successful in encouraging its members to improve their professional status through advance study that it has been granted a charter and reports annually to the regents of The University of the State of New York.

lative, membership, school problems, and teachers' interests. The governing bodies are a board of trustees which, with the officers and chairmen, constitute the Executive Committee; and the Board of Representatives composed of members elected by the schools on the basis of number of members. The former body of approximately fifty, conducts much of the work of the Association at its monthly meetings but all questions involving changes of policy, amendments, and elections are referred

to the larger body, about five hundred, which meets every three months. This dual control not only assures a government truly democratic but gives each school unit a knowledge of the acts of its officers and trustees. The committee chairmen communicate with the schools through a local director who as chief representative collects data, distributes literature, and conducts the necessary correspondence.

During the present administration, a monthly paper, *The Brooklyn Teacher*, has given the members news of the schools, committee announcements, and condensed notes on items of professional value.

The membership tickets, costing one dollar, carry two coupons by the use of which members may secure reductions of one dollar and of fifty cents respectively on courses offered either directly or by affiliated institutions. Through the use of these, by the reductions made to members by the entertainment and excursion committees, and by the savings possible through coöperative buying—over four thousand five hundred dollars last year—members often receive a direct financial return several times the cost of membership.

By offering these many opportunities for culture, recreation, and saving, the Association has gained a reputation well expressed by the superintendent of schools last year when he said, "I know of no Association that has succeeded so admirably as yours." The teachers too are recognizing in increasing numbers the value of the association's work. Several hundred new members were gained last year and the present membership of 5668 represents a gain of 1600 over the number enrolled up to November 1 of last year.

The Association's plans for the future are based upon the successes of the past, modified and enlarged to meet modern needs and demands.

Education in America is passing through a period of transformation. In that transformation professional organization is playing a major part. The Brooklyn Association is endeavoring to do its share. Efficient service to and by teachers is its aim.

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Dr. Finley's Proposal

FRAUGHT with enormous consequences for the future of the world is the proposal of Dr. John H. Finley, editor of *The New York Times*, that the international debt arising from the world war be converted into a perpetual trust fund for the education of the children of the world. The proposal recalls the use which was made of the Boxer Indemnity Fund. The many Chinese students who have studied in American universities with their expenses paid from this fund have done more than any one thing to bring about understanding and coöperation between China and the United States. They have brought to Americans a broader outlook and to the Chinese people an appreciation of American ideals.

Perhaps this experience accounts for the increasing favor with which Dr. Finley's proposal is being received by leaders in every phase of American life. This proposal is worthy the serious consideration of educators everywhere. Let those who believe that it should be carried out call the project to the attention of civic organizations generally. The project as embodied in an address delivered by Dr. Finley at Andover, Massachusetts, on July 4, is as follows:

"And the beginning of international morality is to be found in advice similar to the Master's advice to the rich young man—not that we wish to sell all we have, but that we shall let what is owing

us be used for the benefit of the children who have suffered most from the great war. We have had a world war for freedom. We should have a world plan for giving the children an elementary chance to enjoy the freeing of the soul, which is, with the unity of mankind, the ideal state. A plan that I proposed some time ago, and as to which I have now been encouraged by its support by men of large financial experience, is that the Allied debts be made a permanent trust fund to be administered for the education of the children of all peoples, so far as they can be so applied. This proposal has been characterized as good business—not to demand the full payment of these debts with interest. The fundamental thought on which I based the proposal is that the world as a whole owes something to the children who have had no fair chance yet, because of what those upon whom they are naturally dependent have sacrificed for the good of the world as a whole.

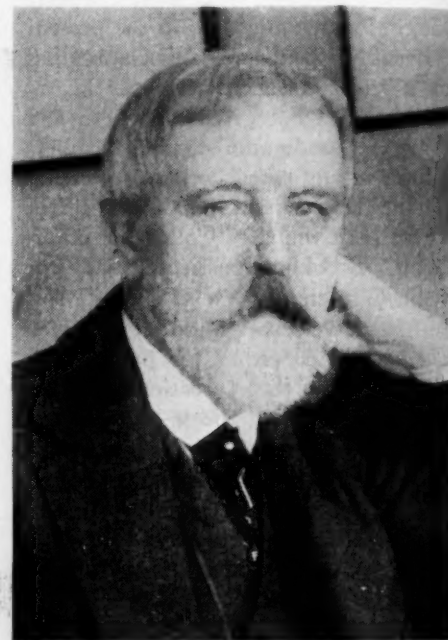
"My original proposal was that the principal should be cancelled as it was thus spent, but a very prominent man has proposed the application of merely the interest at the rate of five per cent annually for this purpose—that is, when it can be paid—a ten-billion-dollar war debt converted into a perpetual trust fund for the children of the world, especially for those who have come trailing from the clouds of glory into the midst of the world's war, for they have not a ghost of a chance to come into the heritage of their generation. Five hundred million dollars a year, assuming that this could be paid—an incredible number of Austrian crowns and Russian rubles and Polish marks—which would give an elementary training to all the children! Ten million children a year taught the best that has been delivered unto men or invented by mankind, and led, in that tuition, toward the conscious unity of the race, toward planetary consciousness! Has a more stirring opportunity been offered to any people than is ours, in the refunding of this great war debt in such way as to make it a blessing, when it can be paid, to the next generation or generations, instead of a crushing burden to the tax-paying generation of the present? If we were to demand our pound of flesh we should deserve the future fate of those in the Inferno, an eternity swathed about with cloaks of lead covered by a veneer of gold. It would be the greatest fund ever established on the earth for the salvation of civilization."

Federal Aid without Federal Control

THERE ARE a few sincere opponents of the Towner-Sterling bill who believe that Federal control of education, even though specifically inhibited by the terms of the bill, must eventually result from Federal aid to education. There are a few others who are opposed to the bill on quite opposite grounds—namely, that Federal aid without Federal control is an "absurd" theory.

Those who assert dogmatically that Federal aid must inevitably result in Federal control make an assumption that is not only gratuitous but in defiance of every relevant precedent in our history.

Federal aid for education began with the famous provision of the Land Ordinance of 1785, which set aside for the support of schools the sixteenth section of every township in the territory affected by the act. In various forms, the principle has appeared in subsequent legislation, but never with the slightest effort on the part of Congress to exercise, assert, assume, or even imply any authority to control the schools in aid of which the grants have been made. Thus a record of Federal aid extending over a period of 137 years has shown not the slightest tendency toward the



SIR JAMES YOXALL, general secretary of the National Union of Teachers of England and Wales. It is this organization that has fought to protect education in Britain from an after-war reaction much more severe than has been felt in the United States.

centralization which some opponents of the Towner-Sterling bill fear.

In making a land-grant to the Ohio Company in 1787, Congress (then operating under the Articles of Confederation) donated two townships for the endowment of a university. A similar but smaller donation was made on the occasion of the Symmes Purchase in 1794. These two grants not only led to the establishment of two important institutions—Ohio University (Athens) and Miami University; they served also as a precedent for the land-grants that have since been made to newly admitted States in the interest of higher education. Practically every State university of the West had its origin in this generous policy of the National Government. Congress, however, exerted no control over the affairs of Ohio University or Miami University; it exerts no control over the university of the latest State admitted to the Union. Here the record of aid without interference covers 135 years.

The present Constitution was less than thirty years old when Congress established the precedent of making money-grants to the new States "for the encouragement of learning." Illinois in 1818 was granted five per cent of the net proceeds from the sale of National lands within its borders, with the proviso that a certain proportion of the allotment should be spent for schools. In all, twenty-seven States have had the advantage of these "five per-cent" funds. New Mexico and Arizona are the latest to receive this subsidy. The schools of New Mexico and Arizona are no more controlled by Congress than are the schools of Illinois. Here is a policy of Federal aid that has been in operation more than a century without entailing the dire consequences of Federal control.

In 1862, President Lincoln signed the first Morrill act. From the grants of public lands provided for by this act the State agricultural and mechanical colleges have developed until they constitute today the most extensive system of higher technical education in the world. No provision for National control went with the first Morrill act. In 1875 the question was raised in Congress whether the proceeds of the land-sales were being properly used by the States. Mr. James Monroe, of Ohio, moved to "investigate the colleges established under the grants" of 1862. "The investigation was completed in 1875, and Mr. Monroe himself made the report—one entirely favorable to the colleges." In 1887, the first

Hatch act was passed providing annual cash appropriations for experiment stations in connection with the State agricultural colleges; these stations were entirely under State control. In 1890, the second Morrill act extended the principle of annual money-grants to the colleges themselves, again without instituting any form of centralized control. In 1906 and 1907, the Adams and Nelson acts increased the annual money-grants—but still without the faintest suspicion of control. Here a far-reaching policy of Federal aid with complete State control has been in successful operation for sixty years.

The only law through which the National Government seeks even to supervise the expenditure of the funds that it appropriates to the States for education in public institutions is the Smith-Hughes act of 1917. This law requires that each State's plan for vocational education shall be approved by the Federal Board for Vocational Education before an allotment is granted from the Federal treasury, and further stipulates that the work done by the States after accepting the provisions of the act shall be open to inspection by agents of the Federal Board.

While these provisions do not by any means constitute Federal control of vocational education in the several States (for they affect only those phases of the work for which Federal funds are expended), they have introduced an element of oversight and inspection the need for which, if it ever existed, has long since passed. The Towner-Sterling bill quite properly returns to the established precedent based upon good faith between the States and the Nation—an assumption that was sacrificed in the Smith-Hughes act at the insistence of certain interests, some of which now condemn the Towner-Sterling bill on the ground that it "threatens" the educational autonomy of the States! It is worthy of note, too, that the National Education Association by resolution has urged an amendment of the Smith-Hughes act that will make its administration consistent with the principles embodied in the Towner-Sterling bill—principles that not only are in clear harmony with the historic precedent but also have justified their existence and perpetuation through the unquestioned success of their application.

So much for the contention that Federal aid must inevitably bring with it Federal control. There still remains the contention that Federal aid *without*



JOHN H. FINLEY, editor of the New York Times, who proposes that the Allied debts be made a permanent trust fund to be administered for the education of the children of all peoples.

Federal control is an "absurd" doctrine.

The answer is that this "absurd" theory has achieved most desirable results—results which, in our country and under our Constitution, could have been achieved in no other conceivable way. Loss and wastage, it is true, were incident to the early administration of the land-grants, but the stimulus that these grants gave both to the common schools and to the State universities far overbalances the waste, unfortunate as that was. Nor should it be forgotten that these losses were limited to the States that were admitted while the policy was still in an experimental stage of its development. Far better the early losses than either the lack of the stimulus or the imposition of a Federal domination that might have accomplished the same results more quickly but at a sacrifice of principle.

"Absurd" as the doctrine may appear to be in theory, then, it has worked ultimately to an otherwise unattainable practical result of unquestioned value. And in doing this it has been refined to a point where the waste and inefficiency that it once may have involved no longer characterize its application. It is through just such twistings and turnings and writhings that democracy sets its precedents and gives birth to its effective institutions. And American democracy

is and always has been essentially pragmatic. What it asks of a theory is not whether it is "absurd" but whether it works.

Another Charge Against the Movies

WHILE public attention is frequently drawn to immoral tendencies in the moving-picture drama, it is usually the grosser forms of immorality that the critic has in mind. Of equal significance and much more subtle in their influence are the misinterpretations of life that the typical movie play presents. Writing in the *New York Times*, Mr. P. W. Wilson, a former member of the British Parliament, charges against the American films shown in England much of the ill-feeling of the English masses toward the United States, and for a reason that Americans may well ponder as giving a possible clue to some of our own social unrest:

"The important factor in the movies, when exhibited abroad, is not their ethics, as applied to morals. Nor is it the use of the pistol. The thing that matters to international friendship is their presentation of unbounded wealth in these United States. Everyone in the movies can afford a telephone. At the disposal of everyone in the movies is an expensive automobile. The movie Cinderella may commence her career in some small town, but it is only to continue it in mansions which, by their number, variety, and size, would tax the modest purse of a Vanderbilt or a Morgan. A dinner party is set in a style that impels one to regret the simplicities of Louis XIV. And the costumes—well, even an average dance is as extravagantly gowned as a Drawing Room at Buckingham Palace. The more real the picture, the more definite is the conviction that it carries of a lavish luxury, unparalleled in the history of civilization. . . . The theme is usually a triumph—it may be of brains, it may be of muscle, it may be of beauty; but anyway it is success. Hero and heroine must, as it were, put it over, escape from the crowd, and enter the charmed circle that has time and money to pose on the terrace in the moonlight. . . ."

If, as Mr. Wilson charges, this constant depiction of vast wealth, lavish luxury, and oriental splendor, easily acquired and selfishly exploited by callow youth, is a potent cause of international

jealousy, it is reasonable to assume that it also foments class envy among our own people. Collectively we may be a very rich people, but as individuals most of us have to struggle fairly hard for whatever luxuries we enjoy. Internationally speaking, we may be "long" on telephones and automobiles; but a goodly share of the former are on "party lines," and an overwhelming majority of the

latter are in the flivver class. Moving-picture art, we concede, may be either realistic or idealistic; but its realism should be true to life, and when it ventures to idealize, it should portray something that is worth striving toward. The typical pictured drama does neither, and herein lies its bad art and, we venture to say, its most dangerous immoral influence.

School Savings in 1921-1922

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OVER 1,200,000 PUPILS deposited a total of over \$5,700,000 through the savings banking systems in schools of the United States during the school year of 1921-1922 according to the annual compilation of the Savings Bank Division of the American Bankers Association. These figures have been received from 382 jurisdictions and a total of 4700 school buildings in which the systems are operating. A pamphlet copy of the detailed report may be obtained by member banks or educators upon application to the Association's office in New York.

The most effective systems are summarized in the Honor Roll reproduced herewith, although we note that as individual bank accounts are of equal if not superior importance to systematic saving it may be desired in the future to limit this honor roll to those cities officially reporting eighty or even eighty-five per cent of the enrolment as owners of pass-book accounts.

Lines of advance—A substantial increase in interest has been noted. Superficial inquiry has been received from hundreds of bankers and educators and those engaged in the work begin to see their responsibility in a new light. A weeding out process in both ideas and in methods was inevitable. The process is now progressing. Both sentimental interest and makeshift methods have been found inadequate for maintaining the enthusiasm with which pupils will receive almost any savings system that has been offered. The lines of development seem to be as follows:

Educational purpose—First, realization that the purpose of school savings banking is and must be strictly educational. Schools must not be used as mere agencies for collecting deposits.

Savings banking must be correlated with the school management and curriculum. Experience has shown indisputably that any system which is not so correlated will be a failure.

The educational purposes include individual understanding of the economic function of banking. No pupil should leave the higher grades until he has some practical insight as to practices and principles of finance. Every child can become informed on the function of banks in general in safeguarding savings (capital) and in making the aggregate of small deposits available for community advancement without restricting each depositor's privilege to spend and invest. Each pupil needs to become familiar with ordinary banking methods and the valuable services which the bank stands ready to supply.

Evidence accumulates as to the value of this work in reaching illiterate foreigners who either are ignorant of the American banking system or fear to enter its imposing buildings. Real Americanization is being accomplished.

Practical methods—Second, the methods tend to standardize along two lines—teacher convenience and pupil protection.

Teachers should not be burdened with either interruption of schedules or responsibility for property and records, although the teacher should have super-

SAVINGS OF PUPILS
(A. B. A. Reports)

	Number participating	Amount of savings deposited
1921-1922	1,295,607	\$5,775,122
1920-1921	802,906	4,158,050
1919-1920	462,651	2,800,301

vision and control that the project may be correlated with all school work and be made attractive and effective for every pupil. Therefore the plan of definite banking periods has been quite generally accepted, usually confined to a few minutes on one day each week. Teachers are being relieved of book-keeping operations and especially of the reports which were incident to many early systems and required her attention after the banking period. It is now customary for all accounting to be handled in the bank unless pupils are systematically organized for that work through the commercial departments or otherwise.

Pupils are receiving practical demonstration as to the protection assured for their funds by the bank from the time of deposit. Not only is organized visitation of banks being encouraged, but the protection by a pass-book and the bank's care in safeguarding money are being demonstrated. In one city, the bank uses a specially constructed vault that fits the taxi which makes the collection from principals' offices.

Bankers recommend method—The pass-book method of conducting school savings banking systems has been endorsed by the Savings Bank Division of the American Bankers Association, in accordance with the report of a special committee which gave long and careful study to existing plans with the view to developing a standardized method. It is worthy of note that a majority of the members of the committee were using stamp systems at the time of their appointment.

The committee's report, as adopted by the Executive Committee of the Division and then formally approved by the recent general convention, states the following principles:

1. A pass-book system which will be operated by actual collections of money in the schools on certain days of the week, the amounts to be entered in a school folder, or school pass-book.

2. The transfer of these school funds to be made to individual accounts opened at the bank, after an acceptable amount has been accumulated on the school folder.

3. The active coöperation of teachers, with an optional feature whereby high standing pupils may act as tellers and cashiers within the respective grades, in order to relieve the teacher of the detail duties required.

4. No recommendation is made for any particular pass-book system, but if the Secretary of the Savings Bank Division is requested to furnish a complete system with forms prepared, he can recommend any plan that complies with the above requirements and that meets with the approval of the

Honor Roll

School Savings Banking Projects—1921-1922

Rank	City and State	Per Cent Participating	Total Enrollment in Schools Operating	Number of Pupils Participating	Total Amount Collected	Ave. age Individual Deposit	
						Gross	Net
Class A—Enrolment over 10,000							
1	2	3	4	5	6	7	
1	Louisville, Ky.....	98	27,717	27,252	\$76,236.57	\$2.79	\$1.07
2	New Britain, Conn.....	93	11,408	10,682	31,555.02	2.95	2.86
3	*Rochester, N. Y.....	*93	*22,000	*20,460	56,988.31	2.78	1.33
4	Duluth, Minn.....	90	17,061	15,408	79,503.37	5.15	?
5	Wilkes-Barre, Pa.....	88	18,834	15,602	117,690.81	7.54	2.32
6	Minneapolis, Minn.....	85	55,246	47,248	121,014.33	2.56	1.24
7	Memphis, Tenn.....	85	23,500	19,992	70,654.16	3.54	1.89
8	Terre Haute, Ind.....	85	12,310	10,464	40,625.07	3.88	1.35
9	Pittsburgh, Pa.....	84	85,099	71,657	462,002.60	6.45	4.89
10	Youngstown, Ohio.....	81	21,629	17,653	104,081.70	5.89	2.20
11	Akron, Ohio.....	81	30,717	25,000	80,862.75	3.23	2.05
12	Evansville, Ind.....	80	10,044	8,036	44,972.05	5.59	5.09
13	Peoria, Ill.....	79	12,861	10,145	51,604.63	5.08	3.86
14	Scranton, Pa.....	77	21,478	16,701	102,623.42	6.14	1.32
15	Springfield, Ill.....	76	10,088	7,751	14,646.97	1.89	1.81
16	Dayton, Ohio.....	75	23,387	17,492	81,603.54	4.65	2.20
17	New Orleans, La.....	75	38,264	28,529	56,187.09	1.96	?
*Does not operate below Grade 4.							
Class B—Enrolment 5000 to 10,000							
1	Racine, Wis.....	95	8,512	8,151	31,106.78	3.81	2.97
2	Meriden, Conn.....	91	5,143	4,712	28,713.13	6.09	4.84
3	Jackson, Mich.....	87	7,017	6,126	28,253.65	4.61	4.25
4	Huntington, W. Va.....	80	8,626	6,956	37,549.19	5.39	3.61
5	Covington, Ky.....	78	5,274	4,110	15,259.01	3.71	1.43
6	Bay City, Mich.....	78	5,916	4,690	15,439.72	3.29	.42
7	Superior, Wis.....	77	9,093	7,000	17,440.00	2.49	2.03
8	Dubuque, Ia.....	75	6,286	4,728	11,423.81	2.40	2.18
Class C—Enrolment 2000 to 5000							
1	Morristown, N. J.....	99	2,355	2,342	12,126.18	5.17	4.82
2	Cannonsburg, Pa.....	98	2,884	2,849	16,097.04	5.65	4.53
3	Beloit, Wis.....	98	4,507	4,442	13,061.93	2.94	2.70
4	Cuyahoga Falls, Ohio.....	97	2,575	2,509	11,399.84	4.53	3.74
5	Alameda, Calif.....	97	4,729	4,600	40,665.00	8.84	6.55
6	Belle Vernon, Pa.....	97	2,336	2,264	4,977.31	2.19	1.47
7	Martin's Ferry, Ohio.....	95	2,800	2,660	12,780.03	4.80	3.97
8	Newark, Ohio.....	92	4,749	4,396	24,490.00	5.57	4.60
9	Mechanicsville, N. Y.....	92	2,211	2,041	7,133.19	3.50	3.12
10	Alton, Ill.....	89	4,479	4,000	19,087.42	4.77	3.54
11	Hannibal, Mo.....	89	3,591	3,184	4,124.56	1.29	1.24
12	Frackville, Pa.....	87	2,723	2,396	14,146.61	5.99	4.01
13	Perkin, Mich.....	87	2,659	2,335	5,362.80	2.30	2.02
14	Pekin, Ill.....	87	2,659	2,322	5,151.93	2.21	2.05
15	Aurora, Ill.....	86	4,502	3,899	4,601.74	1.18	1.17
16	Montclair, N. J.....	86	4,007	3,467	7,234.32	2.08	.56
17	Ironton, Ohio.....	85	2,855	2,437	3,667.07	1.50	1.00
18	Tiffin, Ohio.....	85	2,000	1,700	4,933.59	2.90	2.12
19	New Albany, Ind.....	84	2,787	2,362	5,471.06	2.31	?
20	Ansonia, Conn.....	83	2,798	2,462	13,384.86	5.43	?
21	Biloxi, Miss.....	83	2,032	1,691	2,841.90	1.67	.32
22	Ambridge, Pa.....	82	3,188	2,626	12,254.58	4.92	2.37
23	Duquesne, Pa.....	82	3,449	2,851	13,959.81	4.89	3.93
24	Kingston, Pa.....	82	3,505	2,879	10,890.84	3.77	2.80
25	Sault Ste. Marie, Mich.....	81	2,170	1,772	3,263.47	1.85	1.01
26	Mattoon, Ill.....	80	2,582	2,300	7,312.04	3.20	2.42
27	Middletown, Ohio.....	80	4,336	3,493	23,341.60	6.67	5.04
28	Poughkeepsie, N. Y.....	79	4,156	3,322	15,254.72	4.59	?
29	Salisbury, N. C.....	79	2,799	2,225	1,935.00	.87	.85
30	Fulton, Ky.....	78	2,175	1,700	1,320.95	.78	?
31	Oneonta, N. Y.....	78	2,206	1,724	12,296.89	7.13	5.80
32	Lebanon, Pa.....	77	3,058	2,357	9,729.99	4.13	1.61
33	Connellsville, Pa.....	76	2,836	2,178	12,404.03	5.68	1.29
34	Freeport, Ill.....	76	3,216	2,452	14,338.94	5.44	3.73
35	Hudson, N. Y.....	75	2,237	1,713	6,720.35	3.93	?
Class D—Enrolment Under 2000							
1	Jamaica Plains, Mass.....	99	1,225	1,223	2,495.68	2.04	1.98
2	Marine City, Mich.....	99	372	370	1,780.94	5.08	4.07
3	Woodriver, Ill.....	98	979	964	4,298.19	4.45	3.83
4	Albion, Mich.....	97	1,110	1,086	4,103.90	1.81	1.08
5	Coraopolis, Pa.....	95	1,602	1,532	6,362.41	4.15	1.86
6	Winsted, Conn.....	95	327	311	1,140.06	3.68	.58
7	Dixon, Ill.....	94	1,795	1,600	5,831.51	3.64	2.65
8	Athens, Pa.....	93	822	769	2,943.78	3.83	2.75
9	Rutherford, N. J.....	92	1,437	1,334	2,679.90	1.93	1.87
10	S. Milwaukee, Wis.....	91	1,331	1,219	1,419.60	1.16	1.14

(Continued on page 418)

(Continued on page 418)

HONOR ROLL—School Savings Banking Projects—1921-1922

(Continued from page 417)

Rank	City and State	Per Cent Participating	Total Enrolment in Schools Operating	Number of Pupils Participating	Total Amount Collected	Average Individual Deposit	
						Gross	Net
Class D—Enrolment Under 2000							
1	2	3	4	5	6	7	
11	Clearfield, Pa.	90	1,403	1,320	18,318.65	13.87	9.42
12	Seymour, Conn.	89	1,113	995	1,316.41	1.32	1.19
13	Mt. Sterling, Ohio	89	317	284	727.11	2.56	1.59
14	Follansbee, W. Va.	89	1,044	930	2,500.00	2.58	2.41
15	Atlanta, Ga.	88	1,326	1,176	4,000.00	3.40	.53
16	N. Plainfield, N. J.	88	1,423	1,260	2,180.44	1.73	1.62
17	Warwood, W. Va.	86	767	660	4,170.09	6.32	5.06
18	Mt. Joy, Pa.	86	454	393	832.26	2.11	1.80
19	Toronto, Ohio	85	811	697	2,007.08	2.87	2.35
20	Sterling, Ill.	85	1,573	1,338	3,368.67	2.51	1.77
21	McMechen, W. Va.	84	721	612	3,378.57	5.52	4.31
22	Schuylkill Haven, Pa.	84	1,028	870	5,083.74	5.84	3.08
23	Port Jervis, N. Y.	83	1,772	1,485	14,872.65	10.01	7.37
24	McDonald, Pa.	83	1,696	1,419	9,653.54	6.09	3.94
25	White Bear Lake, Minn.	83	1,180	984	246.26	.25	.03
26	S. Charleston, W. Va.	82	833	683	327.51	.48	?
27	Sistersville, W. Va.	82	1,090	900	3,166.02	3.51	2.81
28	Marshfield, Wis.	82	1,909	1,556	1,173.00	.75	.74
29	Stroudsburg, Pa.	81	1,119	905	2,798.43	3.09	2.42
30	Logan, Ohio	81	1,545	1,250	1,194.78	.95	.83
31	St. Albans, W. Va.	80	735	593	1,649.71	2.78	1.37
32	Jessup, Pa.	80	846	682	2,651.02	3.88	?
33	Marion, Iowa	80	975	784	2,832.17	3.61	3.30
34	Struthers, Ohio	80	1,483	1,187	4,522.07	3.80	2.14
35	Carnegie, Pa.	80	1,560	1,250	12,848.57	10.27	7.93
36	Appleton, Wis.	79	1,673	1,328	2,058.51	1.55	1.50
37	New Martinsville, W. Va.	79	860	680	3,730.13	5.48	3.53
38	Warsaw, Ind.	78	1,009	790	3,915.12	4.96	2.57
39	Waverly, N. Y.	78	1,050	820	4,125.77	5.03	4.10
40	Niles, Mich.	78	1,783	1,395	2,832.07	2.03	.71
41	Ramsey, N. J.	75	1,280	965	1,831.34	1.89	1.78
42	Bogalusa, La.	75	466	353	1,203.84	3.41	1.95

Executive Committee of the Savings Bank Division.

5. It is recognized that any complete and detailed system with all official forms prepared would be impractical at this time, and that it is better to reach an agreement on the general principles of school savings as viewed from information and statistics already collected, leaving some room for improvement.

With reference to this decision it may be well to note that (1) the official blanks now being prepared are not the only ones which will comply with the principles now adopted, and (2) the amount required for the opening and subsequent deposit on regular bank account are to be determined locally, but it may be regarded as established that (3) the child is entitled to the protection afforded to adults by the pass-book method which includes a signature card, (4) the bank should be able to identify the owner of each and every penny received on deposit and (5) every transaction in the school banking system should be so conducted as to inspire confidence in our American banking system, promote accumulation for future use, and avoid temptation to criminal instinct

which exists wherever money or negotiable equivalents are left unguarded.

We must again note that neither school people nor bankers can be relieved of the more important phases of school savings banking by the use of any material device which has been or can be conceived. Neither is it desirable to defer the installation of a school-savings banking system until a satisfactory course of instruction in "thrift" has been devised.

Thrift being a virtue and therefore an element of individual character, it is perhaps more attractive in the abstract than in the concrete. The saving of money is merely a phase of thrift which needs to be urged in order to counteract the generally abundant opportunities for spending which range from the lollipop cart to the wiles of the securities salesman. The reasonable saving of money for future enjoyment should be taught in every school by means of school-savings banking.

Future progress—Indications warrant the expectation that the next school year will see even more important progress in both the theory and the practice of school-savings banking than

are here recorded. For instance, we note the recent resolutions of the Georgia Bankers Association: "Resolved, that the association endorses most heartily the efforts made by the American Bankers Association to encourage thrift among the children of our country with particular reference to the establishment of savings systems in the schools. We urge that this matter be given thoughtful consideration and we recommend that the children of our schools be encouraged in habits of thrift, that they be made familiar with the fundamentals of sound business procedure, and that every effort possible be made to impress on them the necessity for preparing themselves for the responsibilities that will soon develop upon them. In this work we urge that no artificial stimulus be used—no incentive that is not in keeping with sound business practice. We feel that a great injustice would be done them should children be induced to save by offering payment of interest at rates higher than those usually paid adult depositors, or if any steps be taken that would create an unsound impression in the minds of our future citizens."

The thrift committees of the parent teachers' associations in several States are expected to foster school savings banking because of its practical and permanent value. The work of such committees will be greatly facilitated as soon as the official suggestions of the American Bankers Association are available.

All teachers and others who are interested in this subject shall forward any inquiries to the American Bankers Association through the banks which are members of that Association.

TO INFINITE patience add a little wisdom, carefully strained through profitable experience, pour in a brimming measure of the milk of human kindness, and season well with the salt of common sense. Boil gently over a friendly fire made of fine enthusiasm, stirring constantly with just discipline. When it has boiled long enough to be thoroughly blended, transmute it by wise teaching to the eager mind of a restless boy and set away to cool. Tomorrow he will greet you an educated man.—Edwin Osgood Grover.

The Boston Meeting¹

Abstracts of Addresses Before the Department of Elementary Education, the Library Department, and the Department of Rural Education

THE mental health of young children—The spirit of good sportsmanship needs to be encouraged. Admiration for the good player should be stimulated. The loser should be inspired to profit from his mistakes and the victory of others. To teach children to lose gracefully without ill-will should be the aim of every good teacher.

Success is one of the necessities of healthful living. It takes the sting out of worry and makes life happy and efficient. Habitual failure leads to depression and a morbid state of mind with accompanying nervous disorder. In the more perfect school system of the future we may hope that failures will be so uncommon that they will be reduced to a vanishing point.

In dealing with little children we should try to realize that their problems are often as acute as, if not more so, than our own and that it is very important that they should be taught to solve them in a satisfactory way. Training children to make clear-cut decisions and to act in difficult situations eliminates the feeling of helplessness, reduces fear, and repels worry. Encouraging children to do their best and to abide cheerfully by the consequences is of tremendous worth in furthering a happy childhood and in the prevention of nervous breakdown in later life.—J. Mace Andress, Head of the Department of Psychology, Boston Normal School, Boston, Massachusetts, before Department of Elementary Education, July 5.

PRESENT day tendencies in education—Perhaps the greatest tendency in modern education and one that should be exploited to the utmost degree is to use the children's cooperation and ability to serve. We now turn men and women into full citizenship, allow them to vote, ignorant when they are twenty, no better prepared when they are twenty-one, and expect to have good government. We do not get it, and will not get it until you and I, and every teacher, are working for citizenship from the first day the child is confided to us. If in place of our deciding everything we let the children have a

chance, ask from each as much as possible, give them increasing opportunities, lead them on day by day to greater development, then, just as surely as we do that, the time will come when they can shoulder the responsibilities we are carrying today far better than we are doing it. In building up this social and moral responsibility, precept has some part, but example and participation, and being given responsibility, have the greatest influence.—Eugene R. Smith, Headmaster of the Park School, Baltimore, and the Beaver Country Day School, Boston, before Department of Elementary Education, on July 5.

THE adjustment of elementary education to the Project Method—The normal school student who has studied geography by the project method will understand what is meant and will have relatively little difficulty in adjusting her activities when she comes into the practice school to try her hand. Mere theory, by itself, however, will not accomplish, as it never has accomplished, an effective making-over of the student teacher's notion of teaching. The adjustment of elementary education to the project method has been going on for a long time. We have reached the point where the various conceptions it embodies may be effectively combined and focused in a single fundamental point of view. The time is right for the widespread application of a philosophy of method. For more than a generation we have had mainly a somewhat formal scheme for the conduct of the recitation. The new concept of method is much more far-reaching and much more flexible. It affects, as we have seen, many of the more important aspects of educational organization and endeavor. Because it is found in life we can go to life for its meaning and interpretation, and because it is as far-reaching as life, it is also inexhaustible in its possibilities. The most effective lessons in method are the examples set by the teachers themselves.—James F. Hosis, Associate Professor of Education in Charge of Extramural Courses, Teachers College, Columbia University, New York City, before Department of Elementary Education, on July 5.

THE education of young children in rural communities—No misfortune can be greater than that country children should grow up with the conviction that life on a farm is necessarily one of uninspiring drudgery. Yet this is the attitude we are implanting in them by the shortsighted system through which we have crushed out joy and beauty and inspiration from education of country children and substituted a little formal knowledge designed to increase production and thereby save the Nation from rearing a peasant class or from added increase in the cost of living.

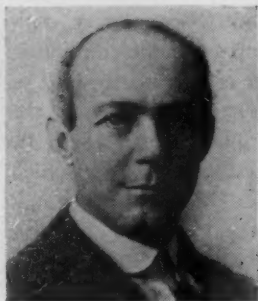
It is not safe to leave the child to the chance of being educated by his environment unassisted. All country children are not Lincolns in ability. The fundamental principles of sound education for rural as for city children recognize the importance of bending the twig as the tree should grow. The opportunities and materials of education, varied and abundant as they are in the country, must be organized and used. Only those with special adaptability and training can do this best.—Katherine R. Cook, Specialist in Rural Education, U. S. Bureau of Education, Washington, D. C., before Department of Elementary Education, July 5.

LIBRARIES and librarians—It is important that the relations between school and public libraries be clearly understood, not merely by librarians and library trustees, but by the general public as well. Until those relations are understood there will be more or less working at cross purposes and more or less confusion in the mind of the general public. The school and public libraries are the two parts of a whole, and while each may help the other, and should do so, neither can do the work of the other. The school library deals chiefly with children, while the public library should be most concerned with adults or pupils who are approaching adult age.

What is the work of the school library? Primarily to act as a feeder for the public library, so that children will make use of the public library both for pleasure and for instruction as long as they live. It should train the pupils to use the public library intelligently. Incidentally it should train the children to use a library to supplement the study of geography, history, English, science, and other subjects taught in school.—Sherman Williams, State Department of Education, Albany, New York, before Library Department, July 5.

¹Prepared for THE JOURNAL by The Division of Elementary School Service

SPEAKERS AND OFFICERS AT BOSTON



J. MACE ANDRESS

head of department of psychology and child study, Boston Normal school, Boston, Mass., who spoke on mental health of children.



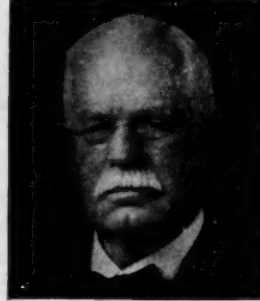
JAMES F. HOSIC

professor of education, in charge of extramural courses, Teachers College, Columbia University, New York City.



KATHERINE M. COOK

specialist in rural education, United States Bureau of Education, Washington, D. C. and director of rural education division.



SHERMAN WILLIAMS

chief of school libraries division, State department of education, Albany, N. Y.; president of the Library Department, 1921-22.



MRS. EDWARD S. CARTER

librarian of the Port Arthur Memorial Library, Port Arthur, Texas, who was elected vice-president of the Library Department.

THE rural school library—A well-equipped and well-selected library plays an active and an important part in the life of the rural school. The time is approaching when each State will consider such a department an indispensable feature of every consolidated school. The librarian in charge, trained in educational as well as library methods, will be employed for full-time and possess a status equal to that maintained by the head of any other recognized school department. She will portray not only a love for and understanding of childhood, but a genuine interest in rural life and an eagerness to share in the solving of its problems.

Since the consolidated school is, in many instances, the center of the community, the library has an unusual opportunity to exert its influence. While it is not advisable, especially in localities which support public libraries, to allow the public to use the school library, it is possible to reach the community through the children. The school library should be a stepping-stone to the public library, and members of the younger generation, if properly trained to know and appreciate books, will, in the future, demand adequate library service for their communities. Through the influence of the library, National community honor and loyalty are fostered and deepened, and through the inspiration of books it is possible to create a living faith in country life.—Ruth B. Drake, Librarian, Chazy Central Rural School, Chazy, New York, before Library Department, July 5.

THE spirit of library service—The method of library service is essentially that of coöperation. The best barometer of the library is the desire and ability of its staff to coöperate with

individuals, institutions, and organizations. The librarian should go to her service as to sacrament because her tools give to her more than to any other workman the truest perspective of the past.

The reader is continuously seeking the solution to some problem. Books point to the efficiency short-cut in every problem—mental, physical, or spiritual. The library outranks the moving-picture show, the vaudeville, and the city natatorium in the quality of its recreational service. The library is the custodian of the traditions of justice, equality, liberty, and democracy. The library gives the reader vision. He realizes that history repeats itself, that to look backward carefully and studiously is to look forward successfully, that through a knowledge of what has been one may grow a prophetic sense of what is to be.

Aside from service to the individual, the library coöperates with institutions and organizations in the dissemination of knowledge. These twain, the librarian and the book, serve as an open sesame for problems educational, social, and civic. Both the school and the library are an integral part of education. The difference is one of scope and intensity.—Mrs. Edward S. Carter, Librarian, High School, Port Arthur, Texas, before Library Department, on July 6.

BOOKS for boys—By "boys" I mean normal young Americans of high school age—the home-grown supply, to whom the English language is natural and who have at least some ideas and traditions growing out of books written in that language. By "books" I mean the fiction or miscellaneous material that such boys may be influenced to read outside the regular school hours. The problem is how to turn boys toward

sound books for amusement and recreation—even for help.

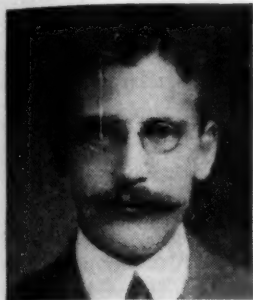
By all means, I should say to my boys, cultivate a love of good books—make yourselves book-lovers. You will gain much besides mere amusement. You will gain mental strength and moral tone. Your daily work in after life will draw upon reserve stores which you are laying up unconsciously by your contact with great personalities. Hours of loneliness will be to you unknown, so long as you are within reach of books; you will have congenial companionship—and the better the books the better the company.

The book of travel will open up new realms for you, in your own country or in the uttermost parts of the sea; in the heavens above or in the waters under the earth. The biography will introduce you to good men and true—brave soldiers and far-wandering navigators—great hearts that you are the better for knowing; the novel and the drama will stir your imagination and your emotions deeper than ever plummet sounded.—A. B. de Mille, Winthrop Highlands, Massachusetts, before the Library Department, July 7.

THE helping teacher in New Jersey—The helping teacher is New Jersey's answer to the need of a plan for the supervision of rural schools. She is appointed by the commissioner, her appointment is approved by the State Board of Education, and she is assigned to a county. Entire charge of the classroom work and the pupil activity of the schools in her territory is in her hands.

She must not only have professional training, but she must have had a wide experience as a teacher. She must know from first-hand experience the actual schoolroom situations that arise in each

SPEAKERS AND OFFICERS AT BOSTON



A. B. DE MILLE

secretary of the New England Association of Teachers of English, Winthrop Highlands, Massachusetts, who spoke on Books for Boys.



GEORGE W. GUY

executive secretary of the cooperative education association of Virginia, Richmond, who spoke on Community Leagues.



WILLIAM M. ROBINSON

principal of the junior-senior high school, Orleans, Vermont, who advocated secondary education for rural children.



C. G. SARGENT

professor of rural education, The State Agricultural College, Fort Collins, Colorado, president of the Department of Rural Education, 1922-23.



MYRA L. SNOW

president of the Department of Elementary Education 1922-23, and ex-president of the Seattle Grade Teachers' Club, Seattle, Washington.

type of school. She must have faced and solved the infinite and amazing variety of problems that are the common lot of the rural teacher. She must work continuously for thorough scholarship. She must be consistent in demanding good citizenship on the part of the teachers and the children in that they shall perform thoroughly the work that is theirs to do. She must be an expert in handling specific subject matter. Her experience and her training must have made her proficient in analysis, in remedial work, in applying her methods according to psychological principles. All of the work of the first helping teachers, if it has contributed, and is contributing, to the rousing of rural America from its educational somnolence has been and is, sound policy.—Rachel Anne Fuller, Helping Teacher, Morris County, Dover, New Jersey, before Department of Rural Education, July 3.

COMMUNITY Leagues—The distinctive thing about the educational revival is the activity of citizens. There is just as much patriotism in giving one's time to the betterment of civic conditions by getting good people into office as in baring one's breast to the bullets of the enemy in the time of war. In every sphere of life the right, the true, the law, education must always be fought for; the wrong, the lawless, ignorance must always be fought against. It is not enough merely to be against wrong; one must be actively against it for his influence to count. The farmer must not only sow the useful grain but he must care for it and mature it. The briars and thistles sown by accident and cared for by chance will flourish anywhere. A field neglected will not grow up in useful grain, but in briars and thistles. A child neglected will not become a

good citizen of his own accord. To make that child good and to educate him takes the activity, the energy, and the best thought of the community.—George W. Guy, Executive Secretary, Coöperative Education Association of Virginia, Richmond, Virginia, before Department of Rural Education, July 3.

HIGH school opportunity for country children—How may we meet the urgent need of high school opportunity for country children? The solution lies first, in arousing the rural folk to a recognition of their need of educational equality; second, in providing school organizations and courses of study suited to their needs; third, in securing rural-minded teachers, professionally trained for these schools.

Sentiment must be aroused by press editorials, school notes, school demonstrations and exhibits of work, community meetings and parent-teacher associations, and the enthusiasm of the teachers. The people must be aroused from their inferior educational facilities to an appreciation of the adequate rural school. They must become acquainted with the new demands made on the school and its changes to meet these demands. They must be helped to see that a high-school education is an investment, fitting pupils to their places in society and paying dividends to the community, the State, and the Nation. School trustees must be led to see that their primary function is not to supervise nor administer the work of the school, but to employ one for that purpose who is specially trained in these lines and to hold him strictly accountable for results.—William McKinley Robinson, Principal Junior-Senior High School, Orleans, Vermont, before Department of Rural Education, July 7.

RURAL child labor—The elimination of the evils of child labor is not the job of a single agency, but of every agency and every person interested in country life. The first requisite is knowledge of country people and their problems. The school can be the greatest factor in solving the child-labor problems in general farming areas. It is the greatest socializing agency at work in the country today. It has back of it vast resources of money, personnel, and equipment. Yet, until very recently, it has but dimly recognized its obligation. There has been no real leadership in the field of rural education. The kind of training was, and, in many localities is still poor. The teachers are underpaid and inadequately trained, the equipment poor, and the curriculum ill adapted. Country children have not been taught in terms of their own lives, and have had practically no vocational training. I do not want to be unduly critical. Progress has been made and I am not unmindful of the almost insurmountable difficulties to be overcome, but we must solve these problems—we must search deeper and understand more fully the why of the organizations we represent. We must write anew the aims and purposes; we must understand more intelligently the needs. In doing this, we may be compelled to scrap a lot of our pet theories. If necessary let us do it and do it fearlessly. Child labor must be remedied by legislation. A strict enforcement of the compulsory education laws will greatly help, but more is needed. The protection of health and opportunity for wholesome play must be given consideration, thereby safeguarding the unalienable rights of childhood.—Charles E. Gibbons, Special Agent, National Child Labor Committee, July 7.

A Billion Dollars Wasted¹

WOULD YOU LIKE to have your salary doubled next year? Every public school teacher's salary in the United States could be doubled and there would be four hundred millions of dollars to spare if the Nation would cease talking about it and really stop the waste that occurs each year from preventable disease and death. This waste strikes at the Nation's effectiveness, whether it be engaged in the pursuits of peace or of war.

The War's Unrecorded Casualties—The damage done to our armed forces in the World War by the enemy's shells and poison gas was a mere incident to the havoc wrought by a foe of our own creation. For every man put out of action by the enemy, five never got into action. They were rejected for general military service on account of physical disabilities. Some of those rejected for "general military service" could be used in the army in a "limited" capacity, but the majority were rejected outright, since they "possessed physical defects of such degree as to prevent their rendering military service of any kind."

In the Prime of Life—What a commentary on our National intelligence! One in every four of our young men between the ages of twenty-one and thirty-one unfit for general military service—unfit at the period in life when a man is supposed to be at his best. One in every six of our young men unfit for any type of military service—so far below par physically as to be a liability rather than an asset to our military effectiveness, even if used in a "limited" capacity.

Physical Standards Lowered—Was this high percentage of unfitness due to the use of unreasonably high standards in the physical examinations by the draft boards? The opposite was the case. During the war the standards used by examining boards were lowered by official action. What happened is

tersely stated in the Second Report of the Provost Marshal General:

The physical standards adopted at first for the selective service were based on those used by the Army under the volunteer system . . . It was soon found that these standards were too severe. In time of peace, when the supply of volunteers ordinarily exceeds the demand, a high physical standard may be exacted. When a necessity exists for great numbers, many minor physical defects must perforce be waived in order to secure the requisite man power.

On request of the Provost Marshal General, a committee was therefore appointed by the Surgeon General of the Army to formulate a new set of physical standards. This was completed and promulgated to draft boards in June, 1918.²

The rejections, therefore, were not due to the use of high physical standards by the examining physicians. At the beginning of the draft high standards were used, that is, standards that military men had agreed upon in time of peace as necessary in recruiting an effective Army. Our young men could not meet these standards. Their physical defects were such that a high standard could not "be exacted" and men with minor defects had to be accepted. There was a necessity for great numbers!

What would the figures have been if the war had continued to the point requiring that we place our full effective man power in the field? Then we would have called upon the men between thirty and forty-five. How many of the men of these ages would have been rejected for physical disability? We can be certain that the percentage would have been much higher than for the younger men. The records show that among the men who were called, all of whom were under thirty-one, those nearest thirty in age yielded the highest percentage of rejections. Probably half of the men over thirty would have been rejected for general military service. One authority referring to this point states:

Sixty per cent of unfitness between 31 and 45 would be a conservative estimate if reasonable standards are maintained, standards that aim to exclude men who would almost certainly be injured and broken by war service, even though unwounded.³

Why Were the Men Rejected?—The accompanying tabulation of the principal causes of rejection reveals the nature of the disabilities. Heart disease, responsible for more deaths in our gen-

eral population than any other one cause, is listed as the first cause for rejection. Tuberculosis also stands high. These are not minor defects! They are the same diseases that are striking deepest at the peace-time efficiency of the Nation.

Do the tabulated causes of rejection indicate that the Nation is physically decadent? Are there forces in civilized life that are tearing down man's physical resources—forces over which we have no control? The weight of authoritative opinion is to the contrary. Dr. Fiske in the article already quoted states:

An analysis in detail of the causes of rejection clearly indicates the preventable nature of these impairments, and also clearly points the way to remedial and preventive work.

Another authority⁴ referring to the causes of physical rejections states:

1. Heart disease could be prevented by proper strengthening of the heart through physical activities, by proper removal of physical defects such as bad tonsils and infected teeth.
2. Malformation of the limbs may be prevented to some extent by proper physical activities.
3. Defective vision oftentimes would be prevented to some extent by proper physical activities.
4. Under size may be prevented by proper physical activities, by proper instruction in

I. Rejections for Physical Disabilities and Casualties

United States Army—World War

Army recruits	Number	Per cent
1	2	3
Total number of men accepted for service....	4,650,500	77.60
Number of men rejected for physical disabilities	1,340,623	22.40
Total men accepted and rejected	5,991,123	100.00
Rejected for physical disabilities	1,340,623	84.40
Casualties—killed, died of wounds, and wounded	248,170	15.60
Total — casualties and rejected	1,588,793	100.00

These figures furnished by the Adjutant General, September, 1922, are described as "the most reliable yet compiled." They have not yet been issued in any official publication.

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

² Some Lessons From the Draft Examination, Eugene Lyman Fisk, M. D., in *Journal of the American Medical Association*, February 2, 1918.

³ Dr. C. H. Keene, Director Health Bureau, Pennsylvania State Department of Public Instruction, referring to the rejections in connection with the Army draft examinations.

regard to nutrition . . . and preparation of food and the like.

5. Hernia undoubtedly in the majority of cases would be prevented by the development of abdominal muscles. This would be accomplished through physical education.

6. Proper physical education and instruction in the care of the feet and selection of shoes will prevent a large proportion of the flat foot.

It is plain that the diseases that are undermining the physical efficiency of the Nation are controllable. The defects that resulted in the rejection of our young men for military service can be prevented. We are not decadent but ignorant—ignorant of the simple rules of health and hygiene that a carefully worked out program of physical education would make a part of our National life.

Draft Figures are Reliable—Are the figures concerning the physical incompetence of the Nation's young manhood reliable? They may be accepted as the best survey of the general physical condition of our adult population that has ever been made. The Provost Marshal General in his Second Report in referring to these figures states:

Not only do they represent the broadest basis ever available for such an inquiry, but they were made under such conditions of fair uniformity, both as to time, as to area, and as to physical standards employed, that their scientific worth is unequaled by any statistics hitherto accessible.⁴

Even though we accept this evaluation of the army figures, they are an under-

statement of the physical disabilities possessed by the men examined. When a man was rejected because of some physical disability it does not mean that the defect recorded was the only one possessed. A man might be rejected for flat-foot who at the same time possessed some other more serious weakness such as heart disease. No record would be made of the latter, however. The examination of a man continued only to the place where some prominent defect was discovered. This was recorded as the cause of rejection and the examination ended here. Thus, as one authority states: "*Millions of defects, perhaps of more importance than the prominent defect, were submerged in the records.*"⁵

The Cost of Physical Incompetency—The physical disabilities of our young men seriously threatened our military effectiveness in the World War. Had the war continued we would have felt the full effect of these disabilities. They would either have cut down our man power or we would have enlisted men below par physically. Either would have meant a great loss in our military efficiency.

But the real lesson of the war's physical examinations has yet to be learned. Men unfit for "general military service" are also unfit for general peace-time service and in the long run *ineffectiveness in peace is more likely to retard national progress than ineffectiveness in war.*

Wasting a Billion Dollars—The tremendous cost in peace time of preventable sickness and premature death has recently been pointed out by a committee appointed by Mr. Herbert Hoover to investigate "*Waste in Industry.*"⁶

This report estimates that:

The economic loss from preventable disease and death is \$1,800,000,000 among these classed as gainfully employed . . . there is experimental basis for the statement that this loss could be materially reduced and leave an economic balance in the working population alone over and above the cost of prevention of at least \$1,000,000,000 a year.

At least a billion dollars a year wasted! Here alone is enough to pay the

⁴ Second Report of the Provost Marshal General, p.165.

⁵ Preventable Diseases of Adult Life, Eugene Lyman Fisk, M. D., *New York State Journal of Medicine*, December, 1921.

⁶ *Waste in Industry*, Committee on Elimination of Waste in Industry of the Federated American Engineering Societies, appointed by Herbert Hoover. McGraw-Hill, 1921, p.20.

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NATIONAL EDUCATION ASSOCIATION. Research Division, Bulletin No. 2, *Facts for American Education Week*. Washington, D. C. 1922. 40p. 25c.

Nation's yearly bill for public education. Yet nearly four years after the war, but a fraction of our States have taken the first serious step toward improving our National physique—the enactment of an adequate State-wide physical education law.

The money loss is the least of the losses resulting from ill-health and premature death. *We also lose vast dividends of happiness* and improved National morale, that would come from eliminating this preventable waste.

Physical Education Not Provided For—Are the States taking the steps calculated to improve the Nation's physical condition? Bulletin 1922, Number One of the United States Bureau of Education shows that twenty States have not as yet enacted physical-education laws. Many of the twenty-eight State laws that have been passed are inadequate. Only twelve of the twenty-eight State laws emphasize hygiene instruction. Only nine provide for supervised play and emphasize athletics. Only eleven provide for a State director of physical education and appropriate State money for the support of physical education. In short, but few of the laws contain provisions that guarantee any substantial improvement in the physical condition of the next generation.

II. Defects Resulting in Disqualification for Military Service

Cause of rejection	Per cent rejected for cause given
Heart and Blood Vessels....	13.07
Bones and Joints.....	12.35
Eyes	10.65
Tuberculosis (Respiratory)...	8.67
Developmental Defects (Height, Weight, Chest, Muscles)	8.37
Hernia	6.04
Mental deficiency	5.24
Nervous disorders	5.07
Ears	4.38
Flatfoot	3.87
Teeth	3.16
Skin	2.68
Other defects and causes not given	16.45
Total	100.00

This tabulation of the principal causes for rejection is based on the records for 476,694 men who were disqualified for military service. They "are on a large enough scale to justify generalization," according to the Second Report of the Provost Marshal General.

SCHOOL-BUILDING PROGRESS

Bond issues, architects, contracts let, and other essential information. School officers are requested to send reports on all new buildings to the Editorial Department, National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C. A special list of books on school building and school architecture will be sent free on request. Seating capacity reported this month, 25,811; reported during 1922 to date, 269,461. Cost reported this month, \$8,462,417; reported during 1922 to date, \$101,938,382.

Name of State and County	Name of Town or District	Name and Kind of Building	Seating Capacity	Cost of Building or Amount of Appropriation	Date Authorized (If by Popular Vote mark "V")	Date Contract let or to be let	Name of School Officer in Charge	Name of Architect
1	2	3	4	5	6	7	8	9
Alabama								
Jefferson.....	District 4-A.....	Corner High.....	200	\$10,710	1/12/22	7/21/22	N. R. Baker.....	D. O. Whilldin
Jefferson.....	District 11-A.....	McDonald Ele.....	250	19,842	5/26/22	7/20/22	N. R. Baker.....	D. O. Whilldin
Jefferson.....	District 14-A.....	Lipscomb Ele.....	300	25,250	1/13/21	6/13/22	N. R. Baker.....	D. O. Whilldin
Jefferson.....	District 8-A.....	Tarrant City Ele.....	150	7,785	6/24/22	7/20/22	N. R. Baker.....	D. O. Whilldin
Jefferson.....	District 9-A.....	Trussville Ele.....	200	12,940	7/20/22	7/20/22	N. R. Baker.....	D. O. Whilldin
Colorado								
Denver.....	Denver.....	Myrtle Hill Add..	250	75,000	3/ 8/22	—/—/22	Architect.....	Marean & Norton
Delaware								
New Castle...	Claymont.....	High and Grade..	800	275,000	7/22/22	—/—/22	W. G. Robelen...	Coffin & Coffin
Kansas								
Cherokee.....	Rural Dist. 79...	Martin Grade.....	30	2,500	4/—/22	4/—/22	W. B. Wixon.....	
Cherokee.....	Rural Dist. 3...	Lowell Grade.....	100	15,000	6/—/22	6/—/22	J. F. Newkirk.....	
Cherokee.....	Rural Dist. 5...	Riverton Grade.....	100	20,000	7/—/22	7/—/22	R. E. Hodgkins...	
Decatur.....	Jennings.....	High.....	380	50,000	7/27/20	8/23/22	W. P. Noone.....	Smith & English
McPherson...	Roxbury.....	Rural High.....	250	32,000	6/13/22	8/ 7/22	R. Maning.....	Smith & English
Pawnee.....	Larned.....	Grade.....	125	22,000	12/ 5/21	5/—/22	H. S. Rogers.....	R. O. Beattie & Co.
Pawnee.....	Larned.....	Junior High.....	430	90,000	12/ 5/21	2/20/22	H. S. Rogers.....	R. O. Beattie & Co.
Massachusetts								
Hampshire...	Goshen.....	Center Grade.....	60	6,500	2/—/22	—/—/22	M. C. Moore.....	
Minnesota								
Koochiching...	Border.....	Consolidated.....	125	30,000	3/ 6/22	3/ 6/22	G. A. Olson.....	W. P. Allred
Koochiching...	Intern'l Falls...	High.....	750	250,000	10/15/21	7/10/22	Bldg. Supt.....	Tyrie & Chapman
Koochiching...	Little Fork.....	High.....	140	60,000	6/ 5/22	6/ 5/22	G. A. Olson.....	E. F. Broomhall
Koochiching...	Northome.....	High.....	150	45,000	7/17/20	3/30/22	C. P. Ellingson...	E. F. Broomhall
Koochiching...	Silverdale.....	Grade.....	120	25,000	5/ 7/19	5/ 1/22	G. A. Olson.....	E. F. Broomhall
Yellow								
Medicine.....	Clarkfield.....	High.....	175	100,000	4/—/22	4/20/22	O. C. Friberg....	Prins & Foss
New Jersey								
Cumberland...	Bridgeton.....	High Addn.....	800	200,000	6/—/22	6/—/22	J. H. Moore.....	H. R. Shay
Cumberland...	Deerfield.....	Rosenhayn Grade	160	25,000	8/29/22	—/—/22	J. L. Fralinger...	Stearns & Woodnut
Cumberland...	Fairfield.....	Fairton Grade...	200	40,000	3/13/22	5/ 4/22	W. K. Pierce.....	H. A. Hill
Cumberland...	Upper Deerfield..	Seabrook Grade..	350	100,000	5/18/22	6/23/22	H. H. Ware.....	Dreher, Churchman & Paul
Morris								
Rockaway.....	Lincoln Addn....		320	75,000	4/29/22	7/18/22	C. L. Curtis.....	J. J. Vreeland
New York								
Bronx.....	Public School 64..	Grade.....	2000	905,000	12/—/21	10/ 7/22	W. L. Ettinger...	C. B. J. Snyder
New York.....	Julia Richmond...	High.....	4500	1,864,000	11/—/21	8/—/22	W. L. Ettinger...	Frymier & Hanna
Schenectady...	Delanson.....	High and Grade..	200	65,000	8/ 4/22	—/—/22	E. B. Buling.....	E. G. Atkinson
North Carolina								
Buncombe.....	Ashville.....	Stevens-Lee H...	850	116,890	12/—/21	12/—/21	W. L. Brooker....	R. Greene
Ohio								
Auglaize.....	St. Mary's.....	High.....	600	200,000	8/ 8/22	11/30/22	W. V. Young.....	Walker & Norwick
Crawford.....	Bucyrus.....	High 6 Yrs.....	1200	700,000	11/ 4/19	6/15/20	J. R. Patterson...	T. B. McLaughlin
Pickaway.....	Muhlenburg Twp..	Centralized.....	250	65,000	8/10/21	4/24/22	D. W. Macklin...	Riebel & Sons & E. S. Matheny
Portage								
Suffield Twp....	Centralized.....		275	85,000	7/12/22	12/ 1/22	F. A. Stratton...	Fulton, Taylor & Cahill
Lake								
Mentor.....	Elementary.....		160	55,000	—/—/22	5/—/22	C. Ohlman.....	J. M. Crabbs
Mentor.....	High.....		200	135,000	6/—/22	8/—/22	L. J. Dickey.....	Miller & Son
Wickliffe.....	Grade.....		350	135,000	—/—/22	7/—/22	W. McGuire.....	John Elliott
Willoughby.....	Andrews Inst.....		250	200,000	6/10/22	9/13/22	M. W. Seelye.....	F. C. Warner
Willoughby.....	Roosevelt Gr.....		240	60,000	2/—/22	7/—/22	J. E. Weib.....	Hopkins
Oklahoma								
Cleveland.....	Norman.....	Lincoln Grade...	450	55,000	3/—/22	5/—/22	A. S. Faulkner...	Monnott & Reid
Cleveland.....	Norman.....	McKinley Grade..	450	55,000	3/—/22	5/—/22	A. S. Faulkner...	Monnott & Reid
Pennsylvania								
Berks.....	West Reading.....	High.....	200	90,000	—/—/21	—/—/22	W. S. Delp.....	E. Z. Scholl
Lancaster.....	West Lampeter...	Vocational High..		65,000	5/15/22	6/15/22	David Kraybill...	Henry Shaub
Lawrence.....	New Castle.....	B. Franklin Jr. H.	1600	800,000	12/—/19	—/—/22	F. L. Burton.....	W. G. Eckles
Lebanon.....	Lebanon.....	Garfield Annex...	500	110,000	4/ 7/22	9/ 8/22	Bd. of Directors...	Ritcher & Eiler
Susquehanna...	Brooklyn.....	High and Grade..	260	30,000	5/16/22	—/—/22	C. M. James.....	Mr. Lacey
Washington								
Clarkston.....	High.....		300	60,000	10/ 6/21	5/—/22	M. J. Kennedy....	Mr. Loring
West Virginia								
Williamson.....	DuBois (negro)...		350	45,000	12/ 9/22	5/18/22	A. C. Davis.....	R. M. Bates
Williamson.....	High Addn.....		200	72,000	12/ 9/20	7/ 1/21	A. C. Davis.....	R. M. Bates
Williamson.....	Grade Addn.....		200	40,000	12/ 9/20	7/ 1/21	A. C. Davis.....	R. M. Bates
Wisconsin								
Douglas.....	Superior.....	High.....	500	250,000	12/12/21	—/—/22	P. B. Stratton...	E. S. Radcliffe
Douglas.....	Superior.....	Webster Mem'l...	300	175,000	12/12/21	5/11/22	P. B. Stratton...	E. S. Radcliffe
Lincoln.....	Merrill.....	High.....	1200	200,000	5/ 1/22	5/ 1/22	C. W. Bruse.....	Parkinson & Dockendorff
Lincoln								
Merrill.....	Lincoln Grade...		350	80,000	5/ 1/22	5/ 1/22	C. W. Bruse.....	Parkinson & Dockendorff
Marathon								
Schofield.....	Grade.....		400	55,000	3/23/22	7/10/22	W. H. Pahl.....	Oppenhamer & Obei
Walworth.....	Delavan.....	Junior High.....	250	80,000	3/ 6/22	6/22/22	I. B. Davis.....	Edward Tongh

GUIDE TO BOOKS

Select List

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

ALEXANDER, CARTER. Publicity campaigns for better school support, by Carter Alexander and W. W. Theisen (School efficiency monographs). Yonkers-on-Hudson, N. Y., World bk. co., 1921. 164p. illus. paper, \$1.35.

A valuable handbook for the assistance of administrative officers and teachers interested in campaigning for funds for support of schools. Describes in detail the technique of organizing, directing, and conducting school publicity campaigns with concrete examples and illustrations. Parts published in several educational journals.

DRAKE, DURANT. America faces the future. N. Y., Macmillan, 1922. 339p. \$2.50.

A restatement of American ideals in the spirit of our forefathers for the purpose of renewing our understanding of them and evoking a true loyalty. Divided into five parts, each of which "describes one of our fundamental National ideals and discusses its application to various contemporary problems." Chapter bibliographies carefully selected.

FOX, FLORENCE CORNELIA. Major projects in elementary schools (Education bureau, bulletin 1921, no. 36). Wash., Supt. of Docs., 1922. 43p. illus. paper, 10c.

A most useful manual in the teaching of project methods. *Contents:* The organization of subject matter in terms of projects—A series of projects in civics, history and literature.

JAKWAY, BERNARD C. The principles of interior decoration. N. Y., Macmillan, 1922. 289p. illus. \$2.50.

A discussion of interior decoration with emphasis upon its underlying artistic principles. For the student and teacher and the reader interested in the subject. Less popular presentation than Parsons, *Interior decoration* (*Booklist*, 12:122, D 15) and more restricted in scope. Little consideration of period decoration, which forms an interesting part of Parsons. Line drawings and photographs used to illustrate special points. Author is extension lecturer, University of California.

LEWIS, SINCLAIR. Babbitt. N. Y., Harcourt, 1922. 401p. \$2.

This is a most human and entertaining story about the everyday life of an average prosperous business man in an average prosperous American city—direct and irresistible in its appeal but with subtle implications that make it an epitome of American city life, just what it is and just what it is not. Better than *Main street*, more amusing, more sure in its detail and it cuts deeper. Good to read aloud.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES. Library Dept. Committee on elementary-school libraries. Graded list of books for children. Chic., A. L. A., 1922. 235p. \$1.25.

Approximately eight hundred and fifty books listed, giving author, title, publisher,

price, descriptive note, and grade for which book is suited. Includes title and subject indexes, a list of sixty reference books (grades one to nine) a directory of publishers and suggested book order form.

PITTMAN, MARVIN SUMMERS. Successful teaching in rural schools (American education series). N. Y., American bk. co., 1922. 294p. illus. \$1.40.

The application of modern methods of education, such as the project method and standardization tests, to the problems of rural school teaching. Result of the supervision of fifteen one-room rural schools in South Dakota. In the form of letters from one enthusiastic teacher to another. Questions provoked by the day's work have answering bibliographic notes.

THOMSON, JOHN ARTHUR, ed. The outline of science. v. 2-3. N. Y., Putnam, 1922. illus. maps. 27cm. v. 2., \$3.75; v. 3., \$4.75.

Contents, v. 2: The wonders of microscopy—The body-machine and its work—How Darwinism stands today—Natural history: 1, Birds—2, Mammals—3, The insect world—The science of the mind: the new psychology; psycho-analysis.

Contents, v. 3: Psychic science, by Sir Oliver Lodge—Natural history: 4, Botany—Inter-relations of living creatures—Biology, by Julian S. Huxley—The characteristics of living creatures—The romance of chemistry—The chemist as creator—Meteorology—Applied science: 1, The marvels of electricity—2, Wireless telegraphy and telephony—3, Flying.

U. S. AMERICAN NATIONAL RED CROSS. Teachers' handbook of first aid instruction; a handbook designed to assist teachers in adapting first aid instruction to groups of girls and boys of junior and senior high school age. Phil., Blakiston. 54p. 25c.

U. S. EDUCATION BUREAU. Educational directory, 1921-1922 (Bulletin 1921, No. 48). Wash., Supt. of Docs., 1922. 142p. paper, 10c.

Statistics of all colleges, universities, professional and normal schools, educational boards, societies, parochial schools, learned and civic organizations, national congress of mothers and parent and teachers associations, including a list of educational periodicals in the U. S.

— **LIBRARY.** List of references on vocational education (Library leaflet 15). Wash., Author, 1922. 20p. paper, free.

A bibliography of books, pamphlets, and periodicals on vocational education.

U. S. NATIONAL PARK SERVICE. Rules and regulations. Wash., Author, 1922. 10v. illus. maps. paper, free.

Handbooks for travelers. Contain history, description, literature, flora, fauna and detailed information including charges for hotel, guides and equipment. Titles follow: Grand canyon national park, Arizona. Yosemite national park, California. Mesa verde national park, Colorado. Rocky mountain national park, Colorado. Glacier national park, Montana. Sequoia and General Grant national parks.

Crater lake national park, Oregon. Wild cave national park, South Dakota. Mount Rainier national park, Washington. Yellowstone national park, Wyoming.

U. S. PUBLIC HEALTH SERVICE. High schools and sex education. Wash., Supt. of Docs., 1922. 98p. cloth, 50c; free to high school principals, teachers of biology, hygiene, domestic science and other courses dealing with health and hygiene, and English teachers.

An authoritative handbook based upon work actually done by high school teachers and questions most frequently raised at forty or more conferences on sex education. An attempt has been made to show the bearing of the whole problem of sex enlightenment and adjustment to other tasks of the school with a variety of practical suggestions. Chapter bibliographies. Appendixes contain: Emergency devices—Suggested outline of a summer school course for teachers on sex instruction and guidance for high school pupils—Outline of topics on personal hygiene—Outline of topics on domestic sanitation, home nursing and sex education—Physical examination record—A carefully prepared bibliography of selected reading for parents and teachers.

WILDE, PERCIVAL. Eight comedies for little theatres. Bost., Little, 1922. 178p. \$1.50.

Show clever handling and possess some charm and humor. Easily acted by amateurs.

Contents: The sequel—The previous engagement—The dyspeptic ogre—In the net—A wonderful woman—Catesby—His return—Embryo.

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 23 to October 21, inclusive.

ADAMS, CHARLES KENDALL, and TRENT, WILLIAM P. *A history of the United States.* Bost., Allyn & Bacon, 1922. 596p. \$2.

ADAMS, ELIZABETH STARBUCK. *Junior type-writing.* N. Y., Gregg Pub. Co. 55p. \$1.

AMERICAN LEGION. *The legion annual;* a compendium of general information regarding the various and diversified activities of New York State Dept., American Legion; the official yearbook. 140 W. 42d St., N. Y., New York State Dept., American Legion, 1922. 5p.

AMERICAN LIBRARY ASS'N. *Children's books for Christmas presents.* Chic., American Library Ass'n, 1922. 16p. Free.

ANDREWS, JOHN BERTRAM. *Labor problems and labor legislation.* 2d ed. N. Y., American Ass'n for Labor Legislation, 1922. 135p. 30c.

ARNETT, TREVOR. *College and university finance.* 61 Broadway, N. Y., General Education Board. 223p.

ATHEARN, WALTER SCOTT. *An introduction to the study of the mind.* (Sec. 3 of Teaching the Teacher.) Phila., The Westminster Press, 1922.

BACHELLER, IRVING ADDISON. *A man for the ages: a story of the builders of democracy.* N. Y., Grosset & Dunlap, 1919. 416p. 75c.

BALDWIN, BIRD T., and STRECHER, LORLE I. *Mental growth curve of normal and superior children;* studied by means of consecutive intelligence examinations. Iowa City, Iowa, Univ. of Iowa, 1922. 61p. Paper. 75c. (Corrected from October JOURNAL).

BARNEY, WINFIELD. *Lot's Pecheur d'Islande.* N. Y., Allyn & Bacon, 1922. 190p. 80c.

- BEACH, JOSEPH WARREN. *The technique of Thomas Hardy*. Chic., University of Chicago Press, 1922. 264p. \$2.50, postage extra.
- BELDING, A. G. *Business correspondence and procedure*. N. Y., Ronald Press, 1922. 383p. \$1.40.
- BENSON, CHARLES E. *The output of professional schools for teachers*. Balt., Warwick & York, 1922. 98p.
- BOWKER, R. R. Co., comps. *American book trade manual, 1922*; including lists of publishers, booksellers, periodicals, and organizations. N. Y., R. R. Bowker Co. 180p. \$5.
- BROOKS, ELBRIDGE STREETER. *The true story of the U. S. of America*; told for young people. rev. ed. Bost., Lothrop, L. & S., 1922. 305p. \$2.
- BROOKS, SAMUEL S. *Improving schools by standardized tests*. Boston, Houghton Mifflin, 1922. 295p. \$1.75.
- BRYANT, MRS. LORINDA MUNSON. *The children's book of celebrated pictures*. N. Y., Century, 1922. 104p. \$2.50.
- BRYANT, RALPH CLEMENT. *Lumber; its manufacture and distribution*. N. Y., Wiley, 1922. \$4.50.
- BURKE, E. J. *Political economy*; designed for use in Catholic colleges, high schools, and academies. N. Y., American Book Co. 496p. \$1.40.
- BURTON, WILLIAM HENRY. *Supervision and the improvement of teaching*. N. Y., Appleton, 1922. 530p. \$2.25.
- CADY, FRANK WILLIAM. *Synopsis of a course in English composition*. Middlebury college bull. v. 26, no. 7. Middlebury, Vt. Author, 1922. 56p.
- CANFIELD, DOROTHY, and others. *What shall we do now? Over 500 games and pastimes*. N. Y., Stokes, 1922. 426p. \$2.
- CANNON, FANNY. *Do's and don'ts for the playwright*. Chic., T. S. Denison & Co., 1922. 65p.
- CAREY, M. C. ed. *The girl guide's book*; a book for girls of all sizes and all ages. N. Y., Stokes, 1922. 192p. \$2.50.
- CARPENTER, NILES. *Guild socialism: an historical and critical analysis*. N. Y., Appleton, 1922. 365p. \$2.50.
- CHAPIN, HENRY DWIGHT, M. D. *Heredity and child culture*. N. Y., Dutton, 1922. 232p. \$2.50.
- CLARKE, CHARLES RAMSEY, AND SMALL, SIDNEY AYLMER. *The boys' book of physics: a simple explanation of modern science, with easily made apparatus and many simple experiments*. N. Y., Dutton, 1922. 316p. \$2.
- COLBY, CAPTAIN ELBRIDGE. *Education and the Army*. Boston, Palmer Co., 1922. 66p. \$1. (Corrected from November JOURNAL.)
- COUNTS, GEORGE SYLVESTER. *The selective character of American secondary education*. Chic., Univ. of Chicago Press, 1922. 175p. Paper. \$1.50. (Corrected from the October JOURNAL.)
- CRAMPTON, CHARLES WARD, M. D. *The pedagogy of physical training, with special reference to formal exercises*. N. Y., Macmillan, 1922. 272p. \$2.
- CRONINGER, FRED H. *Problems in arithmetic*. Fort Wayne, Ind., Singmaster Printing Co., 1922. 82p.
- CROSS, E. A. *The little grammar*; for junior high schools. Boston, Atlantic Monthly Press, 1922. 164p. 90c.
- DEFFENDALL, P. H. *Actual business English* (Read's system of commercial texts ser.) N. Y., Macmillan, 1922. 212p. \$1.20.
- DA CRUNZ, DANIEL, and J. W. KUHNE. *Cervantes' Don Quijote*. N. Y., Allyn & Bacon, 1922. 254p. \$1.
- DE LAWRENCE, GEORGE. *Impromptu magic with patter*. Chic., T. S. Denison & Co., 1922. 80p.
- DEMING, NORMA H., AND BEMIS, KATHERINE I. *Pieces for every day the schools celebrate*. N. Y., Noble & Noble, 1922. 349p.
- DENIS, PIERRE. *The Argentine Republic; its development and progress*. N. Y., Scribner, 1922. 308p. \$6.
- DEWEY, DAVIS R., and SHUGRUE, MARTIN. *Banking and credit*. N. Y., Ronald Press, 1922. 506p. \$3.
- DICKSON, VIRGIL E. *The use of mental tests in school administration*. Monograph No. 4. Berkeley, Calif., Board of Education, 1922. 44p.
- DODD, WALTER FAIRLEIGH. *State government; (political science ser.)* N. Y., Century, 1922. 591p. \$3.75.
- DOWNNEY, JUNE E. *Group will-temperament test*. Yonkers, N. Y., World Book Co., 1922. 12p. Paper. 20c. (Corrected from the October JOURNAL.)
- DREVER, JAMES. *An introduction to the psychology of education*. N. Y., Longmans, Green, 1922. 235p. \$2.
- DRINKWATER, JOHN. *The way of poetry: an anthology for younger readers*. Boston, Houghton Mifflin, 1922. 270p. \$2.
- DRURY, SAMUEL S. *The thoughts of youth: papers for young people*. N. Y., Macmillan, 1922. 186p.
- ENCYCLOPEDIA BRITANNICA: 3 new vols. 342 Madison Ave., N. Y., Encyclopædia Britannica Corp., 1922. 3381p. \$31.50; lea. \$49.50.
- FIELD, WALTER TAYLOR, and FARMER, NELL R. *A teachers' manual for the first year of school to accompany the Field primer and the Field first reader*. (Field readers ser.) Bost., Ginn, 1922. 256p. 96c.
- FLEMING, A. P. M., and BROCKLEHURST, H. J. *An introduction to the principles of industrial administration*. N. Y., Pitman, 1922. 147p. \$1.25.
- FRANZEN, R. H. and KNIGHT, F. B. *Textbook selection*. Balt., Warwick & York, 1922. 94p.
- FUETER, EDUARD. *World history, 1815-1920*. N. Y., Harcourt, Brace, 1922. 495p. \$3.75.
- FULK, JOSEPH RICHARD. *The municipalization of play and recreation*. University Place, Nebr., Claflin Printing Co., 1922. 105p.
- GAVIT, JOHN PALMER. *Americans by choice: Americanization studies*. N. Y., Harper, 1922. 472p. \$2.50.
- GENESTOUX, M. DE. *La France en guerre: a French reader for elementary classes*. Boston, Allyn & Bacon, 1922. 311p.
- GETMAN, FREDERICK H. *Outlines of theoretical chemistry*. (3d ed.) N. Y., Wiley, 1922. 635p. \$3.75.
- GILLETTE, JOHN MORRIS. *Rural sociology*. N. Y., Macmillan, 1922. 583p. \$3.
- GLOVER, WILLIAM. *Brief history of modern Europe: from 1814 to the Great War*. Yonkers-on-Hudson, N. Y., World Book Co., 1922. 232p. \$1.20.
- GRAHAM, STEPHEN. *Tramping with a poet in the Rockies*. N. Y., D. Appleton, 1922. 289p.
- GRANT, JAMES R. *Acquiring skill in teaching*. N. Y., Silver, Burdett, 1922. 240p. \$1.60.
- GRAY, CLARENCE TRUMAN. *Deficiencies in reading ability*. N. Y., Heath, 1922. 420p. \$1.80.
- GREEVER, GARLAND, AND BACHELOR, JOSEPH M. *The century vocabulary builder*. N. Y., Century Co., 1922. 331p. \$1.25.
- HAGGERTY, M. E. *Rural school survey of New York State: educational achievement*. Ithaca, N. Y., Author, 1922. 223p.
- HAMMOND, C. S., AND Co. *Hammond's business atlas of economic geography*. N. Y., Author, 1921. 96p. \$2.
- HANEY, JOHN LOUIS. *Good English*. Phila., Peter Reilly, 1922. 255p.
- HANNA, O. M., AND TAYLOR, JOSEPH S. *1600 drill exercises in corrective English*. N. Y., Noble & Noble, 1922. 79p. 38c. for classes.
- HART, HELEN. *Americanization in Delaware, 1920-21*; v. 3, no. 2. Wilmington, Del., Service Citizens of Delaware, 1921. 59p.
- HATFIELD, WALTER WILBUR, AND MCGREGOR, A. LAURA. *English in service, complete*. Garden City, N. Y., Doubleday, 1922. 222p. \$1.60.
- HOSIC, JAMES FLEMING. *Sample projects* (Second ser.). 525 W. 120 St., N. Y., 1921. 31p. 25c.
- HOWARTH, O. J. R. *The world about us; a study in geographical environment*. N. Y., Oxford Univ. Press, 1922. 94p. \$1.
- HUNTINGTON, ELLSWORTH, AND WILLIAMS, FRANK E. *Business geography*. N. Y., Wiley, 1922. 492p. \$2.75.
- HUNTINGTON, ELLSWORTH, AND VISHER, STEPHEN SARGENT. *Climatic changes; their nature and causes*. New Haven, Conn., Yale Univ. Press, 1922. 329p. \$3.50.
- JENKS, JEREMIAH WHIPPLE, AND SMITH, RUFUS DANIEL. *We and our government*. Published in cooperation with Federal Educational Activities. N. Y., Am. Viewpoint Society, Boni & Liveright, 1922. 223p. \$2.
- JUVENILE PROTECTIVE ASSN OF CHICAGO. *Illinois manual of laws affecting women and children*. comp. and rev. by Harry E. Smoot. Chic., G. H. Seery & Co., 1922. 189p.
- KENDREW, W. G. *The climates of the continents*. N. Y., Oxford Univ. Press, 1922. 413p. \$7.
- KEYES, ROWENA KEITH. *Recommended English readings for high schools*. N. Y., Noble & Noble, 1922. 64p.
- KOBAYASHI, USHISABURO. *War and armament loans of Japan*. N. Y., Oxford University Press, 1922. 246p. \$2.25.
- LAKE MOHONK, N. Y. *Conference on health education and the preparation of teachers*. Report. 370 7th Ave., N. Y., Child Health Organization, 1922. 183p.
- LARCOM, LUCY. *A New England girlhood*. N. Y., Houghton Mifflin Co., 1922. 274p.
- LAWRENCE, F. W. PETHICK. *Unemployment*; (world of today ser.); no. 25. N. Y., Oxford Univ. Press, 1922. 64p. 85c.
- LEE, MABEL PING-HUA. *The economic history of China*. N. Y., Longmans, Green, 1922. 187p. \$7.75.
- LETHABY, W. R. *Form in civilization*; collected papers on art and labor. N. Y., Oxford Univ. Press, 1922. 250p. \$1.20.
- LING, GEORGE HERBERT. *Elements of projective geometry* (Wentworth-Smith mathematical ser.). Bost., Ginn, 1922. 192p. \$2.80.
- LONDON BOARD OF EDUCATION. *The teaching of English in England*; report of the departmental committee appointed by the President of the Board of Education to inquire into the position of English in the educational system of England. N. Y., Harcourt, Brace, 1922. 408p. \$1.
- LUCE, ROBERT. *Legislative procedure*; parliamentary practices and the course of business in the framing of statutes; in 4 v.; v. 1. Bost., Houghton Mifflin, 1922. 628p. \$5.
- LYON, LEVERETT S. *Education for business*. Chic., University of Chicago, 1922. 632p. \$3.50, postage extra.
- MAINE. *Laws of Maine relating to agriculture*. Augusta, Maine, Dept. of Agriculture. Bull. v. 21, No. 1, March, 1922. 111p.
- MANCHESTER, RAYMOND EARL. *Outlines for methods in arithmetic*. Oil City, Pa., Derrick Pub. Co., 1922. Paper. 150p. 75c.

MASSACHUSETTS DEPARTMENT OF EDUCATION; DIVISION OF UNIVERSITY EXTENSION. *Courses offered for correspondence and class instruction.* (Bull. No. 7, No. 5.) Boston, State Department of Education, 1922. 37p. Paper.

MASSACHUSETTS DEPARTMENT OF EDUCATION. *Thirty lessons in naturalization and citizenship:* an outline for teachers of adult immigrants. Div. of Univ. Ex., Vol. 7, No. 6a. State House, Boston, Division of University Extension, 1922. 115p.

MASTEN, VINCENT MYRON. *Criminal types.* Bost., Badger, 1922. 240p. \$2.

MATTHEWS, BRANDER, ed. *Poems of American patriotism.* N. Y., Scribner. 240p. \$3.50.

MCCURDY, JAMES HUFF, AND AFFLECK, G. B. *Classification for physical training library, with complete index.* Springfield, Mass., Am. Physical Educ. Ass'n, 1922. 15p. Paper. \$1.

McMURRY, F. M. *A school in action:* data on children, artists, and teachers: symposium. N. Y., E. P. Dutton, 1922. 356p. \$2.50.

MEEKER, EZRA. *Ox-team days on the Oregon trail.* Rev. and ed. by Howard R. Driggs. (In Pioneer life series.) Yonkers-on-Hudson, N. Y., World Book Co. 235p. \$1.20.

MORISON, S. E. *A prologue to American history:* N. Y., Oxford Univ. Press, 1922. 32p. 50c.

MORRIS, WILLIAM. *Factory work as it is and might be.* N. Y., N. Y. Labor News Co., 1922. 30p. Paper. 15c.

MORRISON, JOHN CAYCE. *The legal status of the city school superintendent.* Balt., Warwick & York, 1922. 174p.

MUDGE, E. LEIGH. *The psychology of early adolescence:* a text-book in teacher training, conforming to the standard outlined and approved by the Sunday School Council of Evangelical Denominations (third year specialization ser.) N. Y., Caxton Press, 1922. 114p. 60c.

MYERS, HARRY J., comp. *Educational aid society college and private school directory of the U. S.;* v. 13, 1922. 110 N. Wabash Ave., Chic., Educational Aid Soc., 1922. 480p.

NATIONAL CHILD LABOR COMMITTEE. *The American child:* text of proposed child labor amendment, 17th National conference on child labor. N. Y., National Child Labor Committee, 1922. 152p.

NATIONAL INDUSTRIAL CONFERENCE BOARD. *The cost of living among wage earners.* 10 East 39th St., N. Y., Author, 1922. 49p. 75c.

NEWBIGIN, MARION I. *Frequented ways;* a general survey of the land forms, climates, and vegetation of Western Europe, considered in their relation to the life of man; including a detailed study of some typical regions. Bost., Houghton Mifflin, 1922. 332p. \$3.50.

NEW HUDSON SHAKESPEARE. *King Henry the Fourth: Part I.* N. Y., Ginn & Co., 1922. 220p. 56c.

NEWMAN, J. B. *Beginner's ancient history:* from earliest times. Yonkers-on-Hudson, World Book Co., 1922. 174p. 96c.

— *Beginner's modern history:* from about A. D. 1000. Yonkers-on-Hudson, N. Y., World Book Co., 1922. 160p. 96c.

NEW YORK STATE LEGISLATURE, Joint Committee on the affairs of the city of New York. *Report and recommendations of the Joint Legislative Com. to investigate the affairs of the city of N. Y. of the Bd. of Education.* Albany, N. Y., J. B. Lyon Co., 1922. 91p.

NIVER, HARMON BAY, AND FARRELL, EDWARD D. *A brief geography of Asia, Africa,*

and Australia. 11 Union Sq., N. Y., Hinds, Hayden & Eldredge, 1922. 219p. \$1.

NORTHWESTERN UNIVERSITY SCHOOL OF COMMERCE, BUREAU OF BUSINESS RESEARCH. *Selling expenses and their control;* in cooperation with Natl. Ass'n of Retail Clothiers. N. Y., Prentice-Hall, 1922. 407p. \$4.25.

O'BRIEN, THOMAS DILLON. *The great experiment.* N. Y., Encyclopedia Press, 1922. 122p. \$1.25.

OPITZ, RUSSELL BURTON. *Elementary manual of physiology.* Phila., Saunders, 1922. 411p. \$2.50.

OREGON LAWS. *Child welfare laws of the State of Oregon;* rev. ed. to include amendments and laws of 1922 by the State Child Welfare Committee of Oregon. Salem, Ore., Author, 1922. 100p.

OSTROGORSKI, M. *Democracy and the organization of political parties;* in 2 vols.; tr. from the French by Frederick Clarke; with a preface by the Rt. Hon. James Bryce, M. P. N. Y., Macmillan. 685p. and 836p. set \$8.

PARKHURST, HELEN. *Education on the Dalton Plan.* N. Y., E. P. Dutton, 1922. 296p. \$2.

PHELPS, EDITH M., ed. *University debaters' annual:* constructive and rebuttal speeches delivered in debates of American colleges and universities during the college year, 1921-22. N. Y., H. W. Wilson, 1922. 456p. \$2.25.

PIERSON, CHARLES W. *Our changing constitution.* Garden City, N. Y., Doubleday, Page. 194p. \$1.50.

PORTER, KIRK HAROLD. *County and township government in the United States.* N. Y., Macmillan. 375p. \$2.25.

RADIO: *the principles underlying radio communication;* from data prepared by the Bureau of Standards. 96 Warren St., N. Y., World Radio Co. 346p. \$1.

(Rest of list will appear next month.)

Books for Christmas

NOTHING can take the place of the child's personal library through which the books of his choice become a part of his life. Books as Christmas presents are growing in popularity and one of the privileges of teachers at Christmas is to advise with parents in this most important matter. The following list of books, which was prepared for THE JOURNAL by Miss Louise P. Latimer, director of Children's Work in the Public Library of the District of Columbia, is based on lists used in many libraries which arrange special exhibits of books to aid parents in their Christmas buying.

A pamphlet list of *Gifts for Children's Bookshelves*, prepared by the Children's Librarians' Section of the American Library Association, may be had in quantity for distribution to parents at \$2 per hundred copies. Address Mr. Carl H. Milam, secretary, 78 East Washington Street, Chicago, Illinois.

For the kindergarten—BROOKE, I. L. Nursery rhyme book. N. Y., Warne. \$2. In three parts, 60 cents each.

Leslie Brooke's illustrations, with their broad lines, delightful humor and action, fascinate all children.

CALDECOTT, RANDOLPH. Picture book. N. Y., Warne. In four volumes, \$2 each; in sixteen parts, 75 cents each.

It is safe, perhaps, to say that Randolph Caldecott knew better what would appeal to children than anyone before or since his day.

For first-grade children—MOTHER GOOSE. Illustrated by Kate Greenaway. N. Y., Warne. \$1. For fifty years Kate Greenaway's children have been the joy of little people.

BROOKE, I. L. Golden goose book. N. Y., Warne. \$3. In four parts, 75 cents each.

No one else has seen the three little pigs and the three bears as delightfully as Leslie Brooke.

For second-grade children—CARRICK, VALÉRY. More Russian picture tales. N. Y., Stokes. \$1.25.

Simple folk tales with whimsical illustrations that appeal to children.

LEFÈVRE, FÉLICITÉ. Cock, the mouse and the little red hen. Phila., Jacobs. \$1.

The old favorite delightfully dressed up in color by Tony Sarg.

For third-grade children—COLLODI, C. PINOCCHIO. Bost., Ginn. 64c.

Tells of the pranks and amusing adventures of a wooden marionette.

LINDSAY, M. M. Bobby and the big road. Bost. Lothrop. \$1.50.

The story of Bobby who lived on the main road and of the friends he made as they passed by.

PERKINS, L. F. Dutch twins. (School ed.) Bost., Houghton Mifflin. 88c.

The author's delightful illustrations, as well as the text, show the interesting life of Kit and Kat, a Dutch boy and girl.

For fourth-grade children—CARROLL, LEWIS. Alice's adventures in Wonderland. Phila., Jacobs. \$1.50.

Tells of Alice who followed the White Rabbit right into Wonderland and how she met the Duchess, the Mad Hatter, the Mock Turtle and all the rest of that strange but much beloved company.

GRIMM, BROTHERS. Fairy tales. Phila., Lip-pincott. \$2.

It would be hard to think of a child growing up without these inimitable tales.

For fifth-grade children—ARABIAN NIGHTS. Selected and edited by Andrew Lang. N. Y., Longmans, Green. \$1.50.

"These splendors of the opulent East are the heritage of every child."

KIPLING, RUDYARD. Jungle book. N. Y., Doubleday. \$1.90.

Tells of Mowgli, the jungle child, whom all the beasts befriended.

SPYRI, JOHANNA. Heidi. LeRoy Phillips. \$1.50.

This edition is a good translation of this vivid story of a little Swiss girl who lived up on the mountain side with her grandfather.

For sixth-grade children—ALCOTT, L. M. Little women. Bost., Little. \$1.50.

The joys and griefs, the frolics, deprivations, and friendships of a delightful American family.

COLUM, PADRAIC. Adventures of Odysseus. N. Y., Macmillan. \$2.

A retelling of the classic done with simplicity and much charm.

PYLE, HOWARD. Men of iron. N. Y., Harper. \$2.

A manly, stirring tale of the making of a knight.

For seventh-grade children—HAWES, C. B. The mutineers. Bost., Atlantic Monthly Press. \$2.

An absorbing story of the sea full of the wild doings of early days.

SEAMAN, A. H. Jacqueline of the carrier pigeons. N. Y., Macmillan. \$1.50.

A moving story of the heroism of a Dutch boy and girl, who with the aid of their carrier pigeons helped to save their home-city, Leyden, from the Spanish invaders.

For eighth-grade children—DIX, B. M. Betty bide-at-home. N. Y., Holt. \$1.50.

A good story of a girl who gave up her college career for her family's sake and what came of it.

SNEDEKER, C. D. The Spartan. N. Y., Doubleday. \$1.75.

The stirring tale of a delicately fibred Athenian boy who was exposed to the stern life and training of the Spartans. One of the best pictures of a historic period available for young people.

Encyclopedia of Education

WATSON, PROFESSOR FOSTER. *The Encyclopedia and Dictionary of Education*. A comprehensive, practical and authoritative guide on all matters connected with education, including educational principles and practice, various types of teaching institutions, and educational systems throughout the world. 4 vols. London, Sir Isaac Pitman & Sons. 1921-1922.

Both title-page and preface promise a comprehensive cyclopedia of education, the former promising this for the world. The book does not keep these promises. It is chiefly British and can scarcely be called comprehensive even for English education. Within its subject, it is strongest in biography, from one fifth to one third of all articles being personal items. It contains an unusual proportion of articles in psychology, philosophy, metaphysics. The articles on American subjects are few, the selection of these few erratic and odd; they might as well have been entirely omitted.

In typographic and bibliographic details the work is poor. For example, the paging is consecutive for the four volumes, an arrangement distinctly inconvenient when one attempts to use the classified index at the end of volume 4. Bibliography is promised and stressed in the preface, but there is no general article on the bibliography of education and the lists of references appended to articles are relatively few and seem to be carelessly chosen. There are many poor headings, under which no one would be likely to look, such as "Aims and ideals of education," "Anomalies in the administration of education," "Teacher, unattached," "Tenure of teachers," "Talent." There are many other articles which scarcely seem pertinent. Some of these are "Chronograph," "Athens in her prime," "Atomic theory," "Bridewell," "Cyclists' touring club," "Cutaneous sensations" and a group of articles on British learned or charitable societies, many of which have nothing to do with education, such as the Society for Protection of Ancient Buildings, Society of Antiquaries, and the like.

To get several thousand articles on educational topics, remote as well as near, from nine hundred representative educators; to throw these articles into an alphabetical arrangement under the first letters of the topics as they happen to be assigned to the articles; to distribute a few pictures through the alphabet; to bind them in four volumes; all this does not make a first-rate cyclopedia of education. There is much more than this to such a task. It needs kinds and degrees of editing which are not in evidence in these volumes: (1) An editing for subject matter, that it shall be authoritative, in good form, properly apportioned among the different subjects and comprehensive enough to include all topics which come within the definite plan of the work. This assumes that every work of this sort should have such a definite plan, which should be plainly set down in the introduction. This work, however, does not.

(2) A technical editing is also imperative, one which shall choose the titles of the articles with the same care that the good cataloger selects subject headings; an editing that shall join these subjects together

by necessary and appropriate cross-references, that shall check up and revise the bibliographies which should be appended to each article, that shall prepare (if necessary) a good clear subject-index in a single alphabet instead of the clumsy and scrappy classified index appended to the present work.

This encyclopedia will scarcely be worth

its cost save in the largest American libraries. For all but British subjects relating to the administration of public education and the biographies of British educators, it is far inferior to Monroe, in proportion, in scholarship, in competent editing and in bibliographic perfection.—James I. Wyer, Director of the New York State Library, Albany, N. Y.

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 November JOURNAL:

BATAVIA, ILL., *Grace McWayne Building*, Grace McWayne, Principal.
BEDFORD, OHIO, *Bedford Public Schools* A. E. Moody, Superintendent.
BELLEFONTAINE, OHIO, *Central School*, Nellie Huston, Principal; *High School*, S. J. Bonham, Principal; *Hubbard School*, Fred Emery, Principal; *Lincoln School*, Anna Aikin, Principal; *McBeth School*, Georgia Coulter, Principal; *North School*, Susie Parker, Principal; *South School*, Mary Fulton, Principal.
BERKELEY, CALIF., *Longfellow School*, Annie Woodall, Principal.
BROCKTON, MASS., *Shaw School*, Arlina F. Russell, Principal.
COLORADO SPRINGS, COLO., *Curtis School*.
COLUMBUS, GA., *Waverly Terrace School*, O. B. Trammell, Principal.
COLUMBUS, OHIO, *Fulton School*, Belle Torrey Scott, Principal.
CRIPPLE CREEK, COLO., *Cripple Creek High School*, R. B. Hollingshead, Principal.
DANBURY, CONN., *State Normal Training School*, J. R. Perkins, Principal.
DEBHAM, MASS., *Dexter School*, Alice J. Keelan, Principal.
DELPHOS, OHIO, *Delphos High School*, Samuel C. Warner, Principal.
EAST MOLINE, ILL., *United Township High School*, John W. Casto, Superintendent.
GREELEY, COLO., *North Ward School*, Jessie A. Fink, Principal.
HAVERFORD DISTRICT, PA., *Preston School*, Elizabeth Booth, Principal.
KANSAS CITY, MO., *Jefferson School*, Attie Moorman, Principal; *Mark Twain School*, Elizabeth Dolan, Principal; *Presbyterian Home School*, Bess McDaniel, Head.
KEOKUK, IOWA, *Elementary Teachers Club*, Edith Jack, Secretary.
MACOMB, ILL., *Macomb Public Schools*, Ernest Iler, Superintendent; *Grade Supervisors Department*, Rachel Griffith, Head; *Grant School*, Estella Payne, Principal; *High School*, E. B. Freshwater, Principal; *Lincoln School*, Helen Holliday, Principal; *Logan School*, Ruth Churchill, Principal.
MARENISCO, MICH., *Marenisco Public Schools*, E. O. Arnold, Superintendent; *Dunham School*; *Marenisco Grade School*, Mrs. Mabel Hawkins, Principal; *Marenisco High School*, Mary M. Dolline, Principal.
MAYWOOD, ILL., *Garfield School*, Grace La Forge, Principal; *Lincoln School*, Florence

M. Woodbury, Principal; *Washington School*, Lawrence L. Huffman, Principal.
MILBANK, S. DAK., *Milbank Public Schools*, H. C. Souder, Superintendent; *Advanced Department*, Sidney Barricklow, Principal; *Elementary School*, Laura Douglas, Principal; *Intermediate School*, Francis Thornton, Principal; *Milbank High School*, Morris Jerlow, Principal; *Special Teachers Department*, Cecelia Schuermeyer, Head.
MUNISING, MICH., *Munising Township Schools*, A. W. Wadsworth, Superintendent.
NAPERVILLE, ILL., *Ellsworth School*, Margaret Lindsay, Principal; *Napier School*, Jennie Woolcox, Principal.
NEWBURYPORT, MASS., *Newburyport High School*, Dana C. Wells, Principal.
NEW ORLEANS, LA., *McDonogh Number 10 School*, Hazel Drysdale, Principal.
OMAHA, NEBR., *Florence School*, Bertha Thoelecke, Principal; *Windsor School*, Mrs. Cora S. Anderson, Principal.
PORTLAND, MAINE, *West School*, Alice L. Custis, Principal; *Willard School*, Alice L. Custis, Principal.
ROCHESTER, N. H., *Rochester High School*, Bernard Ross, Headmaster.
ST. LOUIS, MO., *Pope School*, Marjorie M. Griffin, Principal.
SALEM, W. VA., *Salem High School*, Fred M. Cotterill, Principal.
SAN FRANCISCO, CALIF., *Rochambeau School*, Mrs. T. F. Spencer, Principal.
SMITH CENTER, KANS., *Smith Center Public Schools*, Charles H. Nettles, Superintendent; *High School*, Belva Shores, Principal.
SOUTH BEND, IND., *Muessel School*, Ella H. Rieman, Principal.
SPOKANE, WASH., *Lowell School*, Lila Smith, Principal.
SPRINGFIELD, MASS., *Acushnet Avenue School*, Alice E. Ramsdell, Principal; *Carew Street School*, Margaret C. Bickett, Principal.
SPRINGVALE, MAINE, *Hamlin School*, Ethel Savery, Principal.
STOCKTON, CALIF., *North School*, N. Ella Russell, Principal.
TIFFIN, OHIO, *Monroe Street School*, Wilbert W. Martin, Principal.
WELLS RIVER, VT., *Wells River High and Graded Schools*, Seward F. French, Principal.
WHITE BLUFFS, WASH., *White Bluffs Public Schools*, William Gellermann, Superintendent; *White Bluffs Grade School*, Margaret B. Hering, Principal; *White Bluffs High School*, Mildred Prescott Gellermann, Principal.
WILLIAMSON, W. VA., *Williamson Public Schools*, A. C. Davis, Superintendent.
WOODVILLE, N. H., *Woodville High School*, G. Hampton McGaw, Headmaster.

Obtaining Justice in School Relationships

THE THOUGHTFUL TEACHER is as eager for justice to children, principals, superintendents, and members of school boards as she is that she have justice for herself. She realizes that the school relationship is a multiple one and that the interests of all are bound inseparably together.

Every member of a school board, every school superintendent, and every principal who has the interests of the children at heart wants the teachers with whom he is concerned to have a square deal and to feel that security and permanent interest in their task which is the basis of good work.

No teacher can do her best when working under a cloud of fear. Justice to children demands justice to teachers. The National Education Association has spent much time and energy to relieve members of the profession from the fears that spring from low salaries, insecure tenure, and failure to make provision for the years when active service is over. The work of the Association in that direction—great as it has been—is only well begun. The fact that tenure is now so uncertain in many places and that salaries are so low increases the importance of a just and constructive management of school affairs.

In its study of the situation at Elgin, Illinois, and in the report on that situation, which was published in *THE JOURNAL* for November, the Association has opened up a new field which is certain to increase greatly in importance. The statement which Secretary J. W. Crabtree presented to the Executive Committee along with the Elgin Report lays the foundation for the machinery through which justice may be assured for all who are engaged in educational work. This statement by Mr. Crabtree and the report of the committee that is to be appointed to work out other details of the plan are certain to receive much notice from members of local, State, and National Associations. The use which will be made of the machinery for investigation when it is thoroughly established will be only a slight index of its service. The mere fact that the machinery is there ready for action will have a wholesome effect in bringing about better understanding and a positive rather than a negative attitude

toward professional relationships on the part of all concerned. Mr. Crabtree's statement follows:

THIS INVESTIGATION of an extremely trying and unfortunate situation at Elgin, Illinois, has focused the attention of teachers and others throughout the country upon the whole problem of dealing with alleged injustice to members of the profession. The public welfare and the interests of the profession itself demand that easy facilities be furnished whereby every teacher who has been unjustly treated may have the opportunity of having an expert and impartial investigation of the facts, which when published, will bring the correcting influences of public sentiment to bear upon the case. While this type of service has been rendered by professional associations in special fields of education with results salutary, both to them and to the profession, in the general field of public education it has had slight attention.

It is highly fitting that this first investigation conducted by the Association should have been placed in the hands of its own experts, on the Headquarters Staff and men of National standing. A standard has been set. A strong, unbiased report has been made. The Association's defense of the rights of teachers and of reasonable tenure regulations has been set forth in unmistakable terms, and yet with due regard to the rights of the superintendent and board of education, and with an appreciation of the interests of the public.

This report of an emergency investigation sets a standard but it is not meant to constitute a precedent in every respect. Its publication will bring scores of requests for investigations, some necessary but many of doubtful necessity. Knowing that this investigation had been ordered, many requests for investigational help have recently reached this office. The present situation, therefore, calls for a careful definition of the principles and relationships and a full description of the machinery required to insure justice to every American teacher and a prompt and trustworthy handling of all cases of alleged injustice to teachers.

Permit me to present a few points to

be considered and later to suggest a plan of procedure for your consideration. The Association is representative in character. It is composed of local and State associations. The responsibility of each of these units and their relations to the National Association are defined in the By-laws. The Association is clearly pledged to assist local and State associations in the solution of their problems and difficulties. The By-laws state that "Each Affiliated Association, both State and local, shall be furnished a certificate of membership and shall be entitled to the active assistance and support of the National Education Association in promoting the interests of such affiliated association and its members in so far as such interests come within the purpose and object of the National Education Association as set forth in its charter. The Secretary of the National Education Association, shall, with the advice and approval of the Executive Committee, make such arrangements for mutual coöperation between the National Education Association and the state and local affiliated associations as will promote the welfare of all and advance the interests of the teaching profession." The relationship between the local, State, and National associations as set forth in the By-laws largely determines the arrangements which should be made for investigational work.

Since the findings of the committee making the investigation can have no force except that which is given them by their expertness and obvious fairness and impartiality, it is important that the members of the committee on investigation be able, impartial, and unhampered in their work. This means that the committee should not, as a rule, be composed of local people, but that it should be composed of qualified persons from localities away from the scene of difficulty. The time and energy, particularly of the paid officers of the Association, should be centered on administrative problems. These officers should not often be called upon to assume the judicial responsibility necessary in cases of alleged injustice. In setting up machinery for investigational work and regulations for operating it, care should be taken not to offer undue encouragement to teachers for asking investigations of personal grievances of slight professional importance. Care should also be taken to formulate a plan in which the public would have the fullest confidence, for after all the great purpose of the investigation is to protect

ROOM RATES—HOTELS IN CLEVELAND

Members Cleveland Hotel Association

	Rates by the day							
	Rooms without bath				Rooms with bath			
	1 person		2 persons		1 person		2 persons	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Ansonia Hotel (76 rooms) 3848 Prospect Ave.					\$2.00	\$2.50	\$3.50	\$4.50
Clarendon Hotel (50 rooms) Cor. St. Clair & Ontario Sts.	\$1.25	\$1.50	\$2.00	\$2.50				
Cleveland Hotel (1000 rooms) Superior Ave. N.W. at Public Sq. Hdqtrs. Dept. of Supts.					2.50	7.00	4.50	10.00
Colonial Hotel (150 rooms) Prospect Ave. at Colonial Arcade	2.00	2.50	3.00	3.50	2.50	3.50	4.00	5.00
Doanbrooke Hotel (122 rooms) 1924 E. 105th St., nr. Euclid Ave. (Residential Hotel)					2.50	7.50	4.00	10.00
Euclid Hotel (200 rooms) Euclid Ave. at 14th St.	1.50	3.00	2.50	4.00	2.50	3.50	4.00	6.00
Gillsy Hotel (350 rooms) E. 9th St. at Chester Ave.	1.50		2.50	3.00	2.00		3.00	4.00
Hollenden Hotel (800 rooms) Superior Ave. at E. 6th St. Hdqtrs. N. E. A. and Hdqtrs. Commercial Exhibitors					3.00	6.00	5.00	8.00
Mecca Hotel (120 rooms) 1862 E. 9th St.	1.50				1.50	2.00	3.00	
New Amsterdam (350 rooms) Euclid Ave. at E. 22nd St.					2.00		3.50	4.00
New Erie Hotel (60 rooms) 1441 E. 9th St.	1.00	1.50	2.00	2.50	2.00		3.00	
Olmsted Hotel (300 rooms) Superior Ave. at E. 9th St.					2.50	4.00	4.00	6.00
Statler Hotel (1000 rooms) Euclid Ave. at E. 12th St. Hdqtrs. Nat. Council of Education					3.00	8.00	4.50	10.00
Talgarth Hotel (75 rooms) 1924 Prospect Ave.	1.25	1.50	1.75	2.25	1.50	2.50	2.00	3.50
Winton Hotel (600 rooms) Prospect Ave. nr. E. 9th St. Hdqtrs. National Assn. of Sec- ondary School Principals					3.00	5.00	5.00	8.00

The hotels in Cleveland have been requested by the Department of Superintendence to book each room to its capacity in order that all persons desiring to attend the Convention may be comfortably housed in the downtown district. If members, therefore, will combine in groups of two or more, it will facilitate the assignment of rooms and secure for each a lower rate per capita. Several of Cleveland's new and large hotels have rooms which will comfortably care for four, six, and eight persons each.

Mr. A. C. Eldridge, Assistant Superintendent of Schools, is Chairman of the Hotel Committee. His headquarters are at Room 403, Chamber of Commerce Building, Cleveland, Ohio.

the children in the schools fully as much as to prevent injustice to teachers. The plan should so operate as to correct and prevent rather than to develop differences between teachers and superintendents or between teachers and boards of education. This plan should safeguard wise administrative policies as well as protect the rights of the teacher.

Let me suggest that when a case of injustice to a member of the profession appears to demand the attention of our professional organizations, it should first be brought to the notice of the local

affiliated association. If the local association should decide that there is no cause for an investigation the matter would end there. If the local association should consider an investigation necessary, it could appoint its committee which would be made up of disinterested persons and conduct its own investigation, or it could call upon the State association. Preferably the case should go to the State association before going to the National Association. The local association could, however, call upon the National Association to assist in com-

pliance with provisions in the By-laws and this procedure would be necessary in cases coming from local associations not connected with State associations. If referred to the State association and its officers should decide it unnecessary to conduct the investigation, the case would be dropped, or if action was to be taken, the State association would proceed with the investigation. In most instances, the State association should make the investigation. If, however, the State association feels that the interests of justice would be best served by having the investigation made under the auspices of the National Association, then this Association should give careful consideration to the case.

When the case comes to the National Association it ought to be possible to give immediate attention to it. It would not be wise for officers of the Association or the members of the Headquarters Staff, except in emergency cases, to be called upon to conduct the investigation. It would be wiser to provide for the appointment of a special committee for each case, this committee to be chosen by the President of the Association. The Executive Committee could authorize the President and Secretary to attend to such cases as they arise. The Executive Committee should also adopt general rules and regulations. The expenses of committees must be met. The rule on this point might permit the National Association to pay not to exceed one half or one third of such expenses. The larger share of the financial responsibility should be borne by the local unit which is most deeply interested in the investigation and derives the greater benefit from it.

I, therefore, recommend that the Executive Committee give wide publicity to this excellent report and that it adopt rules and regulations to control the investigation of cases of injustice to members of the profession along the lines which have been suggested.

OUR CHIEF CONCERN is with those who are unawakened. In the Sistine Chapel Michel Angelo has depicted the Almighty moving in clouds over the rugged earth where lies the newly created Adam, hardly aware of himself. The tips of the fingers touch—the Lord's and Adam's—and the huge frame loses its inertness and rears itself into action. Such may be the electrifying touch of the teacher.—From George Herbert Palmer's *The Ideal Teacher*.

Department of Superintendence

PLANS FOR THE MEETING—

You will find elsewhere in this Journal an announcement of the meeting of the Department of Superintendence to be held in Cleveland, February 25 to March 2. This organization is attempting to render service to its members by issuing monographs from time to time, as well as by a constructive program for the meeting.

The general theme of the program will be *Administering Public Education in Behalf of the Welfare of Children*. It is our desire to make this work as concrete as possible. City, county, and State superintendents who are sufficiently interested will kindly study plans by which this type of organization may be made concrete by exhibits—the system as it is and as it should be. This should show growing tendencies in the field of school administration.

Frank discussions of what superintendents have accomplished in several cities will be a part of the Monday afternoon program to which only members are admitted. We hope at this meeting to be able to distribute to those enrolled a monograph on the status of

SALARY SCHEDULES—Fort Smith, Arkansas

Population 28,870—Effective September 18, 1922

Classes	First Year	Second Year	Third Year	Fourth Year	Additional Annual Increments		Maximum Salary
					Number	Amount	
Class 1 Master's degree (or equivalent) from an approved institution	\$1,600	\$1,700	\$1,800	\$1,900	7	\$100	\$2,600
Class 2 bachelor's degree (or equivalent) from an approved institution	1,400	1,500	1,600	1,700	7	100	2,400
Class 3 normal diploma (or equivalent) from an approved institution	1,000	1,100	1,200	1,300	2	100	1,500

The provisions of this schedule apply to all grades. Teachers with equivalent training and experience may receive equal salaries whether teaching in secondary or elementary schools.

A teacher may advance from one class to another through additional approved training. The increments given here are the modal increments and are not automatic. The actual increments granted may be less or greater than those given dependent upon classroom effectiveness and professional progress.

This schedule is based on a school year of 36 weeks. At least once in four years teachers are expected to attend an approved summer school. Leave of absence for professional study is granted.

the superintendent in the United States. This will contain valuable material.

It is also the purpose of the executive committee to have an exhibit of budget making and spending, which should be helpful to those interested in financing education.

We are contemplating a plan by which the new Cleveland auditorium, seating over 10,000 people, will be filled to capacity on the evening of the opening day, Monday, February 26.

Other features of the program will be announced later. It is your meeting. Suggestions will be welcomed at the desk of your president.—John H. Beveridge, Superintendent of Schools, Omaha, Nebraska, and President of the Department.

JOINING THE DEPARTMENT—The Department of Superintendence in its constitution adopted at Chicago last February defined its membership more liberally than before so as to include college and normal school presidents, heads of departments of education, and professors of school administration. All persons are eligible

to become active members who are members of the National Education Association and who are engaged in supervisory and administrative positions—namely, State, county, and city superintendents; associate, assistant, and deputy State, county, and city superintendents; all State and National officers of educational administration; the heads of teacher-training institutions and of colleges and universities having departments of education; and the heads of these departments, and professors of school administration or supervision in these institutions.

Other members of the National Education Association who are actively engaged in any phase of school work may become associate members by paying the regular fee of the Department. They are entitled to all the privileges of the Department except the right to vote and hold office.

Provision is also made for honorary members to be chosen upon recommendation of the executive committee of the Department. No honorary members have been recommended thus far. The dues in the Department are \$5 per year



MANY LOVERS of Hawthorne's delightful story—*The Great Stone Face*—spent a few days in the White Mountains of New Hampshire following the Boston meeting and saw this rock formation from which Hawthorne drew his inspiration. It is located in Franconia Notch.

for both active and associate members. Checks should be mailed to the Executive Secretary, 1201 Sixteenth Street Northwest, Washington, D. C.

NOTES ON THE PROGRAM— The program of the Cleveland meetings will furnish concrete and practical help in administering American schools. Special emphasis will be laid upon the problem of adjusting administration to the needs of childhood.

On Saturday night, February 24, the National Society for the Study of Education will discuss its Yearbook. On Sunday afternoon a Vesper service will be held under the auspices of the Department of Superintendence.

The general sessions of the Department of Superintendence begin Monday morning, February 26. The last general session will probably be Thursday evening, March 1. A strong program is in preparation for Monday evening. The executive session of the active members is scheduled for Monday afternoon.

It has been decided to set aside Wednesday evening for college and university banquets. The Tuesday evening program will not open until 8:30 in order that time may be allowed for dinners of State delegations.

Among the allied groups the National Council of Education, of which Superintendent J. M. Gwinn, of New Orleans, is president, will hold meetings on the afternoons of Tuesday, Wednesday, and Thursday. President Worth McClure, of the Department of Elementary School Principals, has scheduled meetings for the afternoons of Monday, Tuesday, Wednesday, and Thursday. Miss Florence K. Root, secretary of the National Association of Deans of Women, writes that this association will meet Monday, Tuesday, and Wednesday afternoons at Hotel Statler. The Deans will have two luncheons and a dinner.

The Council of Kindergarten Supervisors and Training Teachers will hold two meetings, one on technical phases of the work, and one where topics of more general interest will be considered. The City Teacher-Training Section has a comfortable location for its meetings in the building of the Cleveland School of Education. This group will meet Monday and Tuesday afternoons. The Department of Rural Education is preparing an unusually strong program which will probably include an exhibit showing the condition and outlook of rural education.

The Department of Vocational Education and Practical Arts is preparing for an attendance of five hundred members. The program is in charge of the president, Mr. L. H. Dennis, of the State Department of Public Instruction, Harrisburg, Pennsylvania. Dr. W. W. Theisen, president of the Educational Research Association, has tentatively reserved Wednesday afternoon, Thursday morning, and Thursday afternoon for meetings of this association.

The Secondary School Principals will meet in the Winton Hotel and are

scheduling meetings every afternoon during the convention. The annual dinner will as usual be a feature of the week. The National Council of Primary Education has scheduled a luncheon followed by an afternoon meeting for Tuesday, February 27. The National Society of College Teachers of Education will meet every afternoon except Thursday. Dr. John W. Withers, of New York University, is president, Dr. Arthur J. Jones, of the University of Pennsylvania, is secretary of this society.

NOTES and ANNOUNCEMENTS

MEMBERS WHO MOVE should notify Headquarters of both the old and new address in order that they may receive *THE JOURNAL* promptly.

THE NATIONAL EDUCATION ASSOCIATION will meet in Oakland-San Francisco, July 1 to 7, 1923.

AT ITS RECENT meeting, the Rhode Island Institute of Instruction voted to affiliate with the National Education Association, being the last of the States to take this step. The next Representative Assembly will therefore be composed of representatives from *all* State associations as well as from hundreds of local and territorial associations. Miss Ella Louise King is the outgoing president of the Rhode Island Institute.

LIFE MEMBERSHIP in the National Education Association is the gift with which the St. Joseph Division of the Missouri State Teachers' Association honored its president, Mr. J. W. Thalman, by unanimous vote at its recent meeting. It is under the leadership of Superintendent Thalman that the St. Joseph schools have maintained a 100 per cent enrolment in the National Education Association during the past two years.

THE TULSA, OKLAHOMA, TEACHERS' CLUB, which recently organized and affiliated with the National Education Association, has adopted the budget system, paying dues in local, State, and National associations at the same time.

THE ASSOCIATION's acting State director for Nevada is Mrs. Libby C. Booth, of Reno.

THE OFFICERS of the Nevada State Teachers' Association for 1922-23 are: president, Mr. Joe Scott, principal of

the Humboldt County High School, Winnemucca, and secretary, Karl Mitchell, Winnemucca.

MR. C. RAY GATES, superintendent of schools, Grand Island, Nebraska, has been appointed to act as State director for Nebraska in the place of Mr. A. J. Stoddard, who resigned because of his removal to New York.

ON ACCOUNT of the title page and index which appears in this number several articles have been held over for later issues of *THE JOURNAL*.

MR. N. H. BALLARD, of Brunswick, Georgia, has been elected State superintendent to succeed Dr. M. M. Parks, who was appointed to fill out the term when Dr. Brittain became president of the Georgia Institute of Technology. Mr. Ballard was superintendent of schools in Brunswick and of Glynn County for eighteen years.

THE COLORADO EDUCATION ASSOCIATION held its forty-eighth annual meeting November 7 to 11. The slogan of the convention was *Better Service Through Better Teachers*.

LIFE MEMBERSHIPS in the National Education Association and in the Iowa State Association were recently presented President Homer H. Seerley of Cedar Falls by the Iowa State Association.

THE KANSAS STATE TEACHERS' ASSOCIATION adopted resolutions at its meetings in October which call for (1) the establishment of a professional State commissionership of education for Kansas, (2) laws providing for a well-trained teacher in every Kansas school, (3) The maintenance of adequate salary schedules, (4) a satisfactory annuity law, (5) a health program in the schools

of Kansas, (6) fuller recognition of the opportunities provided in the Smith-Hughes law, (7) greater respect for law investment, (8) a simpler type of school organization and administration, (9) a revision of the system of taxation, (10) more adequate representation on the State school book commission, (11) State approval of school-building plans, (12) support of the National Education Association, (13) support of the Towner-Sterling bill, and (14) appreciation of the work of State School Code Commission.

A NEW MAGAZINE called *Vocational Education Magazine*, has recently appeared. The editor-in-chief of this new periodical is Dr. David Snedden, of Teachers College, Columbia University. There are special editors and associate editors for various kinds of vocational education including Mr. George A. Works, agricultural education, Cornell University, Ithaca, New York; Mr. F. G. Nichols, commercial education, Harvard University, Cambridge, Massachusetts; Miss Mildred Weigley, home-making education, University of Minnesota, Minneapolis; Mr. C. A. Prosser, industrial education, Dunwoody Industrial Institute, Minneapolis, Minnesota; Mr. Robert J. Leonard,

part-time and continuation education, University of California, Berkeley, California; Mr. C. R. Allen, training in industry, Dunwoody Institute, Minneapolis, Minnesota. These names of recognized leaders in the various fields of vocational education assure the magazine a rich and varied content. The fact that it is sponsored by the National Society for Vocational Education gives it a satisfactory professional status and

the fact that it is published by one of the world's best known publishers of vocational books, J. B. Lippincott Company, of Philadelphia, is assurance that the periodical will be well printed.

THE OFFICERS of the Education Association of the District of Columbia for 1922-23 are Dr. E. G. Kimball, supervising principal of the Seventh Division, president; and Miss Adelaide Davis, secretary-treasurer.

IN THE FIELD

IT IS TOO EARLY as THE JOURNAL goes to press to report the outcome of the election as it affects education and educators. Reports will appear in the January number. One thing now appears clear regardless of how particular educational issues were settled. Education has cause for rejoicing in the strength of the woman vote throughout the country. The women have always been the friends of the schools and in proportion as they make their influence felt at election time education is certain to receive recognition in legislative halls.

THE NEW PRESIDENT of the British Board of Education is the Honorable E. F. L. Woods, who succeeds Lord H. A. L. Fisher of Mr. Lloyd George's cabinet.

THE NEW PRESIDENT of the University of South Carolina is Mr. William D. Melton, formerly a practicing lawyer and president of the South Carolina Bar Association. Mr. Melton is a graduate of the University of Virginia, and of the Law School of the University of South Carolina.

DR. JOSEPH SWAIN, former president of Swarthmore College and of Indiana University, and Mrs. Swain, are spending a year in Japan and China. Dr. Swain was president of the National Education Association in 1913-14.

AT A MEETING of the Trustees of Teachers College, Columbia University, held October 19, 1922, it was decided to increase by two years the requirements for admission to its School of Practical Arts by discontinuing the freshman and sophomore years of instruction, which two years now represent an enrolment of 300 students. The School of Practical Arts is the division of Teachers College which trains teachers of home economics, fine arts, physical training, music, nursing, and allied subjects.

I HAVE ALWAYS THOUGHT of Christmas time—as a good time; a kind, forgiving, charitable, pleasant time; the only time—when men and women seem by one consent to open their shut-up hearts freely—and I say, God bless it!—Charles Dickens.

DR. SAMUEL WESLEY STRATTON, for twenty-one years director of the Federal Bureau of Standards, Washington, D. C., has been

elected president of the Massachusetts Institute of Technology. He will assume his new duties January 1, 1923, taking the place of Dr. Richard C. MacLauri, who died in January, 1920. Dr. Ernest Fox Nichols, who was elected president in 1921, was forced by ill health to resign a few months later without having served.

THE SINGLE SALARY SCHEDULE and pay for attendance at summer school and other professional meetings have served to elevate the standards of teaching, and to improve the schools in Carroll County, Tennessee, according to a report recently received from Miss Lilly A. Turner, secretary of the Carroll County Association.

THE DEATH of Thomas Nelson Page, on November 1, removes from among us one of the oldest and best-known American men of letters.

THE SECOND DISTRICT of the Nebraska State Teachers' Association at its recent meeting adopted a resolution urging the passage of the Towner-Sterling bill and demanding school opportunities for rural children equal to the advantages offered city children. The Nebraska Association this year plans to enrol 10,000 teachers.

MOUNT VERNON, NEW YORK, has 100 per cent membership in the city, county, and State teachers' associations. The 304 teachers, supervisors, and the superintendent of Mount Vernon Schools have joined all three of these organizations.

DR. FAYETTE L. COOK, president emeritus of the South Dakota State Normal School at Spearfish, died at his home September 17, 1922. Dr. Cook served as president of the Spearfish Normal from 1885 to 1919. He joined the National Education Association in 1875.

THE TWELFTH ANNUAL CONVENTION of the National Council of Teachers in English was held in Chattanooga, Tennessee, November 30 and December 1 and 2. The chief business was the discussion of the report on essentials of composition, grammar, spelling, and library.

SUPERINTENDENT W. L. ETTINGER, of New York City, plans to establish an exper-



ALVIN M. OWSLEY, of Texas, national commander of the American Legion for 1922-23. Mr. Owsley was elected at the Legion's closing meeting in New Orleans on October 20. As National director of its Americanism Commission, Mr. Owsley has led in the Legion's plans for the observance of American Education Week.

imental school in each of the forty-eight school districts for the purpose of studying changes in the method of promotion, the grading of pupils, and the courses of study.

CHARACTER EDUCATION INSTITUTION TO BE ENDOWED—Plans for the endowment of the Character Education Institution are maturing. \$10,000 of securities have been deposited by the Donor as the beginning of an irrevocable endowment trust. The terms of this trust have been so drawn that the educationists who are members of the Character Education Institution will have absolute freedom in the use of the annual income to carry out the objectives in the institution's charter, but will not have control over the endowment funds. The financial trustee is the National Savings and Trust Company of Washington, D. C. When the endowment becomes very large, it will be distributed to regional trustees, one in each section of the Nation.

The original \$10,000 will eventually be raised to \$1,000,000, which is to run cumulatively for over a hundred and fifty years beyond the death of the Donor. One per cent of the income annually will be paid the Institution for expenses and the remainder will be added to the principal. The final endowment fund will amount to about \$300,000,000 producing some twelve to fifteen millions annually for the Institution to use for character education in schools.

The membership of the Character Education Institution is restricted to the State commissioners and superintendents of education, or deputies—forty-eight in number—and nine trustees in the District of Columbia. All of the fifty-seven members are *ex officio*, chosen in some social, public way. The trustees are two from the Federal Bureau of Education, (the Commissioner and an associate appointed by himself), two from the District public schools (the superintendent and an associate appointed by himself), the secretary of the National Education Association, the secretary of The National Congress of Mothers, the dean of some school of education in the District of Columbia, the chairman of the division of psychology and anthropology of the National Research Council and the chairman of the Character Education Institution, who is also chairman of the trustees. The working nucleus for thorough research as to materials and methods in character education will be a group of research secretaries which constitutes a faculty under the chairman. Their work will be chiefly in "applied-science" problems, but they will collaborate with university professors, on the basis of special appropriations, in working out the "pure science" basis on which practical character education work in schools ought to be done.

The Institution is non-commercial, has nothing for sale and receives no royalties. Its endowment is to set it free to serve the best interests of the children and the Nation.

BARS THE BIBLE IN SCHOOLS. King James' Version is sectarian, California court holds—San Francisco, Nov. 1.—The King James version of the Bible "is the accepted Protestant version" and therefore sectarian, the supreme court has decided in an opinion made public today reversing a judgment of a superior court in Kings county which permitted the Selma Union

High school district to purchase two copies of the Bible for the school library. The court held the acquisition of the Bibles by the school would be in direct violation of the school law.—From *Washington Post*, November 2.

SCHOOL TRUSTEES JAILED—Chicago Officials Begin Terms Imposed in 1919 Controversy—Chicago, Oct. 24.—James Režny, former school board trustee; Hart Hanson, and Dr. B. Larkowski, present trustees, sentenced to jail in the school board contempt case, started to serve their sentences tonight. Mrs. Frances Thornson and Mrs. Lulu M. Snodgrass, former

trustees, paid fines of \$750 and \$500, respectively, while Dr. Sadie B. Adair, trustee, paid a \$750 fine and escaped jail sentences.

The arrests are the result of the contempt action before Judge Kickman Scanlan in 1919, when the school board was charged with violating an injunction by stripping Superintendent of Schools Charles Chadsey of his powers and forcing him to resign. The arrests followed a recent supreme court decision upholding the sentences imposed by Judge Scanlan and declaring Governor Len Small exceeded his authority in pardoning the ten men and women involved.—*Washington Post*.

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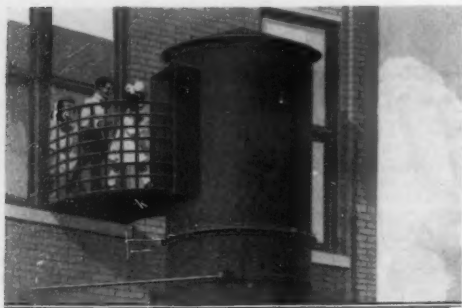
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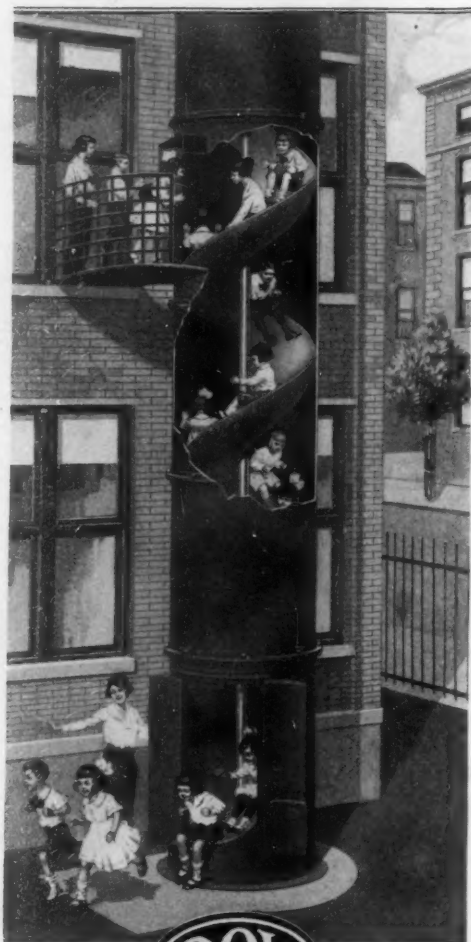
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Now more than ever before, schools are seeing the need of a business course in the curriculum. The International Textbook Company, on page A197, lists business and commercial texts that are being used in schools and colleges throughout the country. The Ellis Publishing Company also lists their business and commercial textbooks on page A-186.

F. E. Compton & Company present their \$450,000 Pictured Encyclopædia on page A-189. They offer a free booklet which contains sample pages of the work. On page A-198 they offer an opportunity to teachers to sell the encyclopædia which is so rapidly gaining endorsements from educators of the country.

On page A-191 the J. G. Wilson Corporation presents their Hygienic Wardrobes.

The Wilson Hygienic Wardrobes effect important economies in space and construction cost, as compared with cloakrooms. The economy of space is an item of constantly increasing importance; the economy in construction cost more than pays for the wardrobes. Their hygienic feature is of equal, if not of greater importance. By means of a current of air (drawn in through a flue)

cover is a work of art. It is an index of the high quality of production and the high standard of service which this rapidly growing organization offers to the school buying public.

The Buckingham Prints of historic Washington, as advertised on page A-197, are a work of art and should be in every school room. They are beautifully finished photographs from original negatives and are sold at an unusually low price.

The McConnell Map Company, in securing the services of Dr. R. M. Tryon of the University of Chicago and Drs. A. G. Terry, C. L. Grose and E. Lauer of the Northwestern University as editors of their maps, have taken a long stride forward in the standardization of their publications, which will gain for them a much wider production.

Writing at the record-breaking speed of 144 net words a minute for one hour, Mr. Hossfeld retained his title as World's Champion Typist and the Underwood typewriter scored its seventeenth consecutive victory in the seventeenth World's Championship Typewriter Contest, held in New York, October 23, 1922. A picture of Mr. Hossfeld will be found on page A-190.

How to get a movie outfit for your school is explained on page A-194 by the Acme Motion Picture Projector Company, who are the largest manufacturers of motion-picture machines in the world. Every teacher interested in procuring a machine should write to these people.

Printing, as a modern educational tool, for use in teaching language, spelling, grammar, art, science, drawing, mathematics, and punctuation is explained by the American Type Founders Company, by writing to their Educational Department. The advertisement of this National organization is found on cover, page 4.

Learn to do by doing is most aptly demonstrated in the teaching of printing. Attention is called to the advertisement of Barnhart Brothers and Spindler, who supply a superior service in outfitting schools for printing. Their advertisement appears on page A-192.

The November JOURNAL contained a beautiful picture of the Lincoln Memorial which was photographed by the C. O. Buckingham Company of Washington, D. C. We neglected to give the usual credit for this illustration.



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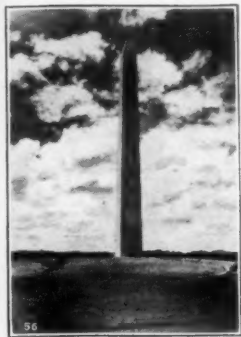
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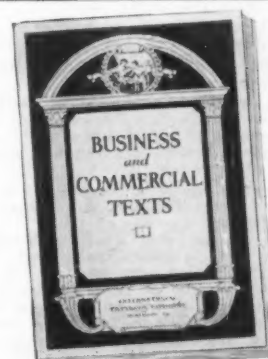
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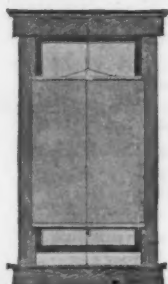
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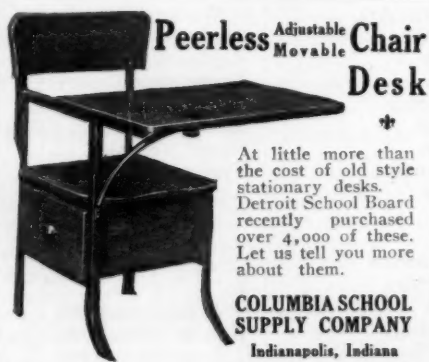


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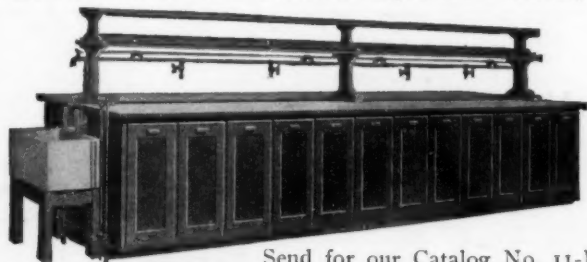
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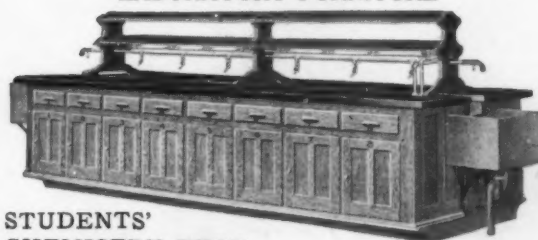
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